'*Live, love and learn* together in the light of Christ'

THE ACADEMY OF ST FRANCIS OF ASSISI

SEND Policy

Review Period:	Annually
Date Policy Last Reviewed:	September 2025
Person Responsible For Policy:	Assistant Headteacher Sam Foley
Date of Governing Committee Approval:	September 2026
Date for Review:	September 2027

"And whoever welcomes one such child in my name welcomes me."
Matthew 18:5

Pride Respect Ambition

Name of SENDCO: Mrs Riley

National Award for SEN Coordination (NASCO) Status Mrs Riley completed in November 2019

Contact Details of SENDCO – 0151 260-7600

rileyl@asfa.allsaintsmat.org

The SENDCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school. Please expect any responses to be made during working hours and in term time.

The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children, and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher, Ms Bleasdale advocates and works closely with the SENDCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our Local Governing Body also has a Governor, William Thompson, with responsibility for SEND.

AIM

This policy is designed to develop excellent standards in the education, care and protection of vulnerable people in all that we do.

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.

RATIONALE

The Academy of St Francis of Assisi is committed to inclusive learning. It is the right of every student, including those with Special Educational Needs and/or Disabilities, to learn and experience high quality teaching. It is through learning that our students will be empowered to achieve and lead successful, fulfilled lives. Our aim is to grow successful confident individuals capable of leading successful lives by valuing life-long learning.

OBJECTIVES

At The Academy of St Francis of Assisi, we will fulfil our aim through the following objectives:

1. To work within the guidance provided by the SEND Code of Practice (January 2015).
2. To fully adopt the graduated approach to ensure that all students with special educational needs and/or disabilities are identified early, assessed and provided for within the school with high expectations for the best possible outcomes.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To ensure the Special Educational Needs Co-ordinator (SENDCO) works with teachers, Support Staff, families and other key individuals or services to provide an appropriate education for students with special educational needs and/or disabilities.
5. To ensure that SEND students take as full a part as possible in all school activities and challenge them to achieve their personal best.
6. To ensure that SEND students are involved, where practical, in decisions affecting their future SEND provision.
7. To adapt the curriculum appropriate to the needs of individual students.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We recognise the definition of SEND as stated in the Code of Practice 2015:

"A pupil has SEND where their 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". (p94)

At The Academy of St Francis of Assisi, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the Pastoral Team to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

At The Academy of St Francis of Assisi, we also use several indicators to identify students' special educational needs.

- Close analysis of data including termly assessments, reading ages and annual student assessments.
- Any teacher or support staff concerns.
- SEN Concern form.
- Following up parental concerns.
- Tracking individual student progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Close liaison at the outset between the SENDCO and parents.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having a SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regard to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions

- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEN, the SENDCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach**. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Issues that may impact on progress and attainment but are not SEN issues include:

- Attendance and Punctuality
- Health and Welfare
- EAL and Ethnic Minority, Asylum Seeker, Refugee
- Being in receipt of Pupil Premium Grant
- Being a Child who is Looked After (CLA)
- Being a child of Serviceman/woman

HOW THE ACADEMY OF ST FRANCIS OF ASSISI TEACHES STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Differentiated quality first teaching is a priority for all students in the school including those with SEND. Where a student is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

HOW THE ACADEMY OF ST FRANCIS OF ASSISI ADAPTS THE CURRICULUM AND THE LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing, and which is also available on the school's website.
- The school is proactive in removing barriers to learning.
- The school increases and promotes access for disabled students to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The Academy of St Francis of Assisi implements improvements to the physical environment of the school providing physical access to education.
- The school strives to improve the delivery of information to students with SEND and their families. This will include planning to adjust written information that is normally provided by

the school to its students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and be made available within a reasonable time frame.

HOW THE ACADEMY OF ST FRANCIS OF ASSISI ASSESSES AND REVIEWS THE PROGRESS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

ASSESS: In assessing a child/young person the school will carry out an analysis of the student's needs which draws on teacher assessments, experiences of the student and their previous progress and attainment will also be considered. The student's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessment is recorded termly.

PLAN: We recognise that we must formally notify parents if their child is being provided with SEND support. The teacher and SENDCO consult with the parent and student regarding adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: SENDCO, and the Learning Support Assistants support the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child. Where the interventions involve group or one to one teaching away from the classroom the subject teacher remains responsible for overseeing this and works closely with support staff involved to plan and assess the impact of support and how it can be linked to classroom teaching.

