



ALEC REED ACADEMY
PROUD TO LEARN

Special Educational Needs and Disability Policy

Policy Owner:	Anne Franklin	Approved By:	Board of Trustees
Target Audience:	Staff/Pupils/Parents/ Local community	Requirement to Publish on Website:	Yes
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Special Educational Needs and Disability Policy

Introduction

At Alec Reed Academy we welcome all pupils with special educational needs as part of our community, and we will ensure that all pupils have an equal opportunity to engage in the curriculum.

SEND (Special Educational Needs and Disability)

Every child is unique and bring their own strengths, experiences and qualities. Alec Reed Academy is a fully inclusive school where we aim to meet the needs of all pupils through a rich and varied academic and social curriculum with regard to the National Curriculum. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background, in line with the Equalities Act 2010.

Whole School Aims and Ethos

We will provide a curriculum which is accessible to the individual needs of our pupils.

We will ensure that the needs of our pupils are identified and assessed, and we will provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.

We will work in partnership with parents/carers valuing their views and contributions and keeping them fully involved in their child's education.

We will make every effort to involve the child in decision making about their special educational provision.

Objectives

We will:

- Ensure consistency and continuity by following the stages of the Code of Practice.
- Set SMART (Small, Measurable Achievable, Realistic and Time bonded) targets by which to measure progress.
- Adopt the School Inclusion and Pupil Support plan.
- Liaise closely with parents and carers.
- Collect evidence to support requests for formal assessment.
- Liaise with outside agencies to seek further advice.
- Allocate funding appropriately to provide support for pupils where agreed.

Parental Involvement

We believe that a child achieves the greatest success when s/he is working with the support and involvement of both home and school. If any parent is concerned about their child's progress, they should initially discuss the matter with the class teacher/subject teacher/SaFE Worker who will refer their concern onto the Year Lead. Similarly, if the teacher has any concerns, they will contact the parent and arrange a meeting. If the problem continues there will be further meetings involving the Year Lead/SENDCo and possibly outside agencies. The parents will be informed if it is felt necessary to move a child onto SEND Support (code K). Parents will be made aware of support services available including independent agencies.

Admissions Mainstream:

Admissions are made strictly according to the ARA Admission policy that is published in the ARA prospectus, and it is not dependent in any way on a pupils' special educational needs. We advise parents to discuss their child's possible special educational needs with us as soon as possible, after applying for admission. If a child is admitted with a particular medical problem or disability, advice, support and training will be sought from the relevant authority. All teachers will be informed of any special/medical/disability needs.

Provision

We endeavour to educate all pupils, as much as possible within the classroom with their peers. This is achieved through differentiation, scaffolding and adaption of work. We also recognise that there are times when it is desirable for a group of pupils with similar needs to work together with specialist help.

Pupils with Education Health and Care Plans have differing individual provision. In addition to giving specific help with individual work, the (support TA) will also at times assist these pupils to participate in group activities with their peers.

We make provision for pupils with all disabilities. Pupils with disabilities may be admitted by arrangement with the Principal/Head teacher, who will ensure that their particular needs can be addressed. They will have full access to the curriculum, along with other pupils. ARA's equal opportunities policy ensures that all pupils are treated with the same level of respect and discipline, regardless of any other considerations. Mobility within the building is not a problem as we have lifts. As a school we provide guidance and support for staff to ensure they are able to meet the needs of all members of the school community, in a positive and non-discriminatory manner. (Also refer to ARA's Accessibility Plan).

Transition

Before any pupil moves to our school we try and find out as much about them as possible. Once we know that a child has SEND we will meet with parents to decide on the desired outcomes and to develop a plan to support the child to achieve these aims.

Transitional meetings are arranged for pupils with Special Educational Needs (EHC plans) moving from Key Stage 2 to Key Stage 3 (Primary school to Secondary school). Any pupil who transfers to another school during their time at ARA will have their Special Educational Needs records passed on.

When moving classes in school, information will be passed onto the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new class teacher.

Roles and Responsibilities

Parents will:

Inform the school of any special educational need their child has prior to admission.

The Class Teacher/support team will:

Identify each child's needs and skills.
Read all relevant information
Notify SENDCo of any concerns.
Advise the parents of any concerns.
Provide reports for external agencies
Monitor and assess progress and maintain appropriate records.
Ensure that delivery of the curriculum allows each child to experience success.
Be familiar with school resources that support pupils with Special Educational Needs.
Write and review all Individual Education/Support Plans
Liaise with TA's.

