



SPECIAL EDUCATIONAL NEEDS POLICY

Date reviewed	July 2026
Frequency	Annually
Next review date	July 2027
Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed:..........
Chair of Governors

Dated: 09/07/2026

Signed:..........
Principal

Dated: 09/07/2026

SENDCo (Special Educational Needs and Disabilities Co-ordinator): Miss C Johnstone

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Senior Leadership Link: Miss S Thomas

SEND Governor: Ms Nina Sharp

Rationale

Goldington Academy is committed to providing an appropriate, ambitious and high-quality education to all the pupils in our Academy. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic, extra-curricular and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life. At Goldington Academy we believe every teacher is a teacher of SEND.

Goldington Academy is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We believe that all pupils should be equally valued in our Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

This does not mean we will treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experiences and needs.

This policy describes the way we meet the need of pupils 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 the Academy. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional and psychological state, age and maturity.

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

SEND Information Report and Local Offer

Goldington Academy publishes a SEND Information Report on its website, which provides detailed information about the provision available for pupils with Special Educational Needs and Disabilities (SEND), including arrangements for identifying, assessing and supporting pupils with SEND. The SEND Information Report is reviewed and updated annually by the SENDCo.

The SEND Information Report can be accessed via the Academy website:

<https://www.goldington.beds.sch.uk/information/send>

Information about services available for children and young people with SEND and their families within Bedford Borough can be found through the Bedford Borough Local Offer:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Aims and Objectives of this Policy

- To place each pupil's needs and views at the centre of provision.
- To ensure there are equal opportunities for all pupils including those with SEND
- To ensure that the management of SEND adheres to the Code of Practice (2014), the Equality Act (2010) and Children and Families Act 2014 agenda
- To meet individual needs through a wide range of provision
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that a culture of inclusion, ambition and holistic education exists for all pupils with SEND
- To ensure that all staff are aware of and carry out their responsibilities as set out in the Code of Practice
- Ensure that pupils with SEND participate fully in a range of experiences both within the academy and extra-curricular activities
- To involve pupils in making decisions about their learning and involve them in their provision and support
- To support staff in the identification and assessment of pupils' needs and, in the provision and monitoring of appropriate teaching and learning
- To foster an ethos where staff, pupils, parents, carers, governors and external agencies work together to identify and provide for all pupils with SEND appropriately.

Roles and Responsibilities

The Principal

The Principal has overall responsibility for the provision and progress of pupils with SEND across the Academy. The Principal will:

- Ensure that the school meets its statutory duties under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010.
- Work closely with the SENDCo and SEND Governor to monitor the effectiveness of SEND provision.

- Ensure that appropriate staffing, training and resources are available to support pupils with SEND.
- Promote a culture of high expectations, inclusion and achievement for all pupils.

The SEND Governor

The SEND Governor will:

- Support and challenge the school in relation to SEND provision and outcomes.
- Monitor how effectively the school is meeting the needs of pupils with SEND.
- Ensure that the governing body fulfils its statutory responsibilities regarding SEND.
- Meet regularly with the SENDCo and receive information regarding SEND provision, pupil progress and developments within the department.
- Report relevant SEND matters to the governing body.

The SENDCo

- The SENDCo is responsible for the strategic leadership and day-to-day operation of SEND provision across the Academy.
- Specific responsibilities are detailed throughout this policy and include overseeing identification, assessment, provision, monitoring and review arrangements for pupils with SEND.

All Teachers

In line with the SEND Code of Practice, all teachers are teachers of pupils with SEND. Teachers are accountable for the progress and development of all pupils in their classes, including those who access additional support. Teachers will:

- Deliver high-quality first teaching that is appropriately scaffolded and adapted to meet individual needs.
- Implement strategies and recommendations identified in Pupil Passports and EHCPs.
- Follow the Assess, Plan, Do, Review graduated approach.
- Monitor pupil progress and raise concerns promptly with the SENDCo.
- Work in partnership with parents/carers and support staff to improve outcomes for pupils with SEND.

Support Staff

Learning Support Assistants and other support staff will:

- Work under the direction of the class teacher and SENDCo to support pupils with SEND.
- Contribute to the implementation of provision outlined in Pupil Passports and EHCPs.
- Provide feedback on pupils' progress, engagement and wellbeing.
- Support the development of pupils' independence, confidence and participation in learning.
- Attend relevant training and contribute to review meetings where appropriate.

