



Special Educational Needs & Disability Policy

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy and Complaints Policy and with the SEND Information for Parents published on the academy website.

Education in Partnership:

Montsaye Academy regards education as a lifelong process and aims to provide high quality teaching and effective learning for all its students. High standards of behaviour and achievement, in its widest sense, are encouraged.

We aim to help students to achieve their full potential, to develop the skills necessary for their varied futures, and to become good citizens able to take an active role in a democratic society. We wish to create a positive and caring environment in which there exists a mutual respect between all parties.

1. THE SEND AIMS OF THE ACADEMY

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs, aptitudes and ability.
- To ensure the identification of all students requiring SEND provision as early as possible in their academy career
- To ensure that students with SEND take as full a part as possible in all academy activities
- To ensure that parents of students with SEND are kept fully informed of their child's progress and attainment
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision

The academy maintains high aspirations for all our students and will seek to work collaboratively with students, parents and other stakeholders in helping our young people to realise their ambitions and achieve their goals in relation to higher education and employment, independent living,

participating in society and being healthy in adult life.

Montsaye Academy recognises and fully supports the drive to improve outcomes for students with SEND, whereby they are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, in order that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We recognise that many students will have special needs at some time during their academy life. In implementing this whole academy policy, our aim is to help these students to overcome their difficulties.

This policy was developed by the SENCo in consultation with other colleagues in the Educational Support Team, the Principal and other colleagues

The whole academy staff is committed to the principles outlined in the policy and recognise that provision for students with SEND is the responsibility of all staff.

The academy's SEND objectives link closely to the Academy Development Plan and the Raising Achievement Plan. SEND objectives form a key element of whole academy development priorities

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together; hence our Mission Statement – Education in Partnership.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has special educational needs if he or she have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'
SEN Code of Practice (2014, p5)

Special education provision

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Montsaye Academy will use its best endeavours to ensure that

such provision is made for those who need it.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Montsaye Academy will have due regard for the SEND Code of Practice 2014 when carrying out our duties towards all students with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

3. STAFFING

The SEND team of the academy is:

SENCo: Mr Paul Martin, has been a SENCO continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination

SEN Teacher: Mrs S Backhouse

SEN/Foundation Learning Teacher: Mrs J Brant

Level 4 TA: Mrs Maggie Mulholland

Inclusion Manager – Lise Griffiths

TAs: 9 full-time equivalent

SEN Admin: Mrs Paula Stirzaker

SEN Governor: Mr Ralph Beresford

4. ADMISSIONS

4.1 The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the SEND Code of Practice: 0 to 25 years – January 2015.

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- Must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of the normal admissions procedures
- Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- Must not refuse to admit a child on the grounds that they do have an EHC plan

The first criterion in our admissions policy prioritises 'students with an EHC plan which names the academy as appropriate provision and children in public care (looked after children)'.

Montsaye recognises its responsibility is to those young people and their families who live within the area defined in the Academy's admissions policy. As such, all students who meet the admissions criteria will be eligible for a place at Montsaye Academy irrespective of aptitude, ability or special educational needs and/or disability.

4.2 The majority of students with Special Educational Needs transfer at the start of Year 7 from primary and junior academies within the Montsaye's cluster. Where there is a concern that a student may experience particular difficulty in the transition to Montsaye, discussions with all those involved with the student are undertaken as soon as possible. It is normal practice for a member of Montsaye's Educational Support Team, usually the SENCo to attend the Year 6, (and in some cases Year 5) EHCP Review of those students intending to transfer to Montsaye.

5. INCLUSION

This policy builds on our academy's broad aims with regard to inclusion, which recognise the entitlement of all students to a balanced, broadly based curriculum. The academy celebrates

diversity and embraces the aptitudes, abilities and interests of all members of our academy community. Our SEND policy reinforces the need for a curriculum and for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision is available for all students with SEND.

