



# Joseph Leckie Academy

## SEND Policy

**Approved by JLA Trust Board: 05/2025**

**Last reviewed on: 05/2025**

**Next review due by: 05/2026**

## 1. Introduction

Joseph Leckie Academy are a community with the courage to learn and lead. We believe in equal opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.

### 1.1 Our Beliefs and values with regard to SEND.

- The vision for all our students is inclusion, ensuring that they have access to a broad and balanced curriculum and to provide an environment where students can grow in confidence and self-esteem and develop independence. We endeavour to foster an atmosphere in which students experience a sense of belonging at Joseph Leckie Academy and feel that they are able to make a contribution to the Academy community irrespective of their status. We believe that every child has a right to enjoy and achieve. This includes students with special educational needs and disabilities. We also believe that every teacher is a teacher of SEND.

#### Inclusion Statement

- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs by ensuring they have access to Quality First Teaching.
- Teachers embed adaptive teaching to meet the diverse needs of our students by providing differentiated learning opportunities and suitable materials appropriate to children's needs interests and abilities. This ensures that all children have a full access to the curriculum.
- Special Educational Need and/or Disabilities (SEND) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and their non-SEND peers.
- English as an Additional Language (EAL) is not considered a SEND.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and SEND.
- Some students may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Several students will genuinely have SEND and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes of intervention, which address the root causes of any learning difficulty, are essential ingredients to the success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

**All pupils have skills, talents, and abilities and as a Academy we have a responsibility to develop these to the full. We believe that:**

- All pupils are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have a SEND should be supported wherever necessary to achieve full access to the curriculum. This will need to be facilitated through a range of access strategies including skilled staff, specialist equipment and resources.

- Pupils should have special programmes designed to maximise opportunities for independent living in preparation for life after schools, including preparation for work or continuing education or training.

Regarding these beliefs, the following document outlines the provision the schools endeavour to achieve for pupils with SEND. In addition, this policy describes the way we meet the needs 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 schools.

## **2. Aims & Objectives**

### **2.1 Aims.**

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity. We believe that many pupils, at some stage in their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Joseph Leckie Academy we aim to identify these needs as they arise and provide teaching and learning contexts that enable every pupil to achieve to their full potential

In accordance with the Special Education Needs Code of Practice (2014), a student has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made or has a disability which prevents them from using the facilities in the Academy. By special educational provision we mean that which is additional to or different from the educational provision made generally for students of the same age. A student has a disability if this has a substantial or long-term adverse effect on the ability to carry out normal day-to-day activities.

At Joseph Leckie Academy we believe that all students are capable of excellence and the aim of this policy is to raise standards throughout the Academy in order to ensure a positive outcome for students with SEND. We believe in equality of opportunity and will eliminate discrimination on the grounds of ethnicity, gender and disability.

**2.2 Objectives.** In order to achieve this, Joseph Leckie Academy will:

- Ensure that all students with special educational needs have their needs identified and met.
- Operate a whole - Academy approach to the management and provision of support for special educational needs.
- Make effective provision to ensure inclusion.
- Offer full access to a broad, balanced, differentiated and relevant curriculum.
- Ensure that the progress of all students with special educational needs is carefully monitored
- Provide advice and support to all staff working with students with special educational needs students

## **3. Identifying Special Educational Needs**

**3.1** Section 6 of the SEND Code of Practice 2014 (page 97-98) describes 4 categories of need:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social Emotional and mental health difficulties (SEMH)
- Sensory and /or physical needs (S&P)

In identifying the special educational needs of students at Joseph Leckie we look at the needs of the whole child. Due consideration is given to factors which may have an impact on a student's progress and attainment but is not SEND. These include:

- Disability (the Code of practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked after Child (LAC)
- Being a child of a serviceman/woman
- In keeping with the new Code, behaviour is no longer described as SEND but as an underlying response to a need

#### **4. A Graduated Approach to SEN Support**

4.1 Teachers are responsible and accountable for the progress and development of students in their classes, including where students access support from a teaching assistant or specialist staff. High quality first teaching, differentiated for individual students, is the first stage in responding to students who have or may have special educational needs. As an Academy the quality of teaching for all students, including those at risk of underachieving, is consistently monitored through faculty / departmental review as well as lesson observations,, data collection points and drop ins.

4.2 At Joseph Leckie quality first teaching is important in helping all students maximise their learning. As a part of this, teachers use rigorous assessment of and for learning. Where students fail to make adequate progress, class teachers plan effective interventions targeted at the area of a student's need. Careful consideration is given at this stage to the views of the students and his or her parents/carers. Teachers subsequently implement the interventions in accordance to the student's need. If the student continues to make inadequate progress after a few Assess- Plan – Do- Review cycles; the teacher considers the possibility that the child has SEND.

