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Company Registration Number: 10745840 (England and Wales)

Reach Academy
**Special Educational Needs &
Disability Policy**

October 23



Nurturing inclusive learning communities



1	Summary	Special Educational Needs & Disability Policy			
2	Responsible person	SENDCO's, CEO			
3	Accountable ELT member	CEO			
4	Applies to	All Staff			
5	Trustees and/or individuals who have overseen development of this policy	SENDCO's across Ethos Academy Trust			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	N/A			
7	Equality impact analysis completed	Policy Screened	Y/N	Template completed	Y/N
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee 15 th November 2023			
9	Version	1.			
10	Available on	Every	Y	Trust Website	N
				Academy Website	Y
				Staff Portal	N
11	Related documents (if applicable)	Click or tap			
12	Disseminated to	All Staff			
13	Date of implementation (when shared)	20 th November 2023			
14	Date of next formal review	31 st October 2024			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	Click or tap to enter a date.			

Date	Version	Action	Summary of changes
16.12.2021	1.6	Policy amendment	Information report removed, this will be maintained at academy level. Only content change to SEND Policy v1.5 approved in July 2021 is an update to SENDCo's details after staff change and addition of new Trustee with responsibility for SEND.
28.09.23	1.7	Policy amendment	Change of remit in aims.

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1. Aims

Our SEND policy aims to:

- Explain how Reach Academy will support and make provision for pupils with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Reach Academy delivers full time education for Key Stage 3 pupils with social, emotional and mental health needs with Education, Health and Care Plans (EHCPs). The route of admission is consultation, in line with the Code of Practice. Until December 2023, the academy also delivers full time education for pupils who have been excluded from their mainstream school, to provide intensive intervention to support individual needs and support a positive reintegration into their next setting.

Graduated and personalised interventions contribute to the positive outcomes for children and young people. Reach Academy is committed to the promotion of inclusive support, raising standards for children with SEMH needs and improving their life chances. Reach Academy values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment and opportunities for learning through classroom-based and personalised interventions.

2. Legislation and guidance

This policy is based on the statutory **Special Educational Needs and Disability Code of Practice: 0-25**, and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND and disabilities;
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
- The Equality Act 2010, is a law which protects from discrimination or unfair treatment on the basis of certain characteristics such as disability.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

The Trustee with responsibility for SEND is xxx.

4.1 The SENDCO

- The SENDCO within Reach Academy is:
Sarah Simmonds (Reach Academy)⁹

The SENDCO will:

- Work with the Head Teacher and Link Trustee with responsibility for SEND to determine the strategic development of the SEND policy and provision in Reach Academy;
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents / carers are informed about options and a smooth transition is planned;
- Work with the Head Teacher and Board of Trustees to ensure that each academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the academy keeps the records of all pupils with SEND up to date.

4.2 The Link Trustee with Responsibility for SEND

The SEND Link Trustee will:

- Help to raise awareness of SEND issues at Board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the schools and update the Board on this;
- Work with the Head Teachers and SENDCO to determine the strategic development of the SEND policy and provision in the academies.

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCO and SEND Link Trustee to determine the strategic development of the SEND policy and provision in the schools;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability within their academy.

4.4 Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with teaching assistants and / specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCO to review each pupil's progress and development and decide on and implement any changes to provision;
- Ensuring they follow this SEND policy.

Reach Academy Links

Head Teacher	Hannah Lord
SENDCo	Sarah Simmonds
Trustee with responsibility for SEND	Andy Percival