

The Bay Learning Trust

Morecambe Bay Academy

Special Educational Needs Policy

To be read in conjunction with the SEN annex to the Academy's Funding Agreement

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 Pupils at School with Medical Conditions', December 2015

2. Objectives

- 2.1. To identify pupils with special educational needs (SEN) at the earliest opportunity.
- 2.2. To support all pupils 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 arrangements for assessing and identifying pupils as having SEN are agreed and set out as part of the Local Offer.
- 2.4. To ensure all SEN pupils can fully participate in the activities of the Morecambe Bay Academy 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 equality and diversity duties to SEN pupils.
- 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 Governors will be identified as the SEN Governor.
- 3.2. [FOR MATS ONLY: 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. Responsibility for supervising the implementation and operation of this policy, along with its periodic review, lies with the Headteacher of the Morecambe Bay Academy.
- 3.4. The Headteacher may delegate responsibility for SEN at the Academy to a member of the senior leadership team.
- 3.5. The Morecambe Bay Academy will have a SEN Co-ordinator (SENCO) who will report to the 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 name and contact details for the SENCO will be published on the Morecambe Bay Academy website.
- 3.7. 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 curriculum.
- 3.8. The SENCO will work closely with all members of staff to analyse data collected by the Academy on pupils' progress alongside national data and expectations of progress.
- 3.9. The SENCO will also ensure that any pupils with an Educational Health and Care Plan have their assessed needs met.
- 3.10. 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.
- 3.11. All other staff at the Academy have a responsibility to comply with this policy in the exercise of their duties.
- 3.12. Parents are responsible for providing the Academy with sufficient and up-to-date information about their child's medical needs.

4. Key contacts

4.1. The SENCO is Ms Jen Pardoe and they can be contacted on jpardoe@morecambebayacademy.co.uk and 01524 410207. Assistant SENCO is Mrs Salma Meeth smeetha@morecambebayacademy.co.uk.

4.2. If you have concerns, please contact the SENCO or Assistant SENCO on smeetha@morecambebayacademy.co.uk and 01524 410207.

4.3. Support services for parents of pupils with SEN, include:

4.3.1. SENDIAS

Tel: 0300 123 6706
Monday to Friday 9am to 5pm
Email: information.lineteam@lancashire.gov.uk

5. Definition of Special Educational Needs and Learning Difficulty

5.1. Special Educational Needs

5.1.1. 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.

5.2. Learning Difficulty

5.2.1. 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 age
or

5.2.2. 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.

6. Admissions

6.1. Morecambe Bay Academy admissions criteria will not discriminate against those pupils with SEN.

6.2. Pupils with an EHCP, which names the Academy as the educational provider, will be given priority under the admissions criteria.

6.3. 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 Academy's Funding Agreement.

7. Identification and Assessment

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

7.2. Upon entry into the Academy all pupils 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.

7.3. The Academy, where appropriate, will liaise with previous schools and external agencies where appropriate to identify pupils with SEN.

7.4. Regular assessments will be carried out to monitor the progress of all pupils, ensuring that any pupil with SEN is identified.

7.5. Care will be taken when assessing pupils whose first language is not English.

7.6. 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.

7.7. Any decision regarding a pupil's SEN will be communicated to the parents and the pupil.

8. Individual healthcare plans

8.1. Where a special educational need is identified, the Academy may decide to implement an individual healthcare plan to support the pupil if the SEND is also a medical condition requiring additional support.

8.2. The SENCO is responsible for the development and implementation of individual healthcare plans for pupils with the involvement of and in consultation with the pupil's parents, school staff and any healthcare professionals involved in providing care to the pupil.

8.3. The Academy will include the following types of information on an individual healthcare plan;

8.3.1. the medical conditions, its triggers, signs, symptoms and treatments;

8.3.2. the pupil's needs, including medication and treatment;

8.3.3. specific support needed for the pupil's educational social and emotional needs;

8.3.4. the level of support needed;

8.3.5. who will provide the support and any training required;

8.3.6. who in the Academy needs to be aware of the condition;

8.3.7. written permission from parents to administer medicine;

8.3.8. any separate arrangements required for school trips;

8.3.9. emergency procedures.

8.4. Plans will be reviewed at least annually, or earlier if the Academy determines that evidence presented indicates that the child's needs have changed.

9. Education and Healthcare Plans

9.1. Where the Academy 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.

9.2. While the Academy will make every effort to support an application for an EHCP where it feels an application is appropriate, it cannot make any determination as to whether the pupil will be assessed for an EHCP or whether one will be granted, as this remains a question for the local authority.

9.3. Where an EHCP has been granted and is in place with the Academy named within it, the Academy will make every reasonable effort to implement the plan. The Academy will carry out an annual review of the plan to ensure its effective operation.

10. SEN Provision

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

10.1.1. Communication and interaction.

10.1.2. Cognition and learning.

10.1.3. Social, emotional and mental health difficulties.

10.1.4. Sensory and/or physical needs.

10.2. Pupils 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 pupils' transition onto the next phase of education or preparation for adulthood and independent living.

10.3. As young people prepare for adulthood outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society

10.4. The Academy maintains a high quality of teaching to ensure the best access to education is available for all pupils.

10.5. 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.

