



The Academy is committed to excellent Safeguarding

Hope, Kindness, Courage, Integrity, Trust, Respect and Responsibility.

Special Educational Needs and Disabilities (SEND) POLICY

Policy Date: May 2008 Last updated: Feb 2020

Review due: Feb 2023

Portfolio Group responsible: Safeguarding and SEND



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Safeguarding**

Academy Context

This larger than average 11-19 Academy is built into a hill within a rurally isolated area. Around half of the students come from the local town but the remainder travel some distance to the Academy. Much of the local employment is seasonal. Almost all the students are White British. The proportion of students with learning difficulties and/or disabilities is lower than that seen nationally, the largest proportion of these students having emotional, behavioural and social, moderate learning and specific learning difficulties such as dyslexia. We serve and support our community providing a child-centred education that reflects Christian values and meets the statutory requirements of SMSC . Respecting the dignity and potential of each individual person and sensitive to the needs of a diverse society, we strive to enhance and strengthen our values:

- Hope
- Kindness
- Courage
- Integrity
- Trust
- Respect
- Responsibility

These values are central to our school and the way in which we model behaviour.

There is a learning support unit (LSU) within the college and a Local Additional Provision (HUB) that students with a variety of needs can access.

Aims and Values

We are committed to the highest standards of academic excellence and pastoral support; we are dedicated to providing the best possible education for all our students by developing the knowledge, understanding and skills essential for learning and leading a fulfilled life.

Members of staff responsible:

- SENCO
- Principal

People involved:

- SENCO
- SEND Governors
- Senior Leadership Team
- Teaching Staff
- SEND Support Staff
- Students
- Parents/Carers

Description of Policy Formation and Consultation Process

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Definitions

Identifying Special Educational Needs:

Definition of Special Educational Needs (SEN). Taken from section 20 of the Children and Families Act 2014.

A child or a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

a) Have significantly greater difficulty in learning than the majority of others of the same age; or b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if Special educational provision was not made for them.

Children MUST NOT be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Areas of special educational need

Ilfracombe Academy will make provision for pupils with the following 4 kinds of need:

Under the SEND (Special Educational Needs and Disabilities) Code of Practice (2014) all students recorded on the SEND register will be placed under 4 broad categories of need. These are:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

At Ilfracombe Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. This policy seeks to explain our school offer to students at Ilfracombe Academy to support them in removing barriers to their learning and reaching their academic potential. Ilfracombe Academy sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a learner centred approach to support where we work in partnership with the parents/carers and other agencies.

Inclusion Principles

- Staff at Ilfracombe Academy value students of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all student's needs. There is flexibility in approach in order to find the best solution for each student.
- Within each class, teaching and learning styles and organisation try to be flexible to ensure effective learning.
- Creative solutions and Intervention are sought to enable all students to reach their full potential within Ilfracombe Academy's existing structure.

Objectives

- To ensure the Children's and Families Bill (including SEN code of practice 2015) and relevant Codes of Practice and guidance are implemented effectively across the School.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, students with special educational needs.
- Endeavour to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide access to a broad and balanced curriculum through appropriate planning by class teachers, SENCO, and Skills for learning staff as appropriate to ensure barriers to learning are removed.
- To provide support for all students who are underachieving against their targeted potential including those identified as Watch, SEN support or those with an Education Health Care plan.
- Endeavour to ensure that pupils with SEN are perceived positively by all members of the School community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of school further education, career and life skills. These aims are central to the School's Skills for Learning department ethos.
- To involve parents/carers at each stage to help meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.
- To work with outside agencies in order to support each pupils needs on a case-by-case basis

Aim: 'Every teacher is a teacher of SEND'

The Ilfracombe Academy strongly supports the concept of social and academic equality and inclusion which is supported through the whole school Core Values: Hope, Kindness, Courage, Integrity, Trust, Respect, Responsibility. This inclusive ethos involves valuing all pupils and staff equally and reducing the barriers to learning and participation. All staff will aim to raise the aspirations, expectations and outcomes of all pupils with Special Educational needs. The Academy's Equal Opportunities Policy reflects the wish to encourage all pupils to be aware of, and understand, the diverse society within the Academy.