REVIEW: Reviews are carried out termly. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the Local Authority in partnership with the school at least annually. Reviews are arranged at school and are part of the SENDCO's role. When we review we evaluate the impact and quality of the support and consider the views of the parents and students. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in the light of the student's progress and development and any changes to support and outcomes will be made in consultation with the parent and student. We strive to provide clear information to parents about the impact of support and interventions delivered enabling them to be involved in planning the next steps. In transition to another setting, information will be passed on and this may involve the SENDCO attending meetings off site to support the transition process.

HOW THE ACADEMY OF ST FRANCIS OF ASSISI MANAGES THE NEEDS OF STUDENTS WHO QUALIFY FOR SEN SUPPORT

In many cases the student's needs are effectively met within school. The way this is done is detailed in the School's Local Offer which is published and can be seen on the Academy's website and the Liverpool Family Services Directory. Where a student continues to make less than expected progress it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist, and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk). If a child has not made expected progress despite the school having taken relevant and purposeful action, we will organise a meeting with parents to evaluate the barriers to progress and discuss the next steps. Where assessment indicates that support from specialist services is required the school strives to ensure that the student receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in The Academy of St Francis of Assisi include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services. Some children may have multi-agency

involvement, and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that a FHA (Family Help Assessment) is appropriate. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

HOW SEN SUPPORT WORKS AT THE ACADEMY OF ST FRANCIS OF ASSISI

All teaching staff are responsible for all students in their classroom regardless of additional needs. All teaching staff should provide high quality teaching with adaptations so that young people are not at a disadvantage compared to their peers. All teachers should use the 'graduated response' as part of high quality teaching in order to monitor the progress of a student, what works well and what a student requires more support with.

The 'SEND windscreen' shows how the graduated response works at each level of support.

All teachers must use the graduated response to support and review the strategies that are put in place in the classroom. When this doesn't support the young person and the progress gap is widening, the SENDCO will then become involved through the school referral system. All students who are on the SEN Register at The Academy of St Francis of Assisi have a Pupil Passport which is linked to Arbor and accessible to all teaching and support staff. Some children and young people on the SEND Register may have more significant or complex SEND, and there may be a few specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the graduated approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school Their progress will be monitored by the school and through an Annual Review, where the outcomes on the EHCP will be considered.

All students are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

HOW THE ACADEMY OF ST FRANCIS OF ASSISI WORKS WITH PARENTS AND CARERS IN PLANNING FOR PROVISION AND REVIEWING PROGRESS

The school's SEND Information Report and School Offer can be found on our website. At The Academy of St Francis of Assisi, we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome advice and guidance from SEND support outside school as well as the parents'/carers' particular knowledge of their child/young person and any changes in needs which they can provide. Parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as Parents' Evenings and parental surveys. Where a student is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress. The school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the students with parents/carers and to take account of their views. This will assist in supporting students to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

HOW THE ACADEMY OF ST FRANCIS OF ASSISI ENABLES STUDENTS WITH SEND TO PARTICIPATE IN ALL ACTIVITIES TOGETHER WITH STUDENTS WHO DO NOT HAVE SEND

At The Academy of St Francis of Assisi, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for children with disabilities to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to plan in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed. Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the attendance of those with Special Educational Needs and disabilities is encouraged to ensure that there is good representative participation from these groups.

THE SUPPORT THE ACADEMY OF ST FRANCIS OF ASSISI OFFERS FOR IMPROVING THE EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT

The Academy of St Francis of Assisi recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)
- Autistic Spectrum Condition (ASC)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. At The Academy of St Francis of Assisi, we have clear processes to support children and young people. This is linked to Pastoral Support procedures and the School Behaviour for Learning Policy which detail how the school manages the effects of any disruptive behaviour so that it does not adversely affect other students.

HOW SENIOR LEADERS AND GOVERNORS AT THE ACADEMY OF ST FRANCIS OF ASSISI MONITOR AND EVALUATE THE IMPACT OF THE SCHOOL'S SEND PROVISION.

Whilst the full Governing Body remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governor is Mr W Thompson. He can be contacted via the Headteacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- Being familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;
- Meeting regularly with the SENDCo and visiting classrooms;
- Ensuring they have an understanding of the role of the SENDCo and how students are supported;
- Developing an awareness of the types of SEND present within the school cohort;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEND is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and objectives of this policy'. The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEND Information report. In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENDCo and Link SEND Governor
- Parents/carers
- Students
- Outside Agencies

Student's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from student SEND Support Plans (passports) and Annual Review meetings
- Reports provided by outside agencies including Ofsted

SEND TRAINING AVAILABLE FOR TEACHERS, SUPPORT STAFF AND THE SENCO

The training is needs led and linked to the school development plan, and the school's Local offer. Specific training can be provided for the SENDCO, Learning Support Assistants, whole school and parents. Liverpool School Improvement Service provides two SENDCo Briefings and an annual SENDCo Transition Forum (KS2/3) in May where any students with SEND and/or vulnerable students can be discussed in person and a transition plan can be put in place. All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with students with SEND. The SENDCo provides school- based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with students with SEND. A needs analysis to determine INSET requirements of staff in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEND Information report.

