Special Educational Needs Policy

Ratified by the Academy Governing Board: October 2026
Policy to be reviewed: September 2027

The Victory Academy - SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- This policy is available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0 – 25 guidance.

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them form make use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational training or provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

SECTION 1

The SEND Department:

The Victory Academy's designated Special Educational Needs Co-ordinator (SENCo) has a BA (Hons) in Childhood and Youth Studies, with a focus on inclusion and has completed the NASEN statutory SENCo training via Christchurch University. The Assistant SENCo has a BA (Hons) in Childhood and Youth Studies, with a focus on inclusion and has a Master's degree in Inclusive Educational Practice. Our Assistant Head Teacher for SEND and Alternative Provision has completed the National Professional Qualification for SENCo's (NPQSENCO).

The SENCo and Assistant SENCo will develop resources and strategies to support students and staff. The SENCo will be able to communicate directly with the Assistant Head Teacher for SEND and Alternative Curriculum regarding relevant and current information on any student with special educational needs. The SENCo and Assistant SENCo will ensure staff training needs are met and they will communicate strategies to Learning Support Assistants (LSAs) and Higher Learning Teaching Assistants (HLTAs to ensure students' needs are met. The Assistant SENCo and a nominated Governor support the SENCo.

Staff in SEND Department:

Miss L Simperl-Assistant Headteacher for SEND and Alternative Provision
Mrs A Clarkson- SENCo
Miss E Johnson – Assistant SENCo
Mx M Wells-Centre Manager-The Victory Harbour
Mr D Miller- Lead for Medical Health Care Plans and Mental Health/Emotional First Aid trained

Learning Support Assistants:

Ms C Cole
Miss J Baker
Miss J Adewumi
Miss H Jalloh
Miss S Morrin
Mrs A Tran
Mrs T Torocsik-Adam
Mr K Musanda
Miss M Fercakova
Mrs L Racher
Miss C Smith
Ms H Moss

Higher Level Teaching Assistants:

Miss C O'Neill-Beacon Transition Provision
Miss D Ologunebi-KS3 Alternative Provision
Mrs A Barton-Bay Provision and Literacy Lead
Miss E Seymour-SEMH Lead
Miss P Staniforth-SLCN Lead
Mrs B Johnson-The Victory Harbour

The Victory Academy Beliefs and Values:

The Victory Academy aims to give students the opportunity to develop to their full potential. It recognises that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

The Victory Academy is committed to ensuring all students receive their full entitlement to a whole-school curriculum regardless of their needs or disabilities. All staff believe that every teacher is a teacher of every child or young person, including those with special educational needs. The Academy ethos of, '*respect, pride and belief*' underpins all policies and procedures.

SECTION 2

The Victory Academy SEND aims:

The Academy is committed to raising the aspirations of and expectations for all students with special educational needs. The school reviews the progress of all its students on a regular basis and it is our absolute priority to make certain that all students are achieving as well as they can at all stages of their schooling. If we are concerned that a student's progress could be improved by adding more intervention, then we will review all possible options available to us. Our focus is achieving the best possible outcomes for all students.

The Victory Academy SEND Objectives:

1. To identify and provide for students who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs students.

SECTION 3 - Identifying Special Educational Needs:

There are four broad areas of need (SEND COP 2014) for which The Victory Academy is responsible for planning provision:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

The purpose of the identification of a SEND is to establish what action the Academy needs to take to best support our students. The Academy identifies the needs of students by considering the needs of the whole student, not just the special educational needs.

The Academy is clear that only those students who require additional specialist provision will be referred to as having SEND status. Other issues which may impact on progress and attainment but are **not** SEND include:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour, as a need is no longer an acceptable way of describing special educational need. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need, which the Academy will be able to recognise and identify clearly as we know the child/young person well and can respond to their needs.

At The Victory Academy **all** teachers are responsible and accountable for the progress and development of **all** students in their class, including where students access support from Learning Support Assistants or specialist staff. High quality teaching, via our Universal Offer for Teaching and Learning for individual students, is the first step in responding to students who have or may have special educational needs.

The Academy carefully and regularly reviews the quality of teaching for all students, including those at risk of underachievement. Members of staff are formally observed throughout the year and where problems are identified robust support is immediately put in place. Work scrutinies and observations are regularly carried out as part of the Quality Assurance process, which is led by senior and middle leaders.

The Academy is committed to making certain all teachers are including all students in all lessons and differentiating where appropriate and necessary. All SEND training is focused around the needs of the students in the school setting.

SECTION 4 - A Graduated Approach to SEND Support:

When the Academy decides to make special educational provision, this decision is made with the consideration of teaching staff, the SENCo, SEND team and the pastoral team. All of the information gathered from within the school about the student's progress, alongside national data and expectations of progress, is taken into consideration.

The Academy will seek the views and opinions of both the parents and students in making decisions about the SEND support put in place.