Arrangements for Co-ordinating SEN provision The School's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs and require Intervention.

The School's system includes reference to information provided by:

- Baseline assessment results
- Assessment for Learning Strategies
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing / EHCP assessment of need, My Plan or Educational, Health and Care Plan (or existing statement)
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another School or LA which has identified or has provided for additional needs

Based on the School's observations and assessment data and following a at the student underachievement meeting or student underachievement panel and in liaison with the class teacher, SENCO and parent, the child may be recorded as:

- **1st High Quality Teaching (student will be monitored)**
- **SEND Support (K)**
- **EHCP (E)**

At The Ilfracombe Academy the SENCO coordinates the identification of pupils with SEND. However, this information is gathered from a number of sources in a variety of ways. Those parties will include all or some of the following (this list is not exhaustive):

- Parents – via a number of means of communication
- Statutory Assessment Information and Guidance
- Primary Schools including teachers, SENCOs and support staff where information is gathered via a number of transition visits.
- Parents evenings including year 5/6 open evenings and Year 6 Vulnerable/SEND evening
- Other professional information and reports
- CIC, CIN information and TAF meetings
- Data monitoring and tracking of progress in all Key Stages
- Standardised testing
- All staff working in school who teach pupils: including pastoral, support and teaching staff

Procedure: Where a Special Educational Need is identified a pupil will be included on the school SEND register and parents will be made aware of this placement in cases of new additions after primary transitions. The aim of formally identifying pupils in this way is to enable the school to ensure effective provision is in place and so remove barriers to learning.

Provision for Students with Special Educational Needs

We believe that all students who are underachieving need to have some support in place to ensure they can reach their academic potential. Therefore we have provisions which are specifically designed to support underachieving students; these are mainly short term intensive provisions designed to solve particular academic issues the learner may be experiencing.

For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the provisions we offer to all learners (watch), then also to those students with identified needs (SEN and EHCP).

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The School will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will aim to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff are expected to work in a way to avoid the isolation of the children they are supporting, and should encourage peer tutoring and collaborative learning.
- Schemes of learning and policies for each area of the curriculum are in place and are increasingly differentiated to include appropriate learning outcomes for all students.

Working with disabled parents/carers

Ilfracombe Academy recognises that there will be a number of disabled parents/carers of children within the School, and we work to try to ensure they are fully included in parents/carers activities. We also endeavour to make sure that we hold parents/carers' meetings in the hall that is accessible and that accessible parking is available. We arrange BSL interpreters for those parents who require it (we need to have confirmation of attendance and the need for the service in order to make a booking).

Disability Equality, Trips or Out of School Activities Ilfracombe Academy tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional TA support for individual children as required.

A Graduated Response to SEND

Early Concerns The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

How we identify and support students with SEND All students' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers (data tracked termly), additional support is provided under the guidance of the subject teachers.

Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher works with the Special Educational Needs Coordinator (SENCo) to agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident: -

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised plan.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Have a communication and/or an interaction difficulty that impedes that development of social relationships and causes a substantial barrier to learning.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their provision reviewed regularly and at least termly.

The Ilfracombe Academy adopts a Graduated Approach to SEND Support: **'Every Teacher is a Teacher of SEND'**

The support provided consists of a 4 part process indicated below:

- **Assess**
- **Plan**
- **Do**
- **Review**

Under the Code of Practice (2014) pupils who are identified as having SEND will be recorded as requiring SEND support as a **single Category**. The graduated approach is at the heart of Whole School Practice and we are continually assessing, planning, implementing and reviewing our approach to teaching all children including pupils identified as having SEND. Class and Subject teachers are at the heart of this approach, adapting teaching and responding to the strengths and needs of all pupils. Teachers will adopt strategies provided by the SENCO and specialist staff under the 4 stages of SEND in planning, doing and reviewing provision.

