

# Phoenix Academy Special Educational Needs Policy



**Review Date**  
February 2025

**Ratified**  
March 2025

**Next Review**  
February 2026

**Responsible Directorate**  
Safeguarding and Inclusion

# Our Trust

*These four critical questions make it clear who we are and what we do.  
We ask ourselves these questions to guide our work and our improvement.*

## Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

## How do we behave?

- **Hard work**  
*We are determined to see things through to the end and are resilient when faced with challenges.*
- **Integrity**  
*We do the right thing because it is the right thing to do.*
- **Teamwork**  
*We work together to help everyone succeed.*

## What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

## How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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# SEND Roles and Responsibilities

<b>Principal:</b>	Elyse Phillips
<b>SENDCo:</b>	Simon Muller
<b>Nominated SEND Governor:</b>	Emily Reynolds

## 1 | Aims

- 1.1 All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout The Trust.
- 1.2 Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- 1.3 Each academy within Academy Transformation Trust will ensure that:
- The special educational needs of students will be addressed, and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
  - They work in partnership with parent/carers and appropriate external agencies to support pupils with special educational needs and endeavour to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes
  - They have a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEND record held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes particularly in relation to prescribed interventions in the Education and Health Care Plan.
  - Children and young people with SEND engage in the activities of the academy.
- 1.4 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the *Children & Families Act (2014)*, the *SEND Regulations (2014)* and the *SEND Code of Practice (2015)*. Reference to the Equality Act 2010 is made with regard all decisions made

## 2 | Definitions

- 2.1 Under the *Children & Families Act (2014)*, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A child or young person has a learning difficulty or disability if they have:
- Significantly greater difficulty in learning than the majority of others of the same age; or
  - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Under the *Equality Act (2010)*, a person (P) has a disability if:
- P has a physical or mental impairment, **and**
  - the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.
- 2.4 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

## 3 | Roles and Responsibilities

- 3.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Principal and other designated senior leaders with strategic oversight of SEND and Inclusion.
- Each academy will appoint a governor with responsibility for SEND. The SEND Governor will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the academy and work with designated senior leaders to develop the SEND policy and provision.
  - The Principal will work with the SENCO and SEND Governor to develop the SEND policy and provision within the academy. The Principal has overall responsibility for the provision and progress of learners with SEND.
  - The SENCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in Chapter 6 of the SEND Code of Practice (2015).
  - Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and Teaching Assistants (TAs) to ensure the interventions

prescribed by the Education Health Care Plan are being met, their success or otherwise is being monitored and effective strategies to improve effectiveness are considered and used.

- Within Section F of Education, Health and Care Plans, TAs may be required to deliver targeted support and interventions as well as supporting class teachers to meet the needs of their pupils.

3.2 The academy will work in partnership with pupils, teachers, parent/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the academy curriculum as this is fundamental and implicit in the academy's curriculum design process.

3.3 Parents/carers of SEND pupils will be able to discuss the needs of their child with their child's family intervention worker or the SENCO.

## 4 | Education Health and Care Plans (EHCPs) and Tailored Student Support

4.1 When a pupil joins Phoenix Academy, a bespoke transition plan is created for the pupil, to reflect their needs.

4.2 A bespoke Student Profile is created which references the contents of the EHCP.

4.3 The Student Profile summarises the pupils highlighted needs from the EHCP and identifies how Phoenix Academy will meet those needs through tailored support.

4.4 Bespoke intervention plans based around pupil targets are identified and are referenced in the Student Profile.

4.5 Risk assessments, such as an Individual Regulation Plan are created, specific to the needs of the pupil when required.

4.6 All Risk assessments are regularly reviewed to consider the ongoing needs of the pupil when required.

## 5 | Reviewing

- 5.1 All pupils, regardless of needs, are set targets to support the long-term outcomes stated within Education Health and Care Plans (EHCPs). Data collated during the academy reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEND interventions will have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded on Individual Pupil Progress Trackers and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist services such as an Educational Psychologist.
- 5.2 All EHCPs will be reviewed annually. This is done collaboratively with parents and outside agencies, where appropriate, to ensure that the plan reflects the current needs of the pupil. The focus of this meeting is to review the progress being made towards outcomes and to capture pupil and parent/carers views and aspirations.
- 5.3 Re-assessment of EHCPs can be requested from the Local Authority if there is a significant change in pupil need or the existing EHCP is no longer meeting their requirements.

## 6 | Policy Links

- 6.1 This policy should be read in conjunction with:
- SEND Information Report (updated annually)
  - Equality Policy & Objectives
  - Accessibility Plan (reviewed annually)
  - Assessment Policy
  - Curriculum Policy
  - Attendance Policy
  - Safeguarding Policy
  - Admissions Policy
- 6.2 This policy has due regard to statutory legislation, including, but not limited to:
- The Children and Families Act (2014).
  - The SEND Regulations (2014)
  - The SEND Code of Practice (2015)
  - The Mental Capacity Act (2005)
  - Children and Social Work Act (2017)

- The Education and Inspections Act (2006)
- The Health Act (2006)
- The Equality Act (2010)
- The Education Act (2011)
- The Education (Independent School Standards) Regulations (2014)
- The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations (2012)
- The Immigration Act (2016)
- The General Data Protection Regulation (GDPR)
- School Discipline (Student Exclusions and Reviews) (England) Regulations (2012)

## Appendix 1 - Exam Access Arrangements

All pupils with an Education Health and Care Plan qualify for an additional 25% additional time to any time constrained exams.

Dependent on need, pupils may be eligible for additional "access arrangements" to complete internal examinations and public examinations.

## Appendix 2 - Staff Training

**Staff training is reviewed annually within the academy by the leadership team.**

- a. The SENCo will be an experienced member of teaching staff and will have achieved the National Qualification for SEND Co-ordination. The SENCo has allocated time each week dedicated to overseeing the provision of SEN.
- b. Colleagues share the ethos that all teachers are teachers of children with Special Educational Needs. Through Initial Teacher Training and through continued professional development all teachers and staff are equipped to deal with a diverse range of needs.
- c. Academies will plan staff training, development and support to strengthen individuals and groups when needed.
- d. Academies will acknowledge the key role of the Special Educational Needs Coordinator, whose job description includes providing professional guidance to colleagues and contributing to their training.
- e. Both teaching and non-teaching colleagues will access training to develop their knowledge of the four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical and the difficulties which may be linked to these.
- f. Academies will audit colleagues and training annually and provides further training to meet identified needs.