Special Educational Needs And Disabilities (SEND) Policy 2025-26

This report should be read in conjunction with other policies:-

- **SEND Information Report**
- **Whole-school Safeguarding Policy**

DfE- Special educational needs and disability code of practice: 0 to 25 years, 2015

Staff Member(s) Responsible:	Mr C Bailey
Link Governor Responsible:	S. Haig
Date:	01/09/2025
Review Date:	01/09/2026

Members of staff responsible:

Mr C Bailey (SENDCo) - c.bailey@alleynes.staffs.sch.uk

Mrs Hallows (Assistant SENDCo) - s.hallows@alleynes.staffs.sch.uk

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Legislation:

This policy has been drawn up with reference to:

- The 0-25 Special Educational Needs and Disability Code of Practice 2015

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

1.1 Mission Statement and Rationale:

Alleyne's Academy is committed to providing an appropriate and high-quality education to all the students living in our local area. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish, feel safe and progress in all areas of their lives.

Alleyne's Academy is committed to inclusion. Part of the Academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. Students with special educational needs and disabilities are included and encouraged to take part in all extra curricular activities

Alleyne's Academy is committed to the individual needs of all learners. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Alleyne's Academy has high expectations of all students' attitudes, motivation, values, responsibility and relationships.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees

- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those learners with ongoing medical needs; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term (occurring at any time during the academic year.)

At Alleyne's Academy, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Alleyne's Academy sees the inclusion of students 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.

The development and monitoring of the school's work on Inclusion will be undertaken by the Senior Leadership Team.

The SEND co-ordinator is Mr C Bailey, who also takes the lead role in relation to SEND, and reports regularly to Ms L Tibbs, Headteacher and Mr T Tweats, Deputy Headteacher, who have the strategic lead for inclusion across the school.

The SEND and Inclusion Governor is S. Haig (s.haig@alleynes.staffs.sch.uk)

1.2 Objectives

- To ensure the SEN and Disability Act 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.

- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum through differentiated planning by class teachers, SENDCo, and support staff as appropriate.

- To ensure that students with SEND get the necessary access arrangements in all public and internal examinations.

- To provide reasonable adjustments specific to individual needs, in addition to differentiated class room provision, for those students recorded as having SEND.

- To ensure that students with SEND 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 students who live in our catchment area (or those wishing to join Alleyne's Academy).

- To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further learning, training and/or employment.

- To involve parents/carers at every stage in plans to meet their child's additional needs.

- To involve the students themselves in planning and in any decision making that affects them.

1.3 Definition of Special Educational Needs

Children have special educational needs if they have difficulty accessing the curriculum temporarily or long-term, which calls for special educational provision to be made for them.
Children have difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Policy in the academy, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.4 Curriculum Support [Provision] is achieved by:

- Identifying and assessing individual student's needs.
- Reporting of students' needs to all members of school staff.
- Providing an appropriate curriculum, taking into account;
    - National Curriculum and examination syllabuses
    - Continuity and progression
    - Departmental development plans.
- Delivering an appropriate curriculum, taking into account;
    - Suitable teaching materials
    - Effective, differentiated teaching strategies
    - A supportive learning environment
    - Encouraging a positive self-image.
- Providing learning support through
    - Curriculum development
    - Support teaching
    - Training.
- Using outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
- Encouraging students with SEND to participate in decision making processes and contributing to coffee mornings, review meetings and transition process.
- Termly meetings with the SEND governor to discuss SEND issues.
- Teaching Assistants and teachers collaborate effectively.

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.

2. Roles and Responsibilities

2.1 SENDCo Role

The SENDCo will support class teachers and support staff, discussing and advising on additional needs concerns and reviewing/advising on Learning Passports (LPs) to ensure that students make progress.

The SENDCo will be alerted to newly arising concerns on a regular basis as required.

The SENDCo will discuss issues arising from these concerns with the class teachers and support staff, taking the appropriate action.

Targets arising from LP meetings and Educational Health Care Plan Annual Reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

The SENDCo monitors planning for SEND and supports department teams with curriculum planning (including assessments).

The SENDCo, together with the Headteacher and Deputy, monitors the quality and effectiveness of provision for students with SEND through classroom observation, book trawls and student voice.

The SENDCo will contribute and where necessary, lead the continuing professional development (CPD) of staff.

The SENDCo will monitor, evaluate and report on the provision for students with SEND to the Governing Body in conjunction with the Headteacher.