6. EVALUATING THE SUCCESS OF OUR SEND POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEND AIMS OF THE ACADEMY' at the beginning of this policy. In evaluating the success of this policy, the academy will consider the views of:

- Teachers
- Parents
- Students
- External professionals

As part of the whole academy and departmental development plans we will set targets matched to a range of specified aims to provide indicators against which progress can be measured.

Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets
- Use of standardised tests
- Analysis of end of Key Stage assessments and GCSE outcomes
- Evidence generated from review meetings
- Other diagnostic assessment tools (ie: PASS, Student Voice Survey)

7. ALLOCATION OF RESOURCES

The Governing Body ensures that sufficient resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

8. IDENTIFICATION, ASSESSMENT, AND PROVISION

At Montsaye Academy we monitor the progress of all pupils four times a year to review their academic progress. We have adopted a whole-academy approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the academy. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of students with special educational needs and are responsible and accountable for their progress and development.

At Montsaye Academy, all teachers are responsible for identifying students with SEND and, in collaboration with the SENCo, will seek to ensure that those students requiring different or additional support are identified at an early stage.

Early Identification

Early identification of students with SEND is a priority. Significant emphasis is placed upon information gathering as part of the transition process from primary to secondary academy. Members of the Educational Support Team visit our 'cluster' primary academies to identify and discuss those students with SEND for whom additional transition arrangements might be necessary. In addition, information is gathered on all prospective Year 7 students in order that those with SEND are identified prior to transfer. The SENCo attends annual review meetings for students with an EHC plan in Year 6. Where appropriate and necessary, a detailed Transition Plan will be drawn up with

parents and primary colleagues in order to ensure that the student has a positive and successful transfer. Once a student arrives the academy will use additional appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Discussion with students and parents.
- Their performance in N.C. judged against level descriptors.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

Assessment

A range of information is gathered and assessment tools are used to help identify students with SEND. Both norm referenced and diagnostic assessment tools are used, as appropriate, such as:

- Screening /diagnostic tests:
 - the Salford reading Test
 - NGRT
 - the Vernon Spelling Test
 - the Neale Analysis of Reading
 - miscue analysis
 - the MiDYIS assessment tool
 - High Frequency Word lists
 - Phonological Assessment Battery
 - LA Behaviour Checklist
- Reports or observations
- Records from feeder academies, etc.
- Information from parents
- National Curriculum results
- External exam results
- Student portfolios

SEND provision – general principles

On entry to the academy each child's attainment will be assessed in order to ensure continuity of learning from Primary academy, or transfer from another Secondary academy. For students with identified SEND the Principal, SENCo, Senior and Middle Leaders, Care & Guidance colleagues and subject teachers will:

- Use information from the Primary academy to shape the student's curriculum and pastoral provision in the first few weeks/months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments and provide regular feedback on achievements/experiences, in order to plan the next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in pastoral programmes by implementing the three key principles of the National Curriculum Inclusion Statement 2004
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-academy approach to learning

The Range of Provision for Students with SEND

The main methods of provision made by the academy are:

- Full-time provision within mainstream classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
 - Periods of withdrawal to work with a support teacher/TA
 - In-class support with adult assistance from a TA
- Catch-up programmes in literacy and/or numeracy

- Agreed attendance within the Educational Support Base, full or part-time
- Support from specialists within class or as part of a withdrawal programme
- 'Time Out' and respite provision
- Access to counselling support
- Support from a Learning Mentor or Co-tutor or Pastoral Support Mentor
- Provision during unstructured times ie: before and after academy, at break and lunchtime
- Nurture groups and transition support arrangements in Year 7
- Key Stage 4 Social Inclusion Programme / Foundation Learning Programme

Key Stage 4 Social Inclusion Programme

At Key Stage 4 the academy has a well-established range of intervention strategies for students with SEND for whom the traditional academic pathway towards GCSE accreditation might not best meet their individual needs. The focus of the programme is to seek to ensure that identified students remain engaged with learning in such a way that best affords them the opportunity to achieve the outcomes identified in the SEND Code of Practice 2014, 6.1. In consultation with both the student and parents we actively consider forms of alternative provision in order to ensure a meaningful curriculum for the student. This might include part-time attendance alongside day-release provision at FE Academy and / or work based placement.