The Victory Academy identifies and manages students with SEND status by the following process outlined below:

- Assess
- Plan
- Do
- Review

This process will take place three times a year in terms 2, 4 and 6. (See Appendix A for a flow diagram which outlines the process)

Assess:

- Information collated from all teaching staff who teach students with SEND status
- Information collated from form tutors and pastoral team responsible for the students with SEND status
- Current rate of progress for all subjects acquired
- Information from parents of students with SEND status sought
- Information from students with SEND status sought– what is working well / what needs to be done differently
- Any outside specialist assessments requested where appropriate (i.e. Educational Psychology, NELFT, Behaviour Support Service, Speech and Language)
- Current Provision Map for all students with SEND status reviewed – what has been tried already and what was the impact of this intervention?

Plan:

- Using the information acquired decisions are then made regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential
- Parents formally notified of SEND support to be provided. Parents/carers and students are consulted on any adjustments, interventions and support to be put in place

- All staff working with the student are made aware of their needs via individualised Belong and Achieve Plans, the outcomes sought, the support provided and any teaching strategies/approaches that are required
- Planning put in place at this stage will be until the next APDR cycle
- Planning is recorded formally on an APDR form
- Changes are reported on the SEND register and provision maps

Do:

- All of the planning is now in place and being actioned on a daily basis
- Teachers informed of updates/changes on the SEND register and provision map

Review:

- The effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date.
- The impact of the APDR process will be formally reviewed in terms 2, 4 and 6 but grades for all students with SEND status are reviewed informally by the SENCo on a regular basis.

Where the needs of a student are more complex and they require support from an external agency/provider the Academy will endeavour to obtain this support. The Victory Academy will involve parents and students at all stages of the decision-making process for external agency support. The SENCo/Assistant SENCo monitors the affordability of this provision; all provision for all students with special educational needs is logged and costed on the SEND provision map, which is updated after each APDR round.

SECTION 5 – Criteria for exiting the SEND register

SEND status students and students with EHCP are discussed at the In-School Review (ISR) three times a year. Parents are informed whether their children will be discussed prior to each meeting and given the opportunity to contribute to the discussions had. ISRs are attended by: The Educational Psychologist linked to the school, a member from the Medway Inclusions team, SENCo, Assistant SENCo, Safeguarding Lead, Attendance Officer and Heads of Year.

APDR meetings are held in Terms 2, 4 and 6 where the provision in place for all SEND status students and EHCP students are assessed.

If students with SEND status no longer require additional specialist support to make the progress that the school expects of them, they will be discussed at the next available ISR to determine whether they can come off the SEND register.

Students who have an Education, Health and Care Plan (EHCP) will remain on the SEND Register for as long as the EHCP remains active. Decisions regarding the removal of a student from the SEND Register will be made through a collaborative and person-centred approach, involving the school, the student, parents/carers, relevant external professionals, and the allocated Local Authority Caseworker. This decision will be considered and agreed as part of the student's annual Person-Centred Annual Review (PCAR).

If a student is removed from the SEND register the provision map will reflect this change to allow the school the ability to accurately cost the amount of money spent on SEND provision within the school setting.

SECTION 6 - Supporting Students and Families

Parents can view all available additional support services offered by Medway Council on their web page from the Medway Council LEA Local Offer.

The Academy will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity. Parents can contact the SEND team at any time to discuss concerns regarding their child, regardless of whether they have SEND status. The school is committed to supporting all parents and students with any SEND concerns.

If students with special educational needs require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENCo. The school is bound by the rules and restrictions of the examinations board and specific criteria must be met to allow any access arrangements to be facilitated. If parents wish to discuss any exam access arrangements, they must speak to the SENCo in the first instance.

Information about students with special educational needs is shared with all staff on the SEND register; updates to the SEND register are issued to all members of staff. If a student with special educational needs transfers to a new school, the SEND team will contact the new school or education provider to share all appropriate information prior to transition.

The SEND and Pastoral team have a very good transition phase in place for the transition to Year 7; this includes meetings with parents and students with SEND, Primary school SENCos and Year 6 teachers and a phased induction, if necessary, in the Summer Term. The SENCo aims to attend Person Centred Reviews for Year 6 students who are due to join the school who have an EHCP. The SENCo will also attend Primary school ISRs in Term 6 when invited.

SECTION 7 - Supporting Students at school with Medical Conditions

The Academy recognises that students at The Victory Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have an EHCP which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students who have complex medical conditions are registered on the school's medical register.

SECTION 8 - Monitoring and Evaluation of SEND

The Academy regularly and carefully monitors and evaluates the quality of provision we offer all students. The Academy requests parent feedback after every Parents' Evening.

The SEND Governor meets with the SENCo regularly but informal contact is maintained throughout the course of the academic year. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

SECTION 9 - Training and Resources

SEND is funded through The Medway Council and all mainstream schools are provided with resources to support those with additional needs, including students with special educational needs and disabilities. This funding is determined by a local funding formula, discussed with the local school's forum, which is also applied to local academies.

The Academy has an amount identified within its overall budget called the notional SEND budget but this is not a ring-fenced amount and the Academy endeavours to provide high quality appropriate support for students with special educational needs from the wider budget where appropriate and necessary.

