



SEND Policy

Morecambe Bay Academy
Dallam Avenue
Morecambe
LA4 5BG

T: 01524 410207

E: reception@morecambebayacademy.lancs.sch.uk

www.morecambebayacademy.co.uk

www.baylearningtrust.com

Date: Sept 2024

Review date: Sept 2025

SLT Reviewer: Ms J Pardoe



1. Compliance

1.1. This policy has been written with due regard to the following:

1.1.1. Department for Education's 'Special Educational Needs and Disability Code of Practice 0 to 25 years', January 2015.

1.1.2. Special Educational Needs and Disability Regulations 2014.

1.1.3. Children and Families Act 2014.

1.1.4. The Equality Act 2010.

1.1.5. Department for Education's 'Supporting Students at School with Medical Conditions', December 2015

2. Objectives

2.1. To identify students with special educational needs (SEN) at the earliest opportunity.

2.2. To support all students with SEN to ensure that they have full access to education with the best teaching and support available.

2.3. To ensure that the Morecambe Bay Academy's arrangements for assessing and identifying students as having SEN are agreed and set out as part of the Local Offer¹.

2.4. To ensure all SEN students have the ability to take full participation in the activities of the school as far as is possible.

2.5. Engage parents' children and young persons to actively in all decisions regarding SEN educational provision and support requirements.

2.6. To ensure compliance with the Morecambe Bay Academy's equality and diversity duties to SEN students.

2.7. To ensure compliance with the relevant sections of the SEND Code of Practice issued by the Department for Education (as amended from time to time).

3. Overview of SEN responsibility

3.1. Ultimate responsibility for compliance with this policy lies with the Governing Body. One of the Trustees will be identified as the SEN Governor.

3.2. The Local Governing Body (LGB) will ensure that the Headteacher of the Academy complies with the requirements of this SEN policy and will hold the Academy to account. A member of the LGB will be designated as the SEN Governor for the Academy.

3.3. Responsibly for supervising the implementation and operation of this policy, along with its periodic review, lies with the Acting Headteacher of the school.

3.4. The Acting Headteacher may delegate responsibility for SEN at the Academy to a member of the senior leadership team.

3.5. The school will have a SEN Co-ordinator (SENCO) who will report to the Acting Headteacher or member of the senior leadership team with responsibility for SEN. The SENCO will be responsible for the day to day operation of this policy.

3.6. The SENCO will work with the Heads of Department to ensure adequate implementation of this policy for the teaching of each specific area of the Morecambe Bay Academy's curriculum.

3.7. The SENCO will work closely with all members of staff to analyse data collected by the school on students' progress alongside national data and expectations of progress.

3.8. The SENCO will also ensure that any students with a Statement of Special Educational Needs (SSEN) or Educational Health and Care Plan have their assessed needs met.

3.9. All members of the teaching staff have a responsibility for compliance with this policy in their lesson planning, execution and administration. They are also responsible for tracking the progress and development of pupil in their class.

3.10. All other staff at the school have a responsibility to comply with this policy in the exercise of their duties.

3.11. Parents are responsible for providing the school with sufficient and up-to-date information about their child's medical needs.

4. Definition of Special Educational Needs and Learning Difficulty

4.1. Special Educational Needs

4.1.1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.²

4.2. Learning Difficulty

4.2.1. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age³, or

4.2.2. A child who has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.⁴

5. Admissions

5.1. The Morecambe Bay Academy's admissions criteria will not discriminate against those students with SEN.

5.2. Students with a SSEN/EHCP, which names the school as the educational provider, will be given priority under the admissions criteria.

5.3. The Governing Body will keep the admissions criteria under review to ensure that SEN provision is provided for as required under SEND code and the Morecambe Bay Academy's Funding Agreement.

6. Identification and Assessment

Identification of SEN will be built into the Morecambe Bay Academy's overall approach to monitoring the progress and development of all students.

- 6.1. Upon entry into the school all students will be assessed to identify their current skills and level of attainment. The data from these assessments will be collated and considered by the SENCO with relevant teaching staff and senior leadership.
- 6.2. The school where appropriate will liaise with previous schools and external agencies where appropriate to identify students with SEN.
- 6.3. Regular assessments will be carried out to monitor the progress of all students, ensuring that any pupil with SEN is identified.
- 6.4. Particular care will be taken when assessing students whose first language is not English.
- 6.5. The SENCO will work closely with staff at all levels in order to recognise any pupil behaviours which would indicate SEN during their academic performance.
- 6.6. Any decision regarding a pupil's SEN will be communicated to the parents and the pupil.