HOW SEND IS FUNDED AT THE ACADEMY OF ST FRANCIS OF ASSISI

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for students. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENDCo, along with other key staff in the school, has a key role in determining how this budget is used, for example to provide interventions and targeted support. The Governing Body oversees expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The school allocates SEND funding in the following ways:

- Learning Support Assistants,
- Learning Support Coordinators
- Adapted Curriculum and Small Learning Community
- Training for all Teachers and Learning Support Assistants so that they can meet students' needs more effectively;
- Specialist books, resources and equipment;
- In class and withdrawal support from the SENDCo, or support staff;
- Purchasing and maintenance of ICT software and electronic equipment
- Sensory spaces / The Hive
- School Counsellor

HOW THE ACADEMY OF ST FRANCIS OF ASSISI SUPPORTS STUDENTS WITH MEDICAL CONDITIONS

See policy 'Supporting children and young people with medical conditions in school'.

HOW THE ACADEMY OF ST FRANCIS OF ASSISI APPROACHES ITS STATUTORY DUTIES IN TERMS OF INCREASING ITS ACCESSIBILITY OVER TIME

All students at The Academy of St Francis of Assisi have equal access to a broad and balanced curriculum differentiated to enable all students to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to students making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet students' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all students experience success. Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures

- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of students on SEND Support or with an Education Health and Care Plan. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

ACCESS ARRANGEMENTS

Access arrangements allow candidates/learners with SEND or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under The Equality Act 2010 to make 'reasonable adjustments'. Reasonable access arrangements need to be agreed by JCQ prior to an assessment period. Such access arrangements should be the usual way of working for the student within lessons to ensure that The Academy of St Francis of Assisi can evidence the needs of the student. If a student is to apply for access arrangements on medical grounds The Academy of St Francis of Assisi must have recent medical assessments, of no older than 6 months, along with any other supporting medical evidence. Laptops will only be provided for public examinations if this is the usual way of working for the student. There may also be grounds for the use of a laptop on medical grounds. This is at the discretion of The Academy of St Francis of Assisi and medical evidence is required.

For KS4 examinations, applications are made to JCQ. Applications are made for those students who have been assessed by a Specialist Assessor using an up to date nationally recognised standardised test. In this case, the assessor is our Learning Support Coordinator (LSC). If a student has been privately assessed for access arrangements, for example in the case of dyslexia The Academy of St Francis of Assisi must be supplied with the most recent assessment that has taken place within the current Key Stage, in order to submit the scores to JCQ. Please be mindful that JCQ must recognise the assessment carried out. It should also be noted that the Specialist Assessor must hold the appropriate qualifications as set out by JCQ, and be able to provide evidence of qualifications, complete the relevant sections of Form 8 as required by JCQ. The completed Form 8 is needed for the application of Access Arrangements. The Specialist Assessor should contact the SENDCo prior to carrying out any assessment in order to make themselves known to the school. It is the responsibility of the parent/carer to inform the assessor of this requirement.

Access arrangements are made on an individual basis and therefore if you have any queries, please contact the SENDCo directly. It should be noted that access arrangements only last for up to 2 years and re-assessment may need to take place at the beginning of post-16 studies. Parental requests regarding access arrangements, for example extra time, will not be accepted or investigated if communicated after Year 10.

The SENDCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessment /exams. A candidate's access arrangements requirement is determined by the SENDCO, consultant and educational psychologist/specialist teacher. Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENDCO. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer and SENDCO. Rooming for access arrangement candidates will be arranged by the Examinations Officer. Invigilation

and support for access arrangement candidates as defined in the JCQ access arrangements regulations, will be organised by the Examinations Officer.

HOW THE ACADEMY OF ST FRANCIS OF ASSISI HANDLES COMPLAINTS FROM PARENTS/CARERS OF STUDENTS WITH SEND ABOUT SEND PROVISION

Any complaints should first be raised with the SENDCo, then if necessary, with the Headteacher and finally, if unresolved, with the Chair of Governors. All complaints follow the school's complaints procedure. Managing parental complaints related to SEND (any of the following may apply).

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (SENDIASS).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENDCo
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the student has made. Any behaviour logs should ensure strategies are included and shared with parents/carers.

ROLES AND RESPONSIBILITIES

- Monitors our annual intake to ensure that students with SEND have not been refused admission or discriminated against because of their special need.
- Acknowledges the need to maintain a high profile for SEND issues and will ensure that these are timetabled for discussion at Governors' Meetings and at staff meetings.