The Teaching Assistants will:

Read Plans.
Liaise with the class teacher and SENDCo.
Help to differentiate/scaffold/adapt the work.
Attend meetings with outside agencies, where possible.
Keep records of work on pupils on SEND Support and EHC Plans
Support the child with their Special Educational Need, using any appropriate strategies.
To attend training, as appropriate.

The SENDCo/SEND lead will:

Provide support and guidance to all staff including practical strategies, the use of appropriate reference materials and resources.
Liaise with external agencies and specialist staff in other schools.
Liaise with their line Manager.
Co-ordinate provision for pupils with Special Educational Needs.
Maintain the SEND register and oversee the records on all pupils with Special Educational Needs.
Contribute to the professional development/training of staff.
Be aware of available professional development courses and attend these or advise others on attendance.
Co-ordinate and attend Annual Reviews.
Be available to support at meetings the setting of targets for SEND support and EHCP pupils.
Identify pupils to be included in the Annual Audit.
Keep abreast of LA procedures, relating to SEND.
Organise termly SENDPLAN meetings with the Educational Psychologist.

The Principal/Headteacher will:

Allocate funding and employ appropriate staff.

The Board of Trustees will:

Elect a representative from the Board of Trustees to monitor the implementation of the Special Educational Needs and Disability policy.
Review the SEND policy annually, particularly in the following areas: systems for identifying and assessing pupils with SEND; the provision made to meet pupils' educational needs; record keeping for SEND and the allocation of resources for pupils

with SEND.

Work in consultation with teaching staff and the SENDCo on SEND issues. Report annually on their policy for Special Educational Needs.

Equal Opportunities

All pupils regardless of their special needs will be given the opportunity to achieve their full potential. (Refer to Equal Opportunities Policy)

Assessment

Individual targets will be assessed and will be reviewed regularly (minimum of twice annually). Progress is assessed annually using standardised tests and sampling techniques. General performance is monitored by class teachers; class teachers attend a termly pupil progress meeting where ongoing assessment of progress is reviewed.

Monitoring and Evaluation

In order to ensure that the school is meeting the targets set for the pupils with SEND there will be regular monitoring of pupils achievements and attainment through:

- Regular meetings with classroom teacher.
- Evaluation of planning/differentiation/adaption.
- 1:1 monitoring of progress.
- Monitoring of TA record keeping.
- Annual evaluation of support and its impact on learning by the SENDCo.

Complaints

In the first instance parents are encouraged to talk to teachers. If a problem or difficulty is not resolved, then parents are then encouraged to follow the school complaints procedure.

Appendix I

Support Services and Agencies:

The Educational Psychology Service

Social Services

Occupational Therapy

Speech and Language Therapy

Educational Welfare Service

Special Educational Needs Service (SENS)

Primary Behaviour Service

Windmill Lodge/CAMHS:

Pupils and Families Consultation Service

Neurodevelopment Team

Child Development Team

Parent Partnership Service - I SAID

Springhallow Outreach Service

Appendix II

Graduated Response to Code of Practice

Outlined below are the responses that will be available to your child if they need support with:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

IQT @ Alec Reed Academy:

- All pupils at Alec Reed Academy are entitled to and receive Inclusive Quality Teaching (IQT) through a broad and balanced academic and social curriculum, which is appropriately differentiated/scaffolded to meet individual learner needs. This is achieved through:
- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential
- Appropriate learning challenges matched to the National Curriculum guidelines

Differentiated/Scaffolded learning challenges through:

- Extending or reducing challenges
- Varying the amount of adult or peer support given to complete the challenge
- The way a learning challenge is delivered, completed and achieved. E.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
- Different resources to complete learning challenges
- Different outcomes of the challenge
- Multi-sensory approach to learning challenges
- Visual aids to support attention and listening skills, classroom organisation and language and concept development

- Reward charts (age appropriate)
- Modelled language through repetition, emphasis and expansion
- More thinking time
- Pencil grips and coloured overlays for reading
- Appropriate seating plan
- Talk partners & Peer support
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND & Inclusion and Teaching & Learning Policies

Additional Support

Your child may benefit from:

- Small group work with adult support
- Visual support for learning new vocabulary
- Support for sequencing skills
- Recordable devices to support memory for writing
- Daily reading
- RWI Phonics intervention Early Years & KS1 (primary)
- Maths intervention
- Narrative and Speaking & Listening intervention
- Technologies to support class work

