



# **Special Educational Needs Policy**

**Chair of Governors:** \_\_\_\_\_

**Executive Headteacher:** Dean Gordon

**Date:** September 2024

**Date to be reviewed:** September 2026


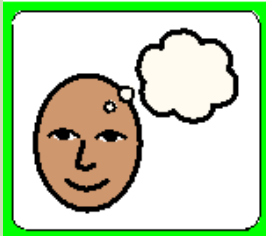

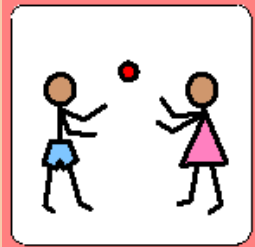
**This policy is written in accordance with our SEND report, Behaviour, Safeguarding and Intimate Care policies.**

At Phoenix Federation, we believe that every child is unique. We value **individuality** and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly. Our curriculums are **ambitious** and are designed to give **all learners**, particularly those who have additional needs, the knowledge and skills they need to succeed in life.

We firmly believe that all children are entitled to an education that enables them to make progress so that they can:

- **achieve** their best
- become **confident** individuals living fulfilling lives, and
- make a **successful** transition into their next phase of education.

The Code of Practice (Department for Education, 2015) outlines four areas of special educational needs:

<p><b>Communication and Interaction</b></p> 	<p><b>Cognition and learning</b></p> 
<p><b>Physical and Sensory</b></p> 	<p><b>Social, emotional and mental health needs</b></p> 

At Phoenix Federation, we provide support for children who have needs under each category.

## Context

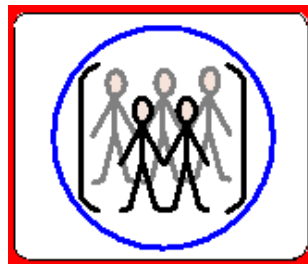
A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

## Roles and Responsibilities



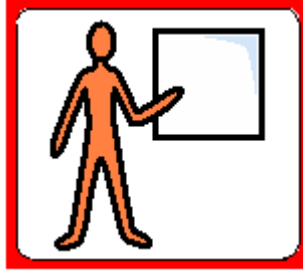
### Governing Body

The governing body is responsible for reviewing and approving the SEND policy in conjunction with the senior leadership team and monitor the policy's effectiveness, holding the headteacher to account for its implementation. The designated governor for SEND will work alongside each school's SENDCo to challenge the school's practice and to ensure that resources are being used effectively.



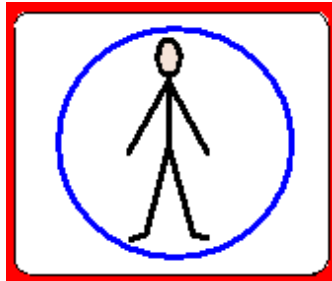
### Senior Leadership Team

The senior leadership team of each school will ensure that inclusive practice is an integral part of ongoing school development. They will facilitate necessary training for staff to be able to meet the needs of all pupils and will work alongside professionals and families to ensure that children's needs are being identified and addressed at the earliest possible stage.



### Teachers

The class teacher is responsible for planning and teaching all children in their class, regardless of need. They will monitor the progress of the child and identify, plan and deliver any additional help the child may need. This will be done in collaboration with the SENDCo.



### Parent(s)/Carer(s)

- Inform the school of any concerns they/other professionals have about their child's development
- Share any relevant external reports with the school
- Be involved in the development and review of their child's provision map
- Work alongside the school to support and promote learning
- Attend meetings relating to their child



### Children

State their views about their education and learning. We support children to be able to understand their own needs and learn about learning. They share in individual target setting across the curriculum so that they know what their targets are and why they have them. Where appropriate, they self-review their progress and set new targets.



## **Aims**

Provision for pupils with SEN is a whole school matter. In line with the Code of Practice, Phoenix Federation will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need.
- Ensure that all pupils with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every pupil whatever their prior attainment.
- Provide for the individual needs of all pupils with SEN and ensure their progress in mainstream education, alongside pupils who do not have SEN, to maximise their achievement.
- Ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.

## **Implementation of the policy**

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of the School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from year to year within our schools, when joining our schools and also when transitioning to new provision (for example, moving on to secondary school).
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision, where necessary and appropriate, to meet the needs of individuals and groups of children.
- Enabling all SEND pupils to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.

- The quality of teaching all groups of learners, including those with SEND and progress made by pupils is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of pupils with SEND.
- Regular monitoring of the progress and development of all pupils at Phoenix Federation.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up to-date and knowledgeable about the School's SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

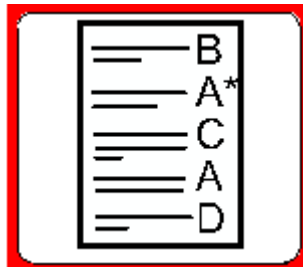


### **SEND Support**

Where a pupil's learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age, he/she is identified as a child with SEND and is placed on the school's SEND register and the school then puts in place SEND support. This takes the form of a four-part cycle referred to as 'Assess-Plan-Do-Review':

- **Assess:** a clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services.
- **Plan:** the teacher and SENDCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This is documented on the child's Individual Provision Map.

- Do: the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENDCo, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Review: the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENDCo in consultation with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.



### **Education, Health and Care Plans**

Most pupils in the school with SEND will have their needs met through the provision of SEN support delivered via the cycle of Assess-Plan-Do-Review, described above. However, where a pupil fails to respond to that process s/he may require an EHC needs assessment in order for the LA in which they reside to decide whether it is necessary to make provision through an EHC plan.

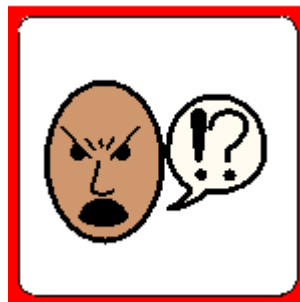
The purpose of an EHC plan is to make special educational provision to meet the SEND needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

EHC plans are reviewed annually by the school in collaboration with the Local Authority and any external agencies involved in the support of the pupil.



## **STAFF AND PROFESSIONAL DEVELOPMENT**

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training. This policy needs to be read in conjunction with the school's SEND information report which can be found on the Phoenix Federation websites.



## **Complaints**

Parents with a complaint about their child's support should discuss this directly with the SENDCo in the first instance. If the SENDCo cannot resolve the matter, they will direct parents to the school's complaints procedure. See our complaints policy for further information and advice.