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

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

10.8. The effectiveness of the provision will be evaluated regularly and set out in the annual SEN Information Report.

11. Enabling to engage

11.1. Pupils with SEN are proactively encouraged to engage in our wide range of school activities. This includes physical activities. Suitable adaptations are made to facilitate this and advice sought from specialist teachers. Student voice contributes to the development of our programme of activities.

12. Support for emotional, mental and social development

12.1. This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, as follows:

12.1.1. Regular student voice activities e.g. student forums, form time activities

12.1.2. The development of a system of trusted adults

12.1.3. Anonymous reporting systems

12.1.4. Staffed spaces before school, break, lunch and after school

12.1.5. Regular assemblies and registration activities for all students

12.1.6. Regular staff training / weekly briefings

13. Staff training and support

13.1. The Academy will ensure that any staff involved with the provision of education or support for pupils with SEN are provided with appropriate training.

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

13.3. The Academy will assess training needs by working with professionals and any specialist training required will be commissioned by a professionally verified service e.g. NHS

14. Approach to teaching children and young people with SEN

'Classroom paramountcy' – SEND children must be in the classroom, alongside their non-SEND peers, being taught by subject specialist teachers. There is nothing more important than this. All children deserve the same educational offer. We must build our universal approach, to the benefit of all learners, and to ensure that need can be supported in an effective and manageable way.

Staff at Morecambe Bay Academy:

Encourage all children get ahead rather than catching up. Encourage pre-learning by accessing synergy resources prior to lesson e.g. read through PowerPoint.

Support reading and literacy skills by providing key words, definitions and spellings at the start of a unit. Support students to check back to these during class.

Allow students to sit 'open book' exams when they can check back in their books during a test. This supports them taking pride in their presentation and making quality corrections.

Please use positive praise and praise points to reward progress, effort and resilience alongside achievement.

Be explicit about why rewards or sanctions have been given and add a brief note to synergy to aid communication with home.

Have clear classrooms routines (our non-negotiables are the basis of these) and pre-warn of any planned changes to 'the norm' e.g. a test next lesson, a room change.

Employ a seating plan. Be strategic about your seating and seat disadvantaged students (PP/SEND) where you can check in first during your regular circulation e.g. end of row.

Conduct an effective check before moving on to independent practice. Address common misconceptions or reteach to support.

Scaffold all work and chunk into smaller steps. Visualise these steps on your board using a task ladder or tick off list.

Give clear time limits for each activity to be completed. Employ a timer and be exact.

Circulate to check each student has started a task and to provide live feedback. Repeat and simplify instructions if necessary.

Support flexible groupings and pairings. Do not allow students to choose. Vary frequently.

Do not use sarcasm when addressing pupils.

Be mindful of shouting and instead employ STAR to get full attention of the class in a calm and orderly fashion.

Call on call for emotional or behavioural support during a lesson.

Reasonable Adjustments & Interventions

The school will ensure reasonable adjustments are made, including tailored de-escalation strategies, sensory regulation support, and individual risk assessments, to minimise situations where restrictive intervention might otherwise be considered.

For pupils with identified needs, the use of restrictive intervention must be considered within their SEN Support Plan, risk assessment, or EHCP where appropriate, and regularly reviewed with parents/carers. This would not prevent urgent steps being taken to engage in restrictive intervention in the event it was necessary to keep the pupil or others safe from harm.

Where restrictive intervention has been used with a pupil with SEND, the SENCo will review the incident to identify contributing needs, adjust support plans, and strengthen preventative strategies.

1. Adaptations to the curriculum

- 1.1. Teachers at Morecambe Bay Academy make personalised adaptations to learning, based on information and key strategies provided in pupil passports, to allow all learners to access the learning and succeed.

2. Additional support for learning

2.1. Equipment and facilities to support children and young people with special educational needs will be secured by the SENCO and/or Assistant SENCO.

3. Unacceptable Practice

3.1. The Academy considers the following actions and behaviour unacceptable treatment of pupils with SEN;

3.1.1. assuming pupils with the same condition require the same treatment;

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

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

3.1.4. creating unnecessary barriers to normal aspects of Academy life to pupils with special educational needs.

4. Involvement of other bodies

4.1. The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, as follows:

4.1.1. LA specialist teacher services, Reachout and Acorn Psychology

4.1.2. The Academy will make data on the levels and types of need within the school available to the local authority.

5. Looked After Pupils

5.1. Arrangements for supporting children and young people who are looked after by the local authority and have SEN are supported by the SENCO and Teacher in charge of Looked After Children.

6. Local offer

6.1. Morecambe Bay Academy contribution to the local offer is as follows:
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

6.2. The Local Offer is published on the school website.

7. SEN Information Report

- 7.1. Information about the implementation of this policy will be published on Morecambe Bay Academy website or is available upon request.
- 7.2. A written report will be published annually on Morecambe Bay Academy 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.
- 7.3. The annual written report will be updated as soon as possible during the year to reflect changes to the information it contains.

8. Complaints

- 8.1. When a parent of a child with SEN has a complaint about the provision made at the Academy the Academy will first make an effort to resolve the issue informally.
- 8.2. If the issue cannot be resolved informally it will be dealt with under the Academy's Complaints Policy which can be found on the website.

[1] s.30 Children and Families Act 2014

[2] s.20 (1) Children and Families Act 2014

[3] s.20 (2)(a) as above

[4] s.20 (2)(b) as above