Assessment:

Assessment of a child's needs is critical in planning effective strategies and providing appropriate adjustments to teaching or appropriate interventions that lead to good outcomes.

Assessment for identifying SEND at Ilfracombe Academy takes varying forms and involves a number of people already outlined above. Some approaches will include:

- **Transition programmes** – The SENCO works in partnership with all feeder primary schools to gather information on pupils with SEND as early as possible. They will attend annual review meetings of all pupils with a Statement of Special Educational Needs or EHCP from year 5 when invited, and to any other Team Around the Child (TAF) meetings where SEND needs are being discussed. Open evenings and days including a vulnerable pupil evening allow opportunities for parents to discuss the needs of their children with the SENCO. Additional visits to the college form part of this programme where students are able to become more familiar with the setting and the SENCO and other staff become more aware of their needs.
- **Whole school assessment processes** and tracking of pupils is done through progress panel meetings and discussions to identify pupils who are not making adequate progress, despite high quality teaching, taking into account progress across all subject areas, attainment and attitude to learning.
- Teacher/subject assessments at half termly intervals.
- Further graduated internal assessments using a variety of resources, are undertaken when necessary, by specialist staff within the Academy Learning support Team or, where appropriate by external agencies. Dyscalculia, Literacy Screening and LUCID exam screening are examples of those undertaken within the Academy.
- Classroom observations
- The individuals' development in relation to their peers and against national context expectations.
- Pupil referral meetings fortnightly, involving the, SENCO, HUB manager and Deputy Headteacher responsible for pastoral care. Pupils are referred by the Head of Year and Pastoral Coordinator for each year through an Information Passport document that informs the needs of the young person.
- The views and experience of parents.
- The pupil's own views and feelings
- Advice from external support agencies.
- Multi-Agency meetings

Plan:

When it is decided that a pupil at The Ilfracombe Academy requires additional SEND support planning and consultation will occur between the SENCO and the relevant parties involved in the delivery of provision. All those working with the pupil, including support staff, will be informed of the Child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being

employed and the outcomes that are being sought. Parental involvement in the planning of intervention may be sought, where appropriate, to reinforce or contribute to progress at home. For all students receiving Wave 2 and 3 intervention which requires extraction from parts of the usual curriculum, parents will be consulted in writing, by telephone and/ or face to face meetings where the adjustments, duration of interventions and expected outcomes and review dates will be discussed.

Individual and small group intervention programmes at The Ilfracombe Academy cover the whole spectrum of learning needs and are catered for in our well-equipped Learning Support area. Careful consideration is given to every individual child using the varying assessment processes above before a programme is initiated. Some of the programmes offered at Ilfracombe Academy are:

- Literacy and Dyslexia Support – encompasses reading recovery and spelling support
- Numeracy and Dyscalculia Support
- Exam Access Arrangements
- THRIVE
- Social and Emotional support activities including Art, craft and social skills groups
- Re-tracking
- ASC intervention programmes
- Hearing impaired Support
- Visually impaired support
- HUB intervention programmes
- Please note that 1 to 1 support with the same TA is not normal school policy

In addition to all of the above consideration will be given to the following when planning:

- Do we require specialist support from external agencies?
- Individual departments to consider groupings and programmes of study that are suitable to all pupils with relevant and appropriately challenging work at each key stage.
- Flexible curriculum pathways to be available that are personal and allow for academic success and personal growth and that take account of individual needs and abilities.
- Work related and alternative curriculum provisions are bespoke as necessary.

DO:

The Tutor, Head of Year and Subject Teachers remain responsible for working with every pupil including those with SEND on a daily basis and for making appropriate adjustments to address the needs of the pupils that they teach, with the advice provided. They will work closely with teaching assistants and relevant staff to plan and assess the impact of additional support within their classroom.