SEND support is primarily delivered through quality first teaching (including differentiated teaching methods). Additional support is provided by the SENDCo and by trained teaching assistants (TAs) throughout the school. The support timetable is reviewed termly, by the SENDCo, and the management team, in line with current student needs, educational initiatives such as literacy and numeracy strategies and the budget. Additional support is funded through individual allocations from the LA.

Support staff, class teachers, SENDCo and multiple outside agencies liaise and share developments in order to inform reviews and forward planning.

The SENDCo will work closely with the exam officer to ensure any students who are entitled to extra time, a reader or a scribe receive it in all public exams and mock exams.

The SENDCo will carry out regular testing to ensure students with SEND have access to a laptop, colour overlays or reading rulers for assessment.

2.2 Governors' Role

The governors will do their best to ensure that the necessary provision is made for any child who has special educational needs or disabilities.
Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has

been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.

Ensure that teachers in the school are aware of the importance of identifying and providing for those learners who have special educational needs.

Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for, the efficient education of the learners with whom they are educated, and the efficient use of resources.

Have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties toward all children with special educational needs.

Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

Have a written Information Report containing the information as set out in the Code of Practise 2015.

Report to parents/carers on the implementation of the school's policy for students with special educational needs in the school profile and the school's prospectus.

In the school prospectus including the name of the person responsible for co-ordinating SEND provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- The SEND policy is reported on in the school prospectus and children's progress is reported in the school profile.

3. Specialised Provision

At Alleyne's Academy, all students are given access to the whole of the national curriculum and are fully integrated into the school. Alleyne's is an Inclusive establishment.

3.1 The Learning Support Department

The Learning Support Department has a number of specialist staff who are members of the Learning Support team for a percentage of their timetable:

- Mr C Bailey, SEND Co-ordinator, coordinating the work of the Learning Support team across the curriculum. Supporting the work of staff and students across the curriculum.

- Ms L Tibbs (Headteacher), Line Manager, Senior Leadership Team member responsible for Inclusion and the Learning Support Team.

3.2 Teaching Assistants

Mrs Hallows (Assistant SENDCo)- Teaching Assistant Level 3, Safeguarding Level 1, EHCP Co-ordinator, Well being Mentor, Autism Level 2 and First Aider.

Mrs H Bird- Teaching Assistant Foundation Degree, Counselling Level 2, Mental Health Awareness Level 2, Autism training Level 2, Safeguarding Level 1, Working with individuals with learning disabilities Level 1.First Aider, Buddy Scheme Co-Ordinator.

Mrs D Boote- Teaching Assistant Level 3, Safeguarding Level 1, First Aider, Autism Level 2 , Literacy Program Co-ordinator.

Mrs L Marklew- Teaching Assistant Level 3, Safeguarding Level 1, First Aider, Autism Level 2, Examination Administration and Transition Co-ordinator.

Mrs S O'Connor- Psychology Degree in Education, Level 3 Preparing to Support Learning, Level 1 & 2 Counselling Skills, Safeguarding Level 1, Autism Level 2, First Aider, Visual Impairment support, Social Skills Co-ordinator.

Mrs Bradshaw – BA (Hons) in Art, Design & Technology with a QTS and Safeguarding Level 1. Autism & ADHD level 1. Art therapy and mentor

Miss Shaw-Teaching Assistant level 3, Safeguarding level 1, Autism& ADHD level 1, First Aider and EAL support

Mrs Ramsden-Teaching Assistant level 2 & 3, Safeguarding level 1, Fresh Start Literacy Programme, Autism & ADHD level 1, Lego Therapy and mentor

Mrs Guest-Teaching Assistant level 2, Safeguarding level 1, Fresh Start Literacy programme, Autism & ADHD level 1, First Aider and mentor.

3.2. Graduated Response

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students (Assess-Plan-Do-Review, CoP, 2015). The majority of students at Alleyne's Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

Graduated Response – Statutory Assessment / EHCP

3.3 Learning Passports

The school's system for regularly observing, assessing and recording the progress of **all** students is used to identify students who are not progressing satisfactorily and who may have additional needs. At Alleyne's Academy all learners on the SEND register have Learning Passports. These Learning Passports are reviewed annually in consultation with the student, the parents/carers and the student's teachers. This is under the direction of the SENDCo.

4. The School's Arrangements for SEND and Inclusion In-Service Training

The SENDCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual student or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

4.1 The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school termly, following discussion with the SENDCo as to the purpose of each visit.