Identifying Special Educational Needs

The Code of Practice identifies four main areas of SEND. These are

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

The Code of Practice describes a child as having SEND if the child;

- has a significantly greater difficulty in learning than their peers or
- has a disability which prevents the child accessing facilities in a mainstream school.
- A pupil has SEN 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. (DfE 2014 6.2)

Admission Arrangements

No pupil will be refused admission to the Academy on the basis of his or her special educational need. In line with the SEND and Equality Act, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision.

SEND and Safeguarding

Goldington Academy recognises that children and young people with Special Educational Needs and Disabilities (SEND) can be more vulnerable to safeguarding risks, including bullying, child-on-child abuse, exploitation, online harm, neglect and difficulties in communicating concerns or reporting abuse. Staff are aware that additional barriers may exist when recognising abuse and neglect in pupils with SEND.

All staff receive safeguarding training and are expected to maintain a vigilant approach to safeguarding pupils with SEND. Staff should be aware that behaviour, communication difficulties or additional needs should not be assumed to be related solely to a pupil's SEND and may be indicators of safeguarding concerns.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead work closely with the SENDCo to ensure that vulnerable pupils are identified, monitored and appropriately supported. Where safeguarding concerns arise, staff must follow the procedures outlined in the Academy's Child Protection and Safeguarding Policy and report concerns immediately in line with Academy procedures.

Goldington Academy is committed to ensuring that pupils with SEND are enabled to express their views, communicate worries and access appropriate support in a way that is suited to their individual needs.

A Graduated Approach to SEND Support

Staff are aware of their responsibilities towards pupils with SEND and a positive and sensitive attitude is shown towards those pupils with SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. Subject teachers are responsible and accountable for SEND provision for pupils in their classes through high quality first teaching and use of appropriate scaffolding or differentiation for individual pupils. The graduated approach of Assess, Plan, Do, Review must be the protocol for high quality first teaching.

The Pupil Passports and Educational & Health Care Plans (EHCP) provide advice, strategies and techniques to support individual pupils and are available to all teachers.

When deciding to make special educational provision for a pupil, the SENDCo will liaise with the pupil, parents/carers, subject teachers and support staff. The SENDCo will also use progress data from teachers and will arrange further assessments if needed. A Pupil Passport will then be written and made available to all staff via email/Bromcom/Provision Map website. These live documents **must** be used at all times by staff in their daily work with pupils with SEND. A copy of the most recent Pupil Passport will accompany the end of term reports that are sent to parents/carers and are available for review and discussion if needed.

The SENDCo will inform staff at the bi-weekly briefing if a pupil has been added to SEND Support and an email is also sent to all staff.

Parents/Carers and pupils are at the centre of this process and will be involved and invited to participate in review meetings and co-production of the Pupil Passports. Further points for review of student progress are available via parental/carers attendance to and involvement with the parent evening meetings, form tutor meetings, transition meetings, meetings with form tutors, heads of year, SLT and Learning Support Staff in addition to the meetings with the SENDCo and termly reports sent home to parents/carers at the end of each term.

Arrangements for Continuing Professional Development (CPD)

- CPD needs are identified through the Academy Performance Management system, staffing needs and the yearly monitoring cycle
- The Academy and the SENDCo provide, organise and co-ordinate CPD
- Courses are attended or completed on-line (as appropriate) by teaching and non-teaching staff, and these are disseminated back to staff as appropriate
- The SENDCo has a timeslot allocated on most staff training days to update staff or provide training.
- The SENDCo has a timeslot during the Teaching and Learning Thursday morning briefings every half term. The SEND CPD is linked back to the T and L topic that has been the focus of the half term.