When Wave 2 and 3 intervention is necessary and intervention is away from the classroom, Teaching Assistants and HLTAs will:

- Keep detailed records of interventions including short and long term outcomes, baseline assessments, and an outline of programmes or units covered in each session. These should be available for inspections, parents and SENCO as requested.
- Communicate with teacher's other support workers and SENCO giving advice when necessary and where appropriate put strategies for working with individuals and groups on the SEND noticeboard in the staffroom.
- Attend any meetings regarding the students including annual reviews and TAC meetings to report on progress on the direction of the SENCO.
- Write IEPs with some students and distribute to staff when directed to do so by the SENCO
- Review intervention programmes at regular and appropriate intervals.

Review:

- There is administrative time set aside for the SENCO to coordinate the planning, monitoring and reviewing of all SEND provision within the Academy. The SENCO will track the impact and quality of support of interventions in a variety of ways and in response to this will revise and make necessary adjustments, in consultation with relevant other parties.
- The following are examples of the ways in which the SENCO will monitor and evaluate the success of SEND provision at Ilfracombe Academy:
- Via lesson observations, formally and through lesson walks.
- Discussion at annual reviews regarding progress against targets set for pupils with statements of SEND.
- At Progress panel meetings: discussing the whole profile of the student using internal and external data, National Curriculum teacher assessments, attitude to learning information and attendance. Summarizing needs and discussing future provision. These occur each half term.
- Seek feedback from parents/carers relating to their degree of satisfaction with the quality of provision and progress of their child, during parents meetings, phone calls, through email communication and for pupils with statements of SEND, at annual review meetings.
- Analyse targeted individual intervention data at regular intervals with the TA/ HLTA who is delivering the programmes.
- Evaluate evidence of the quality of teaching and learning of pupils with SEND, through regular cycle of whole school lesson observations. • Analysis of whole school data.
- Analysis of attendance and exclusion data for pupils with SEND
- There is also an established whole school procedure for seeking parental views and satisfaction.
- Identify strengths and areas for improvement in the department Improvement Plan and share action plans with all the Head teacher and support staff.

Referral for an Education, Health and Care Plan: One significant change arising from the government reforms (Children and Families Act 2014) are that statements of special educational needs, for children with complex needs have now been replaced by EHCP's.

If a pupil at Ilfracombe Academy has significant and complex learning difficulties which have continued over time despite ongoing intervention, the school may request that a statutory process of assessment is undertaken by the local authority. Previously such an assessment was known as an application for a statement of Special Educational Needs. This will occur when the complexity of need or a lack of clarity around the needs of the pupil are such that a multiagency approach to assessing that need, planning provision and identifying resources, is required.

Any student requiring additional resources beyond the school allocation will be required to be part of ongoing team around the family, planning and review meetings (TAFs) and all minutes of actions over time recorded. The decision to proceed with an application for an Education, Health and Care plan will require the Academy to proceed with a EHCP request and follow up E2 submission. A minimum of 2 review meetings must then be undertaken before progression to an application for an EHC plan can be undertaken. Parents must be fully involved in all stages of the process. Team around the Child meetings need to be multi-agency focussed and targets need to be outcome led and reviewed frequently.

An application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents and pupils
- Teachers
- SENCO's
- Social Care
- Health Professionals
- Other relevant professionals

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring SEND support. At this point, through discussion and agreement with parents/carers, the student is removed from the School's SEND register.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff have regular CPD when Quality First Teaching is addressed.
- The SENCO and other SLT members provide regular CPD to other staff in specific aspects of meeting the needs of students with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.

- Peer support and guidance is available daily for all staff and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of the student.

Further information about Educational Health Care Plans (EHCPs) can be found via the SEND local Offer:

www.devon.sendlocaloffer.org.uk or by contacting the Parent Partnership service

More details about the government reforms and the SEND code of practice can be found on the Department for Education's Website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the provision and services that are available both to those families in Devon that have an EHC plan and those who do not have a plan, but still experience some form of special educational need. It includes:

Training and Resources:

Funding for inclusion is delegated to the Academy through transparent LA funding criteria.