The LA Special Needs Support Service can provide specific information, share resources and provide in-service training.

Specialist support is used where we do not have the necessary in-house expertise - for example, in relation to students with autistic spectrum disorders, or severe emotional and behavioural difficulties.

The SENDCo liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Autism Outreach (AOT)
- Occupational Therapy
- Hearing Impairment team (HI)
- Visual Impairment team (VI)
- Entrust Careers Guidance
- Midlands Psychology
- Parents/carers are informed if any outside agency is involved.

4.2 Arrangements for Partnership with Parents/Carers

Staff and parents/carers will work together to support students identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process.

At review meetings with parents/carers we try to always make sure that the student's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside students in the classroom where this is appropriate.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the Governing Body. Our complaints procedures,

available from the school office, sets out the steps in making a complaint in more detail.

4.4 Links with other Schools/Transfer Arrangements

The SENDCo and Head of Year 9 Progress & Support will meet with staff from feeder middle schools prior to students starting school. Concerns about particular needs will be brought to the attention of the SENDCo at these meetings. Where necessary, the SENDCo will arrange further meetings.

The SENDCo will attend Year 8 annual reviews of statemented students whenever possible.

Class teachers of students joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will contact the school to further discuss the student's needs.

The Teaching Assistants take part in a 'transition programme' where they spend a morning and an afternoon working with Year 8 SEND students.

4.5 Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCo and-or relevant pastoral staff, and referrals will be made as appropriate.

There are many voluntary organisations supporting SEND. The SENDCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted for parents/carers via the school website. The 'Parents Notice Board' will also advertise any meetings for various voluntary organisations.

5. Inclusion Principles

All staff at Alleyne's Academy value students of different abilities and support inclusion.

Within the school, staff and students will be constantly involved in the best ways to support all students' needs within the school. There is flexibility in approach in order to find the best placement for each child.

At Alleyne's Academy each student is an individual and learning support for them is personalised.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support students identified with additional needs will be part of this process.

5.1 Access to the Environment (see also School Access Plan)

The school has an Access Plan, which is compliant with the requirements of the DDA. Lifts and ramps

within the school support disabled access.

Alleyne's Academy : Policies / Financial Documents (alleynesacademy.co.uk)

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

The school will ensure that all students have access to a balanced and broadly-based curriculum, and that National Curriculum programmes of study are flexible enough to meet every child's needs. (No student 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 be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the students they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all students.

Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Students with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any students.

5.3 Access to Information

All students requiring information in formats other than print will have this provided

We adapt printed materials so that students with literacy difficulties can access them, or ensure access by pairing students/peer support/extra adult support.

Alleyne's Academy uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure students with additional needs are able to demonstrate their achievement appropriately.

5.4 Admission Arrangements

Students with additional educational needs are considered for admission to the school on exactly the same basis as for students without additional educational needs.

Students identified, prior to joining our school, as having additional needs will also be matched classes to ensure a balance of both provision and opportunity.

Prior to starting school, parents/carers of students with a Statement of SEND or statement pending will be invited to discuss the provision that can be made to meet their identified needs. Pen portraits are created in collaboration with the students' feeder school and distributed to staff on the first day of the autumn term.

Alleyne's Academy encourages the inclusion of all students in the School Council and other consultation groups.

We aim to include students in their target setting and encourage and support them to take an active part in their Annual Reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

5.6 Working with Disabled Parents/Carers

Alleyne's Academy recognises that there will be a number of disabled parents/carers of students within the school, and we work to try to ensure they are fully included in parents/carers' activities.

When a student starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

5.7 Disability equality and trips or out of school activities

Alleyne's Academy tries to make all trips inclusive by planning in advance and using accessible places.

All students are welcome at our afterschool activities and will be given booklets on all extra-curricular activities at Alleyne's Academy.

5.8 Evaluating the success of the School's SEND and Inclusion Policy

Fortnightly line management meetings are held between the SENDCo and Deputy Head (Inclusion).

A Department Self Evaluation form is regularly updated.

SEND targets and achievements are highlighted through departmental and whole year group monitoring.

At termly full Governors' meetings the Headteacher will provide information to the governing body as to the numbers of students receiving special educational provision through School Action, School

Action Plus and Statements as well as any students for whom a Statutory Assessment has been requested. The number of students transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCo will meet with the SEND Governors to discuss Inclusion and current SEND concerns. The SEND Governors will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Individual targets for students with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the report to governors

The policy itself will be reviewed annually by the Senior Leadership Team.

6. Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

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