Managing pupils needs on the SEN Register

In line with recommendations in the SEND Code of Practice 2014, the SENDCo is responsible for:

- Leadership and management of the SEND provision at Goldington Academy
- Overseeing the day-to-day operation of the Academy's SEND policy
- Liaison with SLT Leadership link and the SEND Governor
- Monitoring progress of pupils with SEND: this is an ongoing process using assessment data. The SENDCo will identify pupils at risk of not making expected progress and review the classroom provision and any interventions. The Assess, Plan, Do, Review approach will be carried out with parental/carers involvement forming part of this process.
- Monitoring attendance, behaviour and wellbeing data for pupils with SEND and working collaboratively with pastoral staff and parents/carers where concerns arise.
- Offering advice and support to teachers regarding SEND
- Providing training in ways to support pupils with SEND
- Managing and leading the SEND department (Deputy SENDCo, Assistant SENDCos, and Learning Support Assistants)

- The management of annual reviews for pupils with an Education Health and Care Plan
- Management of Pupil Passports together with the pupil, parent/carer, teachers, Assistant SENDCos and LSAs
- Co-ordinating overall provision and interventions for pupils with SEND
- Liaising with parents/carers of pupils with SEND at least termly. This communication can be undertaken via meetings with the SENDCo, through parent evening meetings with the subject teacher/form tutor/SENDCo, transition meetings with the SENDCo, meetings with Heads of Year/form tutors or through parental/carer feedback to the SENDCo after termly reports and Pupil Passports have been published and shared with parents/carers.
- Liaising with external agencies
- Working closely with the Designated Safeguarding Lead (DSL) and pastoral teams to identify and support vulnerable pupils where safeguarding concerns may affect educational progress, attendance, wellbeing or access to learning.
- Liaising with feeder primary schools and other secondary schools
- Providing regular reports to governors regarding SEND provision, attainment, progress, attendance, behaviour, intervention impact and strategic priorities.

The Academy provides the following Equal Opportunities to Access overseen by the SENDCo

Physical access arrangements: disabled toilet in new Arts Centre, disabled toilet and wet room in main building and new changing rooms, lift to all floors.

Enhanced lighting and double handrail on staircases.
Disabled access to the changing rooms and temporary classrooms

Extra-curricular activities: after school clubs including a variety of sporting activities, drama etc.

Involving pupils in their learning, mental health and target setting through pupil interviews, pupil surveys, mentor systems, Assessment for Learning and the Student Support Hub.

Supporting emotional well-being through the curriculum, interventions, pastoral mentoring, ELSA interventions, Student Support Hub, collaborative work with the Mental Health Lead, anti-bullying workshops and Academy Behaviour Policy in collaboration with the Pastoral Team.

Accessibility and Inclusion

Goldington Academy is committed to ensuring that disabled pupils are not disadvantaged and can participate fully in all aspects of Academy life. The Academy's Accessibility Plan, which is published separately and reviewed in accordance with statutory requirements, sets out how the Academy will continue to improve access for disabled pupils.

Improving access to the curriculum

The Academy works to ensure that all pupils, including those with SEND and disabilities, can access a broad and balanced curriculum through:

- High-quality first teaching.
- Appropriate scaffolding and reasonable adjustments.
- Specialist resources and equipment where required.
- Access arrangements for assessments and examinations.
- Staff training and professional development to meet the needs of pupils with SEND.

Improving the physical environment

The Academy continually reviews and develops the physical environment to improve access for pupils with disabilities. This includes consideration of:

- Building accessibility.
- Disabled toilet and changing facilities.
- Lift access.
- Safe movement around the site.
- Appropriate classroom environments and specialist equipment where required.

Improving access to information

The Academy seeks to ensure that information is accessible to pupils, parents/carers and visitors by:

- Providing information in alternative formats where appropriate.
- Using clear and accessible communication methods.
- Working with families and external agencies to support communication needs.
- Making reasonable adjustments to ensure information can be accessed and understood.

The SEND Policy should be read alongside the Academy Accessibility Plan and Equality Policy.

How needs are identified, determined and reviewed

- Effective transition of pupils from primary schools by meeting with relevant professionals including the SENDCo, teachers, parents/carers, external agencies involved with the student.
- Using assessment data to identify pupils with SEND as early as possible: screening tests, CAT data, SATs results, curriculum assessments and teacher assessments (collected termly).
- The SENDCo maintains a list of pupils identified through the procedures listed. This list is reviewed termly. For some pupils a more in-depth individual assessment may be undertaken by the Academy.
- Identification of pupils with SEND is based on the following evidence:
 - Progress being significantly slower than their peers starting from the same baseline
 - Progress fails to match or better previous progress
 - Progress fails to close the attainment gap between the child and their peers
 - The attainment gap is widening
- The SENDCo attends Senior Leadership Team, Heads of Year, Curriculum Co-ordinators, Progress and Pastoral Meetings to identify pupils needing support.
- CPD opportunities are provided for all staff to develop their knowledge of SEND to support pupils with their learning.
- Staff are informed via bi-weekly briefings or email communication of changes to the SEND register.
- Scaffolding and other Quality First Teaching strategies are included in all teacher planning. Pupil Passports include strategies that should be used for individual pupils' learning.
- Parental/carers concerns are followed up by the SENDCo/Deputy SENDCo/Assistant SENDCos/Heads of Year/form tutors/subject teachers.