Human, physical and financial resources for pupils with SEND are allocated by the Head teacher and Governing body in consultation with the SENCO and business manager

Funding streams are pooled to ensure inclusivity. The whole Academy budget finances:

- The SENCO
- Maths Support
- The Literacy Coordinator
- The HLTAs and TAs
- The HUB manager
- Brokered support to the Academy's use of support services including the Educational Psychologist and school councillor

The Academy maximises its available resources to ensure that provision is matched to need. Detailed records of provision for individual pupils, groups and whole school initiatives illustrate how funding is used creatively to meet the needs of targeted groups of pupils and to ensure that statutory duties for pupils with statements/EHC plans are fully met.

The success of the Academy's allocation of resources for pupils with SEND is monitored and evaluated on an annual basis. The success of the Academy's policy for SEND is measured through monitoring pupil's targets and social and academic achievement. Staff training and appraisal systems for monitoring the training of all staff is recorded as a whole school using Bluesky Education.

Working in Partnership with Parents/Carers:

Ilfracombe Academy believes that parents and carers have a fundamental role to play in the process of inclusion for their children. It seeks to include all parents/carers in the education of their children by acknowledging that Partnership with parents plays a key role in promoting a culture of cooperation between parents, colleges, LEAs and others. In recognition of this the Academy offers a range of opportunities, both formal and informal, for parents and carers to be involved in the Education of their child including through:

- A formal meeting each year with parents/carers with subject teachers
- Tutorial meetings for year 7 pupils
- Vulnerable pupil evening
- Pupil planner communication
- Signposting parents/carers of pupils with SEND to a variety of parent/carer support groups
- Annual review meetings for 'Statemented' pupils
- Team around the Family meetings
- Core group meetings for those children under social care
- PEP meetings for children in care
- A range of other meetings regarding interventions offered including THRIVE • The school will strive to be aware of parents with additional needs or special educational needs and support them

Roles and Responsibilities: Inclusion of pupils with SEND

The Headteacher oversees the Academy Policies and is responsible for ensuring that they are implemented effectively throughout the school.

The school Curriculum is regularly reviewed by the Senior Leadership team to ensure that it promotes inclusion for all pupils. The Curriculum Leader is Mr Twomey (Assistant Head teacher) who works closely with the SENCO to discuss curriculum changes and bespoke curriculum arrangements for individuals. This includes learning outside the classroom, alternative and off site provision.

Pupil Premium and looked after children funding is managed by the Deputy Headteacher and the Head teacher who are responsible for progress and achievement across the Academy.

SENCO – Mr S Rogers

Keep abreast of legislation and good practice as it affects SEND

- Coordinate the development and implementation of policy and provision for pupils with SEND
- Line manage HLTAs and TA's
- Designated teacher for children in care
- Keep staff fully informed of special educational needs of any pupils including sharing progress reports, medical reports and professional information that will support their planning
- Provide or organise regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Assist in coordinating early identification of SEND
- To ensure that in class provision and support are deployed effectively and that the curriculum is differentiated effectively when necessary
- Work in partnership with colleagues, parents and carers, pupils and outside agencies to set short term learning outcomes for pupils with SEND
- Work with others in school to coordinate the monitoring of pupils achievement and use this information to inform planning and intervention
- Effectively audit and manage resources in relation to SEND
- In conjunction with other senior and middle leaders, monitor the quality of teaching and learning for pupils with SEND and work with colleagues to set targets for improvement
- Liaise with external agencies in matters relating to SEND, including in respect of post 16 transition planning for pupils with EHCPs
- Take responsibility for training teaching assistants and supporting their professional development
- Act as an advocate for pupils with SEND at pastoral, curriculum and inclusion meetings
- Work in partnership with feeder primary schools and their parents to plan effectively for transition of pupils with SEND
- Seek further support for students with complex learning needs through the TAF process
- Work in partnership with the HUB manager
- Work in partnership with the Local Authority

Role and responsibilities of HLTAs and teaching assistants:

- Specialist Nurture HLTA, AQA unit awards Co-ordinator
- 2 further Nurture TAs
- Literacy Coordinator/ EAL – HLTA
- Hearing impaired support and teacher of SEND maths specialist HLTA
- Numeracy Extraction and classroom support maths specialist HLTA
- Step up to English - Entry level English Specialist TA

- Access Arrangements coordinator and literacy screening HLTA
- THRIVE coordinator and ASD and Secondary trained practitioner
- Art Thrive worker
- HUB manager – alternative curriculum, COPE and outdoor learning programmes HLTA
- Subject Specific TA's – English, Maths, Art, Design and Technology, Performance – including PE, Music and Drama, Humanities and Science
- There are two other teaching assistants who provide in class support appointed through EHCP funding for individual pupils.

Role of the governing body and SEND Governor: The Governing body at Ilfracombe Academy will ensure that the SEND provision meets the needs of the pupils with SEND. The SEND Governor will liaise with the Head teacher and the SENCO and report back to the governing body and parents and carers on the success of the colleges SEND policy and provision. As required, the head teacher's report contains a review of SEND provision, informed by the SENCO. There is a specific Portfolio group which addresses SEND and Safeguarding issues.

Admission arrangements:

- Please refer to the information in our school prospectus.
- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.
- The SENCO and Pastoral team work in partnership with feeder schools and will attend the year 5 and 6 annual review or team around the child meetings as is requested. Additional visits and taster events are organised for specific pupils to enable them to familiarise themselves with the Academy and to reduce potential anxiety. Parents will be invited for individual discussions in addition to whole school evenings.
- The Academy will plan for the provision of pupils with SEND and do its utmost to target resources appropriately, including ensuring that the special educational provision outlined in pupils statements/EHC plans are delivered.
- In the event of the Academy receiving a pupil with SEND mid-year, the Academy will assess their needs and make reasonable adjustments out of its whole school budget to ensure the pupils needs are met.

Storing and managing information:

- The SENCO will hold records of all SEND support such as the SEND register, provision maps, timetables, IEPs and individual pupil information which will be stored in locked filing areas. Appropriate information is sent to Petroc College and other establishments for Further Education on transition. This is also applicable when students transfer to different school settings.
- The LSU and HUB hold the files of individuals who are working with them, their information passports, provision maps and pupil profiles. They will also hold all individual work and monitoring of progress records.
- Individual TAs will keep records of all individual intervention which is accessible for meetings with pupils and parents.

- THRIVE records and assessments are kept by individual THRIVE practitioners.

Staff can access the following information on the Academy shared file:

- The Ilfracombe Academy SEND policy
- A copy of the complete SEND register
- Guidance on identification of need in accordance to the revised SEND code of practice
- Information on individual pupils special educational needs and strategies for working with them including their IEPs.
- Practical advice and information about types of Special Educational Needs
- Additional information regarding students and strategies for working with them is currently being updated on S Drive.
- Basic SEND information is available on Class charts

Complaints Procedure:

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation. If the issue cannot be resolved then the parent can contact the Deputy Headteacher (Student & Parent Support) who can advise the parents on the formal complaint's procedure (available on website). In the unlikely event of the need to take the matter further, the Head teacher will then deal with the complaint and refer it to the governing body if the issue remains unresolved.

The Local Authority has a Parent Partnership Service, which offers independent advice and support for any parent/carer with a child with SEND. Further information can be found on the Local Authority Website.

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
October 2014	Total update in line with changing legislation	C Ball	October 14	April 16
April 2016	Slight Amendments following TA re-structure	CBall	April 16	
September 2016	Further amendments following staff changes and redundancies.	CBall	September 16	
February 2018	Slight amendments taking into account changes to the allocation of resources from Element 3 DAF funding to statutory EHCP process following the Graduated response documentation	CBall	February 18	
January 2019	Addition of 2017/18 information and other slight changes re. staffing etc.	CBall	February 2019	January 2020
Feb 2020	Updated and reformatted – S Rogers added as named SENCO (Nov 20)	S Rogers	February 2020	February 2023