SEND Support

Your child may access:

- Small group or 1-1 interventions
- Small group Maths intervention Early Years & KS1
- Phonics intervention e.g. RWI and Fresh Start Groups
- Reading for Meaning Pack
- In class adult support
- Pastoral Support
- SATS / GCSE Access arrangements
- Advice and training for staff from specialists

1. My child needs support with Cognition and Learning

Your child may need support with:

- Reading and spelling, Learning new vocabulary and concepts
- Memory
- Number and calculations and General Learning

Your child may have conditions such as:

- Downs Syndrome
- Specific Learning Difficulties (SpLD): Dyslexia, Dyspraxia, Dyscalculia

2. My child needs support with Communication and Interaction

Your child may need support with:

- Attention and listening skills
- Understanding language
- Using language
- Speech sounds
- Interacting with others in groups
- Speaking fluently

Your child may have a diagnosis of Autistic Spectrum Disorders (ASD)

3. My child needs support with Social, Emotional and Mental Health Difficulties

Your child may need support with:

- Attendance, Anxiety, Attention and listening skills, Low self-esteem
- Managing anger
- Forming and maintaining relationships
- Depression
- Bereavement
- Life outside school

Your child may have a diagnosis of ADD/ADHD, Attachment Disorder or Autistic Spectrum Disorder (ASD) - please see our section for ASD within Communication and Interaction.

4. My child needs support with Sensory and/or Physical Needs (including medical needs)

Your child may need support with:

- Vision and/or Hearing
- Gross-motor co-ordination
- Fine-motor co-ordination
- Medical needs

Your child may have conditions such as diabetes, epilepsy, cerebral palsy, dyspraxia, visual/hearing impairment or Autistic Spectrum Disorders (ASD) (please see our section for Communication and Interaction)

Appendix III School Offer

Special Educational Needs Information Report

Our approach to teaching pupils with SEND.

Alec Reed Academy shares a vision of individuals who exceed expectation and enjoy education where excellence is at the centre of all we do. We ensure that every child in our school makes good progress and is well prepared for their next stage of education or employment. The vision includes all the pupils in our school with SEND.

Ealing Local Offer. www.ealingprimarycentre.co.uk/home/ealings-local-offer

What type of needs are supported at our school?	Pupils with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.
Who can you talk to about your child's needs?	<ul style="list-style-type: none">• Class teacher• Subject teacher• SaFE Worker• Head of Year (high school) Assistant Head (primary)• The Special Educational Needs Assistant• The Special Educational Needs Co-ordinator – (SENDCo)
How are pupils' needs identified? How are pupils' needs identified before they start at our school?	<p>All pupils are different therefore, we spend time identifying the needs of all pupils, whether they have a special educational need or not, before they enter school and throughout their school life.</p> <p>As soon as we know that a child will be attending our school, we start finding out more about each child so we can plan for their needs. We use the following to help plan support the child:</p> <ul style="list-style-type: none">• Parent information meetings• Work with previous schools or educational settings• 'Getting to know your new school or class', visits before pupils start properly• Home visits or interviews at school• One-page profiles and All about Me books

<p>How are pupils' needs identified whilst they are at our school?</p>	<p>Pupils are able to identify their needs by:</p> <ul style="list-style-type: none"> • Discussions with staff • Circle time • Conversations with a trusted school adult/SaFE Workers • Worry boxes – where pupils can place notes to the teachers with their concerns • Feedback on books – pupils can write notes in their books for the teacher to see when they mark books • School counsellor drop in sessions <p>School can identify needs by:</p> <ul style="list-style-type: none"> • Parents telling us – open door policy – talking informally to the class teacher • Parent consultation evenings • Teacher assessment • Observations of pupils • Analysis of behaviour log • Analysis of welfare logs • Pupil Progress Reviews - These happen every term in meetings with teachers and their Year Lead /Assistant Heads • SEND Discussions – These meetings happen every term with class teachers and the SEND Team
<p>How do we work in partnership with parents/carers of pupils with SEND?</p> <p>How do we enable pupils with SEND to make decisions about their education?</p>	<p>We try and work closely with all our parents/carers to ensure pupils are happy and make progress. To facilitate this partnership, we do the following:</p> <ul style="list-style-type: none"> • Communicate regularly and informally through phone calls, letters and informal chats • Have an open-door policy so parents can make appointments to meet with the class teachers/form tutors/subject teachers and SENDCo • Hold parent consultation evenings throughout the year. Where necessary, the SENDCo will arrange a time to speak to parents during these evenings • Hold an annual review for any child with an EHCP <p>We encourage all pupils, including those with SEND, to make decisions about their education. We do this in school by:</p> <ul style="list-style-type: none"> • Asking questions in lesson • Asking questions in books • Meeting with the pupil <p>Please also see our Learning, Teaching and Assessment policy for further details.</p>