#### **5. SEND Provision**

5.1 Where it is decided that a student has SEND, subject teachers and the SENDCO take into account all of the information gathered within the Academy about the student's progress, alongside national data as well as expectations of progress. This information is discussed with students and parents/carers and their views are sought.

5.2 For students with more complex or higher levels of need, specialised assessments from the educational psychologists, sensory specialists (VI or HI), speech, language and communication therapist or other external professionals or agencies are taken into account. At Joseph Leckie Academy, we will always have a discussion with, or at least seek parental/carer consent prior to the involvement of external agencies.

5.3 Names are added to the SEND register when all the evidence has been examined and meaningful discussions with students and their parents/carers have taken place.

#### **6. Managing Students Needs on the SEND Register**

6.1 The various interventions offered at Joseph Leckie Academy are generally shown on a provision map. In addition, students with more complex needs have a passport (students with dyslexic tendencies) or an

individual One Page Profile (OPP) detailing their targets and expected outcomes. These will all be stored on the Academy's data base (Class Charts) and are accessible to subject teachers who are responsible for monitoring and evidencing the progress of individual students in their class according to the outcomes described on the plan.

6.2 The SENDCO is responsible for updating individual provision maps at least once termly. Aside from this, there are live tracking sheets (these are traffic lighted) by year groups for all the students on the SEND register. The SENDCO looks at these, every term once the progress data is entered and in so doing monitors the progress of all students on the register.

## **7. Deciding on the level of provision**

7.1 Based on student's history of SEND which includes information from primary schools, feedback from teachers, support staff, parents/carers, and termly data, interventions are put in place according to severity of need.

7.2 Where the provision at Joseph Leckie Academy is not sufficient to meet students' needs we endeavour to seek advice from the Local Authority, Educational Psychology, secondary schools in our local area and other external professionals to decide if a change of placement is required. This is discussed in partnership with parents, family and more importantly the young person.

## **8. Criteria for exiting the SEND Register**

8.1 Where students make adequate progress over 2-3 terms and narrow the attainment gap significantly between them and their peers, they are removed from the SEND register. Removal of any student from the SEND register is also discussed with parents.

## **9. Supporting Students and Families**

9.1 Local SEND provision

To find information on the local offer please go to <https://link.walsall.gov.uk/Local-Authority/Organisation-Support/Walsall-Information-Advice-and-Support-Service-SEND--formerly-Parent-Partnership-Service>. You can also contact them via telephone on 01922650330 or email [jasssend@walsall.gov.uk](mailto:jasssend@walsall.gov.uk)

## **10. Admission arrangements**

10.1 The admission arrangements for Joseph Leckie Academy treats students with special educational needs who do not have an EHCP exactly the same as for all other students. They are administered in accordance with the guidance set out in our Admission Arrangements. A copy of the Admission Arrangements is available from the Academy.

Students with an EHCP are admitted after consultation with Walsall LA SEND Team as to whether Joseph Leckie Academy is the appropriate educational provision.

10.2 Primary transfer. Parents/carers are invited to meet the SENDCO at Academy Open Evenings, Parent Consultation Evenings, 1:1 Year 6 meetings and by appointment. During the summer term the SENDCO and Transition Lead will visit all feeder schools in order to gather information about students.

## **11. Access arrangements**

11.1 At Joseph Leckie Academy, we make sure that students with SEND are not at a disadvantage because of their SEND status. Within the classroom teachers take the necessary steps to make assessments accessible

through enlarged print, extra time, readers, scribes, word processor as required according to the student's need. The same applies to external exams. The Examinations Officer along with the SENDCO fill in the necessary paperwork and process applications in line with the JCQ requirements so that students are able to benefit from exams concession appropriate to their needs.

(See Access Arrangements Policy)

## **12. Supporting Students at school with medical Conditions**

12.1 Section 100 of the Children and families Act 2014 places a duty on the governing bodies of schools to make arrangements for supporting children with medical conditions. Students with medical conditions have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. Schools have a responsibility for the health and safety of students in their care (Health and safety at work Act 1974).

12.2 We recognize that students with medical conditions are supported in such a way that they have full access to the curriculum including physical education and Academy trips. That is, they have the same privileges as their peers. We are aware:

- That medical conditions may affect a child's educational, social and emotional well-being.
- Children may also be self-conscious about their conditions and as a consequence develop anxiety or depression.
- Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duty under the Equality Act 2010.
- Some may have special educational needs and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their educational provision and the SEN Code of Practice (2014) is followed.