Curriculum Access and Provision

The first course of SEND provision is through a high quality first teaching approach. To meet the needs of all pupils, teachers scaffold to meet individual learning needs and to plan, mark and assess classwork and homework effectively.

Where pupils are identified as having special educational needs, the academy provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. Teacher planning and appropriate interventions (academic & social-emotional) are all evidence of provision. Where appropriate, the range of provision includes:

- In class support for small groups with an additional teacher, Assistant SENDCo or Learning Support Assistant (LSA)
- Individual/small group withdrawal to allow for greater focus with work planned and provided by the subject teacher
- Scaffolding of resources
- Peer support
- Wave 2/3 interventions (Sounds write, guided reading, dyslexia support, etc.)
- Provision of alternative learning materials
- Additional learning support staff time in planning interventions and monitoring their effectiveness
- Staff development/training through the whole school Teaching and Learning approach to implement more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment and staff training.
- Access Arrangements for assessments at KS3 and GCSE – refer to Examinations and Access Arrangements Policy.

Monitoring pupil progress

Progress is the fundamental factor in determining the need for additional support.

Adequate progress is that which

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in pupil's behaviour
- The pupil feels more confidence with their work
- Monitoring also includes attendance, behaviour, safeguarding and wellbeing indicators to ensure that barriers to learning are identified and addressed at the earliest opportunity.

As part of the whole school monitoring process, all teachers' planning, marking and classroom practice are monitored regularly. The Senior Leadership Team and Curriculum Leaders are responsible for overseeing this monitoring. Additionally, the SENDCo monitors the work and progress of SEND pupils through data analysis, book monitoring, work scrutiny, student discussions and meetings with Curriculum Leaders, teaching staff, Assistant SENDCos and Learning Support Assistants (LSAs) to discuss progress.

Attendance, Behaviour and Inclusion

Goldington Academy is committed to promoting positive attendance, behaviour and inclusion for all pupils, including those with SEND.

Attendance

The school recognises that some pupils with SEND may experience barriers to regular attendance as a result of their special educational needs, disabilities, medical conditions, anxiety or social-emotional difficulties. Attendance concerns for pupils with SEND will be considered on an individual basis and reviewed collaboratively with pupils, parents/carers, the SENDCo, pastoral staff and, where appropriate, external agencies.

Where attendance concerns arise, the Academy will seek to identify and address any underlying SEND-related factors and implement appropriate support and reasonable adjustments to improve engagement and attendance.

Behaviour

Goldington Academy recognises that behaviours of concern may, in some cases, be linked to an underlying special educational need or disability. Staff will consider whether a pupil's SEND may be affecting their behaviour and will seek to understand any unmet needs, communication difficulties, sensory needs, social-emotional factors or barriers to learning.

Reasonable adjustments, support strategies and interventions outlined within Pupil Passports, Education, Health and Care Plans (EHCPs) and behaviour support plans will be implemented where appropriate. Staff will work collaboratively with pupils, parents/carers and relevant professionals to promote positive outcomes.

Suspensions and Exclusions

Goldington Academy will make every effort to understand and address the underlying causes of behaviour before considering suspension or permanent exclusion.

When behaviour concerns involve a pupil with SEND, the Academy will consider:

- Whether the behaviour is linked to an identified or unidentified SEND.

- Whether appropriate support and reasonable adjustments have been implemented.
- Whether further assessment, intervention or external agency involvement is required.
- The impact of any disability under the Equality Act 2010.

The SENDCo will be involved in discussions regarding pupils with SEND who are at risk of suspension or exclusion. Goldington Academy will seek to ensure that decisions are made fairly, proportionately and in accordance with the Behaviour Policy, Equality Act 2010 and statutory guidance.