Pupils with SEND support	In addition, pupils with SEND support have a plan that outlines the support needed to achieve their outcomes and help them become better prepared for progression through school and onto adulthood. These outcomes are decided with pupils and parents during review meetings.
Pupils with an EHCP	In addition to termly progress meetings, we hold an annual review meeting with parents and relevant professionals. We aim to include the pupils' views in the meeting in as appropriate a way as possible. Staff work with pupils to develop an up to date one page profile that is presented at the beginning of the meeting.
How do we help pupils when they move to our school?	Before any child moves to our school we try and find out as much about them as possible. All new pupils have the opportunity to visit the school beforehand.
	Once we know that a child has SEND we will meet with parents to decide on the desired outcomes and to develop a plan to support the pupil to achieve these aims. If needed some pupils may require a transition plan to help them settle into school.
How do we help pupils when they move to another school?	Whenever any child moves to another school we always pass on school records to the new school. If a child has SEND we also: <ul style="list-style-type: none"> • Pass on SEND records to the new school. • Liaise with the SENDCo/year group leader of the new school. • Visit the new school with the pupil and family (if possible) • If needed, we can include ways to support a child to have a settled move to a new school through their SEND support plan or EHCP. • If possible, we invite the SENDCo of the new school to attend the last annual review of a child with an EHCP and a transition plan can be drawn up as part of that meeting.

<p>How do we help pupils when they move between classes and/or phases of education?</p>	<p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed onto the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new class teacher. • Pupils given opportunities to visit their new classroom • Where possible, pupils will meet their new class teacher • If your child would be helped by a book to support them understanding moving on, then it will be made with them.
<p>How effective is our SEND provision?</p>	<p>The effectiveness of our provision is monitored by looking at the pupils' progress; through feedback from staff, parents and pupils and through baseline and exit data. These measures inform next steps, changes or adjustments to provision.</p>
<p>How does our school work with other agencies/services?</p>	<p>Our school works with other agencies and professionals to support pupil needs. Outside agencies include:</p> <ul style="list-style-type: none"> • Speech and Language Therapy Service • Occupational Therapy Service • Child Development Team • School Nursing Service • Educational Psychology Service • Social Services • SAFE Team • Primary Behaviour Service / Secondary Behaviour Service • Outreach – eg Spring Hallow • CAMHS • Sensory Impairment Team (HI and VI)

<p>How does our school work with other agencies/services?</p>	<p>Our school works with other agencies and professionals to support pupil needs. Outside agencies include:</p> <ul style="list-style-type: none"> • Speech and Language Therapy Service • Occupational Therapy Service • Child Development Team • School Nursing Service • Educational Psychology Service • Social Services • SAFE Team • Primary Behaviour Service / Secondary Behaviour Service • Outreach – eg Spring Hallow • CAMHS • Sensory Impairment Team (HI and VI)
<p>How do we support the emotional and social development of all our pupils?</p> <p>If necessary we also support pupils's social and emotional development in individual support plans that teach social skills and coping strategies.</p>	<p>We teach our children about social and emotional development through our PSHCE lessons. This is reflected in our Behaviour Management policy (including Reasonable Adjustments) which can be found on the school website.</p> <p>We also teach pupils strategies to help them socially and emotionally in the following sessions:</p> <ul style="list-style-type: none"> • Circle Time • Assemblies • PSHCE lessons • Small group sessions • Lunch Clubs • Emotional Regulation Club • Learning Mentor sessions • A nurture group is available for those who need it • Counselling services • Primary Behaviour Service / Alternative Provision Service

What do I do if I am concerned about the quality and effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the trustees. The Board of Trustees will ensure that complaints are dealt with promptly and professionally.

But if you are concerned at any time, please contact the school in this order;

- Class teacher
- Head of Year/Assistant Head
- SENDCo
- Head of Inclusion
- Should there be further difficulties parents/carers should contact the Principal/Head Teacher or follow the school complaints procedure (available on the school website).