## **13. Monitoring and Evaluation of SEND**

13.1 Monitoring the success of the provision made.

We regularly monitor the progress of all of our students. We set targets for improvement for all students and will ensure that these targets are made available to both the students involved and their parents/carers. This is particularly important for children with special educational needs as we will need parents/carers to work with us and support the additional work that we are doing. We will also make sure that we have the same high expectations for students with special educational needs as we do for all students.

Further monitoring of our provision takes place through our own self-evaluation process. We report termly on progress to the Trust Board and also to the Government. Provision for children and young people with special educational needs is also part of the OFSTED Inspection process. Some possible examples of policy evaluation might include:

- Increase in the number of parents/carers attending or contributing to reviews and consultations.
- Increased proportion of students achieving better outcomes.
- Achievements of students.

We can also tell how well we are doing from feedback from:

- Parent/carers questionnaires and sampling parent/carers views.
- Student's views.
- Staff views.
- Trustee views.

13.2 Through evaluation and monitoring we can improve the way we deliver provision for students with SEND and as a result secure better outcomes for our students.

#### **14. Training and Resources**

14.1 Through our annual performance management cycle staff indicate areas for development and training including SEND. General feedback from teaching and support staff during discussions is also vital in gathering information about training needs. From these, in-house training sessions are arranged in addition to individual staff attending a variety of courses. Information from these is often fed back to other staff. The SENDCO also regularly attends the Local Authority SENDCO network meetings in order to keep up-to-date with local and National changes in SEND.

14.2 **New Staff.** We run an induction program for ECTs, new teachers and support staff when they take up a post at Joseph Leckie Academy. This includes meeting with the SENDCO to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual students.

#### **15. Roles and Responsibilities**

15.1 The SEND Link Governor's are Anna Gough and Gemma Coles.

15.2 To ensure that SEND provision in the Academy is line with the New Code and students with special educational needs are properly provided for; the following staff have responsibilities as listed below

Caroline Frye	Lead for SEND
Rachael Owen	Acting SENDCO
Mrs M. DeRome	Designated Safeguardin Lead

#### **16. Storing and Managing Information**

16.1 Protecting students' personal information is very important to us at Joseph Leckie Academy. All confidential information (students' files) is stored securely in lockable filing cabinets. Data stored on the Academy's system is usually password protected.

#### **17. Making the Academy Accessible**

17.1 We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and special educational needs;

- Ramps
- Painted stairways
- Lifts

17.2 Blinds and carpeting are available in some rooms to assist access for children with sensory needs and there are disabled toilets. Handrails are fitted to all stairs; ramps have been built to the main and side entrances.

17.3 For disabled children attending Joseph Leckie Academy, we strive to provide an inclusive ethos so that they feel able to participate in all Academy activities. This may take the form of adult support to access, for example, physical activities such as swimming lessons.

**17.4 Accessing staff.** The SENDCO is available by appointment. Subject teachers are available at consultation evenings as well as by prior appointment.

## **18. Dealing with Complaints**

**18.1** We will always be open to receiving either compliments or complaints in respect of students with special educational needs in the Academy. In the first instance these should be relayed to the SENDCO either by calling for a discussion/to make an appointment, or by writing to the Academy.

**18.2** If it is a complaint, it may be that it can easily and quickly be dealt with by a telephone conversation. Please be aware that all staff in the Academy will be fully involved in teaching and supporting children so the times at which they can come to the phone are limited.

**18.3** In the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in the Academy with the SENDCO to discuss this further. If you are still not satisfied that your concerns have been resolved then you should either phone the Assistant Principal (line management for SEND) for a conversation or appointment to meet, or put your concerns in writing. The Academy's complaints policy is published on our website: [www.josephleckieacademy.co.uk](http://www.josephleckieacademy.co.uk)

## **19. Bullying**

**19.1** The Academy runs a SHARP system where students including those with SEND can make a referral / complaint anonymously. Complaints are dealt with promptly by a member of staff. More details about this can be found in the Academy's policy on bullying found on the Academy's website. Regular assemblies address the issue of cyber bullying and safe use of social media and the internet.

## **20. Reviewing the policy**

**20.1** The SEND policy will be reviewed annually and will be available to parents/carers on the Academy's website. This policy has been updated following the statutory requirements of the SEND Code of Practice 0- 25 (2014) and has been written with due regard to the following documents and guidance:

- Equality Act 2010: advice for schools DfE (2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (2014)
- Safeguarding policy
- Accessibility Plan
- Teachers Standards (2012)