Access arrangements

Where appropriate, pupils with cognition and learning, sensory, physical or social, emotional and mental health needs may be eligible for access arrangements in internal and external assessments. Access arrangements may include, for example, extra time, a reader, a scribe, use of a word processor or other approved arrangements.

The awarding of access arrangements is carried out in accordance with current Joint Council for Qualifications (JCQ) regulations. Decisions are based on evidence of a pupil's normal way of working, alongside appropriate assessment undertaken by a suitably qualified assessor where required.

The SENDCo and Access Arrangements Assessor work collaboratively with teaching staff to gather evidence and ensure that any approved arrangements reflect the pupil's usual way of working in the classroom and during assessments. Further information can be found in the Academy's Examinations and Access Arrangements Policy.

Record Keeping

The Academy will record the steps taken to meet pupil's individual needs. The SENDCo will maintain records and ensure access to them. The written/word processed records are stored securely in locked filing cabinets within a locked office and/or on the SEND folder within the SENDCo's drive on the school IT system and/or on Provision Map (with password access). In addition to the usual Academy records, the Pupils' Passports may include:

- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other relevant agencies

Provision Map (Pupil Passports)

All pupils at Education Health and Care Plan (EHCP) and SEND Support (K) level will have a Pupil Passport. These are implemented by class teachers, Assistant SENDCos and LSAs in their planning.

When EHCP applications are being considered, Pupil Passports should form part of the protocol in evidencing the levels of support needed for the application. Strategies for pupil progress will be recorded on the Pupil Passport including information on:

- SEND needs
- CATS Scores
- Access arrangements
- Health and medical needs
- Key support strategies

Pupil passports will be reviewed termly, or more frequently if required, and include input from staff working with the student, parents and the pupils themselves.

SEND Resources

- Support is allocated through the needs identified on the Pupil Passport or Education Health and Care Plan, and includes support provided to smaller sets, through close support in small group work and individual withdrawal where applicable.
- Pupil mentoring, support and intervention are available where there are behavioural, pastoral and mental health concerns. We have a Student Support Hub with a highly qualified support teacher. Social skills groups, behaviour support, self-esteem and friendship groups as well as individual support are delivered here. The aim is to support all pupils with a wide variety of social, emotional and mental health issues.
- A Mental Health Lead is responsible for analysis of our Strength and Difficulties (SDQ) questionnaires and consequent triage and referral to CAMH and other external agencies as appropriate where there are social, emotional and mental health concerns.
- The SENDCo oversees the purchase of further resources, if needed, in consultation with Curriculum Co-ordinators.
- External agencies are referred to as appropriate.

Education Health and Care (EHC) Plans

What is an Education, Health and Care needs assessment?

“The majority of children and young people with Special Educational Needs or Disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan”. (SEN Code of Practice (COP) 9:1)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across Education, Health and Social Care and, as they get older, prepare them for adulthood. (SEN COP 9:2)

Requesting an Education, Health and Care needs assessment

The Academy will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND Support, the pupil’s progress remains a significant cause for concern or progress is not satisfactory. The Academy will have the following information available:

- Views and input from the pupil and parent/carer
- The interventions at SEND Support
- Pupil Passports
- Records and outcomes of regular reviews undertaken
- Information on the pupil’s health and relevant medical history
- Evidence of current attainment of the pupil
- Screeners and assessments conducted by the Assistant SENDCos
- Other relevant assessments from specialists such as support teachers and educational psychologists
- Any other involvement by professionals

The following people have a specific right to ask a Local Authority to conduct an Education, Health and Care needs assessment for a child or young person aged between 0 and 25:

- The child’s parent/carer
 - A young person over the age of 16 but under the age of 25
 - A person acting on behalf of a school or post 16 institution (with the knowledge and agreement of the parents/carer or young person)
 - Anyone else who has specific concerns (this should be done with the knowledge and, where possible, agreement of the child’s parent/carer or the young person)
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- A child or young person under 19 in youth custody or their parents/carers, or professionals working with them (Section 36 of Children and Families Act/ COP

9:8)

An Education Health and Care Plan will be provided where, after a Statutory Assessment, the LA considers the pupil requires further provision. However, the Academy recognises that a request for a Statutory Assessment does not necessarily lead to an EHCP.