7. Individual healthcare plans

- 7.1. Where a special educational need is identified, the school may decide to implement an individual healthcare plan to support the pupil if the SEND is also a medical condition requiring additional support.
- 7.2. The SENCO is responsible for the development and implementation of individual healthcare plans for students with the involvement of the student and their family.
- 7.3. The SENCO will develop the plan in consultation with the pupil's parents, school staff and any healthcare professionals involved in providing care to the pupil.
- 7.4. The school will include the following types of information on an individual healthcare plan;

- 7.4.1. the medical conditions, its triggers, signs, symptoms and treatments;
- 7.4.2. the pupil's needs, including medication and treatment;
- 7.4.3. specific support needed for the pupil's educational social and emotional needs;
- 7.4.4. the level of support needed;
- 7.4.5. who will provide the support and any training required;
- 7.4.6. who in the school needs to be aware of the condition;
- 7.4.7. written permission from parents to administer medicine;
- 7.4.8. any separate arrangements required for school trips;
- 7.4.9. emergency procedures.

8. Education and Healthcare Plans

- 8.1. Where the school feels that the pupil could be further supported with the implementation of an EHCP it will work in consultation with the pupil's parents, teachers and SENCO to develop an application to the Local Authority.
- 8.2. While the school will make every effort to support an application for an EHCP it cannot make any determination as to whether the pupil will be assessed for an EHCP or whether one will be granted.
- 8.3. Where an EHCP has been granted and is in place with the school named within it the school will make every reasonable effort to implement the plan. The school will carry out an annual review of the plan to ensure its effective operation.

9. SEN Provision

9.1. The broad areas of need that will be planned for are:

9.1.1. Communication and interaction.

9.1.2. Cognition and learning.

9.1.3. Social, emotional and mental health difficulties.

9.1.4. Sensory and/or physical needs.

9.2. Students will be provided with independent careers guidance from Year 8 until Year 13. Assistance will also be provided, alongside other agencies, to assist with the SEN students' transition onto the next phase of education or preparation for adult life.

9.3. The school maintains a high quality of teaching to ensure the best access to education is available for all students.

9.4. The SENCO will work closely with parents, teachers and children to identify any areas of strength and difficulty, any parental concerns, any agreed outcomes to be met for the pupil and what the next steps will be in order to achieve the outcomes.

9.5. Outcomes will be reviewed regularly by the SENCO alongside teaching staff and parents.

9.6. The school will work closely with professionals to ensure the most appropriate support is provided for the SEN pupil.

10. Staff training and support

10.1. The school will ensure that any staff involved with the provision of education or support for students with SEN are provided with appropriate training.

10.2. Any member of staff who provides support to a pupil with medical needs will receive suitable training.

10.3. The school will assess training needs by annual staff survey and any training will be commissioned by Ms Jennifer Pardoe (Acting Headteacher).

11. Unacceptable Practice

11.1. The school considers the following actions and behaviour unacceptable treatment of students with SEN;

11.1.1. assuming students with the same condition require the same treatment;

11.1.2. penalising a pupil for their attendance if their attendances are related to their special educational need;

11.1.3. preventing a pupil from drink, eating or taking toilet or other breaks whenever needed in order to manage their special educational need; and

11.1.4. creating unnecessary barriers to normal aspects of **school** life to students with special educational needs.

12. SEN Information Report

12.1. Information about the implementation of this policy will be published on the Morecambe Bay Academy's or is available upon request.

12.2. A written report will be published annually on the Morecambe Bay Academy's website by the Governing Body which will comply with the requirements of the *Special Educational Needs and Disability Regulations 2014* and SEND Code of Practice, as amended from time to time.

13. Complaints

13.1. When a parent is concerned about an issue relating to their child's SEND the school will first make an effort to resolve the issue informally.

13.2. If the issue cannot be resolved informally it will be dealt with under the school's Complaint's Policy which can be found <https://morecambebayacademy.co.uk/>