SENDCo

- Ensures that appropriate budget is allocated to the provision of resource materials for use with SEND students, and that there is access to training opportunities and appropriate expertise for all staff.
- Establishes appropriate systems for identifying, recording, developing, monitoring and reviewing the progress of SEND students; and will ensure that these systems are adopted by all staff.
- Oversees the school's SEND policy.
- Ensures that all practitioners in the academy understand their responsibilities to students with SEND and the academy's approach to identifying and meeting SEND.
- Collects information about students and identifies those who may need additional support.
- Works with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2023 requirements) with regard to reasonable adjustments for access arrangements.
- Advises teachers on how they can plan for, support and monitor students on the SEND register.
- Co-ordinates provision for students with special needs and ensures equal opportunity and access to the curriculum regardless of their need.
- Informs, liaises and works in partnership with SEND students and their parents.
- Contributes to the training of staff.
- Maintains the school's special needs register.
- Liaises and works in partnership with external agencies including Educational Psychology Service, Behaviour Support Service, Health Education Services, Learning Support Services,

Child Protection Services, Educational Welfare Services and medical services, Connexions, voluntary bodies.
- Liaises with class teachers.
- Manages the Learning Support Department.
- Liaises with primary schools, colleges and any other schools that a student with SEND may transfer to or from.
- Meets regularly with Headteacher and relevant staff about SEND issues.
- Contributes to the induction of new and newly qualified teachers working with SEND students.
- Maintains efficient and effective control of the SEND budget.
- Tracks progress of students on the SEND register using available data.
- Encourages students with SEND to participate fully in the life of the school.

Learning Support Co-ordinators

- Advises teachers on how they can plan for, support and monitor students on the SEND register.
- Co-ordinates provision for students with special needs and ensures equal opportunity and access to the curriculum regardless of their need.
- Informs, liaises and works in partnership with SEND students and their parents.
- Contributes to the training of staff.
- Liaises and works in partnership with external agencies including Educational Psychology Service, Behaviour Support Service, Health Education Services, Learning Support Services, Child Protection Services, Educational Welfare Services and medical services, voluntary bodies.
- Liaises with class teachers.
- Liaises with primary schools, colleges and any other schools that a student with SEND may transfer to or from.
- Tracks progress of students on the SEND register using available data.
- Encourages students with SEND to participate fully in the life of the school.

Learning Support Assistants

- Provide expertise in the education of students with SEND.
- Support SEND students in mainstream lessons wherever possible with a priority given to classes with a greater percentage of SEND.
- Feedback to the department any concerns that arise about a student's academic progress and/or health and well-being.
- Ensure that the subject staff are fully informed of student's needs.
- Reward students and give positive feedback for achievement and hard work.
- Assist in identifying need and setting targets for individual students.
- Ensure withdrawal programmes are relevant and students are making progress.
- Ensure Pupil Passports are up-to-date and informative.
- Ensure reading ages are updated regularly and shared with all staff.
- Identify students who need to attend reading support.
- Ensure they have a full understanding of students' needs, current levels and targets.
- Meet regularly with the SENDCo.
- Support identified students during exam periods.
- Check in with allocated cohort of students.

Class Teachers

- Deliver high quality teaching and excellent learning outcomes and create a climate where students achieve their full potential.
- Make provision for SEND students within the classroom.
- Ensure that expectations of all students are high, and targets are aspirational.
- Differentiate the curriculum so it is appropriate and accessible to all students.
- Inform the SENDCO when concerns arise about a student's academic progress.
- Contribute to the writing of Pupil Passports.
- Update SENDCO with Round Robin responses.
- Use relevant data to set appropriate learning targets for each student.
- Are aware of the Curriculum levels, Reading Ages and specific learning needs of all the children in their classes.
- Use LSAs effectively to help move the students forward in their learning.
- Provide liaison sheets for learning support assistants in class.
- Create a caring and supportive environment, which utilises all available and appropriate facilities.

The Governing Body

SEND Governor

- Ensures that provision of a high standard is made for all SEND students.
- Ensures that all SEND students are fully involved in school activities.
- Meets regularly with the SENDCO and Senior Leaders to discuss SEND issues.
- Monitor and evaluate the success of SEND provision in The Academy by reference to outcomes against targets set in SEND action plan.

Parents

- Communicate with the school regularly.
- Recognise specific needs of their child.
- Help their child to develop and improve their skills and meet targets.

Students

- Explore their own capabilities and discover "something they are good at".
- Be active participants in their own self-development
- Make the most of the full range of their abilities within the framework of opportunities provided.