Considering whether an Education, Health and Care needs assessment is necessary

In considering whether an Education, Health and Care needs assessment is necessary, the Local Authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, they have not made expected progress.

To inform their decision the Local Authority will consider a wide range of evidence and should pay particular attention to:

- Evidence of academic attainment or developmental milestones in younger children and rate of progress.
- Information about the nature, extent and context of the child or young person's special educational needs.
- Evidence of the action already being taken by the school to meet the child or young person's special educational needs.
- Evidence that where progress has been made, it has only been as a result of much additional intervention and support over and above that which is normally provided.
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

It may also be the case that a child or young person acquires special educational needs through illness or accident, or has an existing condition that requires increasing support as they get older. (COP 9:15)

A Local Authority MUST conduct an assessment of Education, Health and Care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The Education, Health and Care needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents/carers and young people in conjunction with the school.

In a very small minority of cases a child or young person may demonstrate such significant difficulties that a school or other provider may consider it impossible or

inappropriate to carry out its full chosen assessment procedure. For example, where its concerns may have led to a further diagnostic assessment or examination which shows the child or young person to have severe sensory impairment or other impairment, which without immediate specialist intervention beyond the capacity of the school or other provider, would lead to increased learning difficulties. (COP 9:3)

Reviews of Education Health and Care Plans

Education Health and Care Plans must be reviewed at least annually. The SENDCo will organise these reviews and endeavour to make the pupil the centre of their review.

The SENDCo will invite parents/carers, teachers, support staff and external agencies to the review.

The aim of the review will be to:

- Listen to and consider each pupil's view for their individual needs.
- Listen to and consider the parent/carers' views regarding provision
- Listen to and share positive progress from all present
- Set targets for progress
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- For pupils in Year 9 and above, consider preparation for adulthood outcomes, including education, employment, independent living, community participation and health and wellbeing.

At Key Stage/Phase transitions reviews, receiving schools should be invited to attend to plan appropriately for the new school year. It also gives the parents/carers an opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the Borough. The Academy recognises the responsibility of the Borough in deciding whether to maintain, amend or cease an EHCP.

Complaints

- Complaints regarding SEND will be handled with sensitivity with an attempt at a positive resolution.
- The SENDCo will make available linked information to Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) who will provide impartial advice and guidance.
- A complaint in relation to the Statutory Assessment procedure can be taken to the LEA Assessment and Monitoring team.

Links with Educational Support Services, Health services, Social Services, Educational Welfare Services and Voluntary Organisation for SEND

We aim to maintain useful contact with support services in Children and Young Peoples Services. For pupils at SEND Support or EHCP level any one or more of the following agencies may be involved:

- Educational psychologist assessment through independent professionals
- Early Help Service
- Educational Welfare Service
- Speech and Language Therapy Service
- Support Service for Sensory and Communication
- Visual Support Service
- SENDIASS
- Chums Counselling Service
- Targeted Mental Health Service
- Child and Adolescent Mental Health Service

The SENDCo liaises with external support agencies depending on the specific needs of the pupil.

Partnership with Parents/Carers

The Academy aims to work in partnership with parents and carers.
We do so by:

- Keeping parents and carers informed and giving support during the assessment and any other related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the Academy will listen and act appropriately
- Focusing on their child's strengths as well as areas of additional need
- Agreeing targets for their child.

- Making parents and carers aware of the SENDIASS services. This information is included in the Academy newsletter or other communication channels as used by the Academy.
- The SENDCo has weekly bookable SEND appointment slots. Details of these are shared via email to parents and carers, so they are able to book at a convenient time.
- Signposting parents/carers to the Bedford Borough Local Offer (<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>).

Links with Other Schools

- The SENDCo liaises with feeder primary schools via a transition process during the Summer Term
- The SENDCo liaises with other SENDCos and other staff about transfer of pupils, best practice and specific issues
- The SENDCo attends cluster meetings with other SENDCos from local schools

Preparing for Adulthood and Post-16 Transition

Goldington Academy recognises the importance of preparing all pupils with SEND for adulthood and their next stage of education, training or employment. Preparation for adulthood is embedded throughout the curriculum and pastoral support offered to pupils and includes consideration of:

- Higher education and employment opportunities.
- Independent living skills.
- Participation in the community.
- Developing friendships, relationships and personal resilience.
- Health, wellbeing and self-advocacy.