Students with an ECHP can have additional top-up funding provided to help meet their needs if The Medway Council deem it appropriate. This is typically allocated where the needs of an individual student exceeds the nationally prescribed threshold (approximately £6,000)

The SEND training needs of all staff are arranged though the SENCo and the Assistant Deputy Head Teacher who is responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students the SENCo and Assistant SENCo lead training for inclusion and differentiation for SEND throughout the year; all staff are invited to attend this training and all departments are required to be represented.

When specific training is needed to support the needs of an individual student, training is delivered to all members of staff who are involved with the student on a regular basis. Where possible the academy involves the support of external providers to support training needs.

All new members of teaching staff and trainee teachers meet with the SENCo/Assistant SENCo as part of their induction; this is to allow the SENCo/Assistant SENCo opportunity to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students

The Academy's SENCo/Assistant SENCo regularly attends the LA SENCo network meetings in order to keep up to date with local and national updates in SEND. The SENCo is part of a Secondary School SENCO network within the local area.

SECTION 10 - Roles and Responsibilities

The role of the SEND Governor is to meet with the SENCo on a regular basis and support the SENCo with their management of the SEND department. The SEND Governor is able to challenge the SENCO on statistics and the progress of SEN students and request to see any documentation the SEND Governor would like to see to support information given.

The Academy SEND strategic team is responsible for the planning, leadership, development and quality assurance of SEND provision across the school.

The SENCo (Mrs A Clarkson), Harbour Alternative Provision Centre Manager (Mx M Wells) and Harbour HLTA (Mrs B Johnson) are line managed by the Assistant Headteacher for SEND and Alternative Provision (Miss L Simperl).

The main school Learning Support Assistants and Higher-Level Teaching Assistants are line managed by the SENCo (Mrs A Clarkson) and Assistant SENCo (Miss E Johnson).

The Academy Safeguarding Lead (Mrs T Hope) is the Designated Safeguarding Lead for Children & Families.

The SENCo is responsible for LAC students with support from the Designated Safeguarding Lead for Children & Families.

The SENCo is responsible for managing the school's responsibility for meeting the needs of students.

SECTION 11 - Storing and Managing Information

The Victory Academy recognises the importance of appropriately managing and storing documentation associated with SEND. When receiving confidential documentation through the post, letters are forwarded to the SENCo and Assistant SENCo for further action.

This documentation will then be stored in the students SEND file in a locked filing cabinet in a locked room. Documents are managed in accordance with the Data Protection policy.

SECTION 12 - Reviewing the Policy

The SEND policy will be reviewed on an annual basis given the climate of reform and extent of changes at a National Level.

SECTION 13 - Accessibility

The SEND and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal daily activities. Normal daily activities are defined as those which are carried out by most people on a regular and frequent basis. The Categories include the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

The Local Authority has designated The Victory Academy as capable of accommodating students with physical impairments.

- All classrooms and specialist teaching areas are accessible to all students.
- Disabled Toilet provision throughout the school is adequate.
- Safe routes via ramps exist on the site.
- Safe storage facilities for wheelchairs and specialist equipment are available.
- Emergency evacuation routes have been identified and procedures implemented for all disabled students
- All disabled students are fully included in the school curriculum including teaching and learning, school trips and extra-curricular activities.
- Disabled students are issued with additional electronic equipment as required to encourage independence and allow them to fully access the curriculum.
- The SEND team have very positive relationships with the parents and carers of the disabled students in the school setting; parents and carers of these students can contact the SEND team directly by email or telephone.

SECTION 14 - Dealing with Complaints

If parents and carers have complaints about the SEND provision within the Academy, they can address these directly with the Assistant SENCo or SENCo. The Victory Academy is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.

The school procedure for dealing with complaints can be obtained through the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

APPENDIX A

Process for identifying and supporting SEN

Wave 1

A member of staff has a concern regarding a student's progress. Quality first teaching and Universal Offer is the first step in responding to student's who have or may have SEND. Classroom based strategies and personalised/adapted curriculum implemented. Student progress reviewed after 6-8 weeks. Referral made for HLTA to discuss and recommend further in class strategies or Wave 2 referral made.

IMPROVEMENT

Universal teaching strategies and continue to monitor. Maintain successful adaptive teaching approach.

NO IMPROVEMENT

Wave 2

HOH and SEND meet. Information provided on what classroom-based strategies and approaches have been used to support student. Discuss alternative interventions and strategies.

IMPROVEMENT

Adaptive teaching strategies and personalised curriculum remains in place. Progress monitored through termly grade rounds

NO IMPROVEMENT

Wave 3

Students discussed during Academy Inclusion meeting and referral for specialist intervention.

SENCo implements graduated approach - Assess, Plan, Do, Review (PDR) process:

Assess - SENCo carries out more in-depth assessment of student's needs. Specialist assessments requested where appropriate

Plan - SENCo, parents, pupil and teaching staff agree adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. Date of review agreed

Do – Interventions implemented

Review – The effectiveness of the support and interventions and their impact on pupils progress reviewed

- Student added to SEN register with SEN status
- SIMS / Provision Map updated
- Parents informed that their child is receiving this support
- Teaching staff are informed of the additional support

SENCo initiates a statutory assessment if pupil continues to make no progress under the graduated approach