The Academy works closely with pupils, parents/carers, post-16 providers and external agencies to support successful transition beyond secondary education.

For pupils with SEND, transition planning begins early and is reviewed regularly through the graduated approach and, where applicable, Annual Review meetings. Particular consideration is given to:

- The aspirations, strengths and interests of the young person.
- Appropriate post-16 pathways, including sixth forms, colleges, apprenticeships, supported internships and employment opportunities.
- Additional support or reasonable adjustments required in the next educational setting.
- Developing independence and self-management skills.

For pupils with an Education, Health and Care Plan (EHCP), preparation for adulthood forms a key part of Annual Reviews from Year 9 onwards. Transition arrangements are discussed with the young person, parents/carers and relevant professionals to ensure a smooth transition to post-16 education, training or employment.

Links to other Academy policies and procedures:

This policy is intended to be used in conjunction with the academy

- Attendance Policy
- Assessment Policy
- Exams Policy (Access Arrangements)
- Homework Policy
- Equality Policy
- Behaviour Policy
- Pastoral Care, Guidance and Support Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy (including procedures for reporting concerns to the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads).
- Access Arrangements Policy
- Subject Policy documents
- SEND Information report
- Accessibility Plan

Monitoring, Evaluation and Review

Monitoring of SEND provision takes place through lesson observations, SLT link meetings, staff meetings, governor meetings, meetings with Assistant SENDCo, LSAs, analysis and discussion of data, monitoring of pupils' books and pupil interviews.

Evaluating the Effectiveness of SEND Provision

Goldington Academy regularly evaluates the effectiveness of its SEND provision to ensure that pupils with SEND make good progress, achieve positive outcomes and are fully included in school life.

The effectiveness of SEND provision is monitored and evaluated through:

- Analysis of attainment and progress data for pupils with SEND compared with their peers.
- Review of Progress 8, attainment and other whole-school performance measures where applicable.
- Monitoring of attainment gaps between pupils with SEND and their non-SEND peers.

- Evaluation of the impact of specific interventions and support programmes.
- Monitoring attendance, behaviour, suspension and exclusion data for pupils with SEND.
- Pupil, parent/carers and staff voice through surveys, meetings and reviews.
- Review of outcomes identified within Pupil Passports and Education, Health and Care Plans (EHCPs).
- Learning walks, work scrutiny, lesson observations and discussions with pupils.
- Feedback from external agencies and professionals.
- Regular reporting to the Senior Leadership Team and Governing Body.

Goldington Academy may evaluate SEND outcomes using measures including Progress 8, attainment data, literacy and numeracy progress, intervention entry and exit assessments, attendance rates, behaviour incidents, suspension data and destination information for pupils moving to post-16 education, employment or training.

Findings from these evaluations are used to inform strategic planning, staff training, resource allocation and future developments within SEND provision

APPENDIX: Home-school partnership agreement

Partnership with parents/carers

Schools should:

- Acknowledge and draw on parental/carer knowledge and expertise in relation to their child.
- Focus on the student's strengths as well as areas of additional need, taking particular account of any disability.
- Recognise the personal and emotional investment of parents/carers and be aware of their feelings.
- Ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions, and, where relevant, are given documents to be discussed in advance of meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents/carers themselves may have, for example a disability or communication or linguistic barriers.
- Recognise the need for reasonable flexibility in the timing and structure of meetings.

Parents/carers should:

- Communicate regularly with their child's school/early education provider, and alert them to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home-school agreements which set out expectations of both parties.
- Support the ethos and rules of the school including uniform, discipline and homework requirements.
- Ensure their child has a quiet place to complete homework and supervise as necessary.
- Hear their child read on a regular/daily basis especially if reading competence is a concern.
- Help their child to develop organisation skills e.g. equipment, books and kit.
- Attend all meetings to discuss pupil progress and provision

STAFFING

SENDCo:

Miss C Johnstone

SEND Governor

Ms Nina Sharp

Deputy SENDCo:

Mrs E Brunning

Assistant SENDCos

Mrs A Cassan
Mrs H White

A team of Learning Support

Assistants

Student Support Hub Co-ordinator

Mrs S Sanger