Where such provision is being considered, a meeting with the student and parents is held to discuss the various avenues of alternative provision alongside academy based arrangements to ensure that the student achieves expected outcomes within academy based GCSE courses. Any agreed arrangements are recorded on the SEND Provision Map and reviewed at least twice yearly.

English as an Additional Language

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or as a result of special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

9. MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, or employment

Where teachers decide that a student's learning or progress is unsatisfactory, the SENCo is consulted. The SENCo and teacher/ Head of Department will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through graduated intervention at School Support. If, after further consideration, a more sustained level of support is needed, requiring advice and guidance from external professionals, this would be sought and/or commissioned as appropriate. Where concerns remain despite sustained intervention, adopting the graduated approach, the academy might consider a Request for a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy. The academy also recognises that parents have a right

to request a Statutory Assessment.

10. RECORD-KEEPING

The academy will record the steps taken to meet students' individual needs in the SEND Provision Map. The SENCo will maintain the records and ensure appropriate access to them. In addition to the usual academy records, the student's profile will include:

- Information from previous academies/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service

11. GRADUATED INTERVENTION AND STUDENT PROGRESS

The SEND Code of Practice states that all teachers, 'should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.'

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Montsaye Academy views expected progress for students with SEND as characterised by progress which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is on a par with students starting from similar base line but less than most of peers
- Equals or improves upon the student's previous rate of progress
- Enjoys full curricular access
- Is regarded as such by student and parents
- Is likely to result in accreditation in F.E., training, and/or employment
- Is likely to result in functional levels of skills in adult life
- Will result in the student achieving the outcomes identified in the SEND Code of Practice 2014, 6.1.

Teaching students with SEND is a whole-academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The SEND Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the academy will intervene through such graduated support as described below.

School Support

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent social, emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist

equipment

- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the academy decides, after consultation with parents, that a student requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering the curriculum. Teaching strategies, materials and resources will be differentiated to take account of the student's individual needs within the mainstream classroom. Parents will be closely informed of the action and result.

Intervention within School Support

Provision at School Support will be at level 2 of the National Strategy Waves of Intervention Model.

At School Support, subject teachers will have a key responsibility in ensuring that the learning and assessment is differentiated to take account of the needs of students with SEND. Other additional support will be put in place appropriate to the individual needs of the student.

Nature of Intervention

The SENCo, in collaboration with the subject teacher or Head of House will determine the nature of any additional intervention required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student, either in-class or on a withdrawal basis
- Provision of alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective intervention strategies
- Other additional intervention strategies appropriate to the individual needs of the student
- Access to LA support services for advice on strategies, equipment, or staff training

Where an individual student with SEND is not making expected or limited progress, despite a range of interventions having been put in place, the SENCo may consider referral for support and intervention from outside professionals. External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The external professional may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will always be sought for any additional information required. Any resulting IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the academy may well request direct intervention/support from a specialist teacher/professional. This intervention would constitute level 3 of the National Strategy Waves of Intervention Model.

Individual Education Plans

The academy has a system whereby individual target setting arrangements are in place for all students. As a result, IEPs ordinarily will be put in place only for students who have a statement of SEN/EHC plan. Where appropriate, strategies for students' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent.

Reviewing IEPs

IEPs will be reviewed twice yearly, one review coinciding with a Parents' Evening. The academy will endeavour to hold the reviews in an informal manner, and parents will be encouraged to maintain an active involvement in this process. Wherever possible or appropriate the academy will fully involve students in this process.

Request for an EHC needs assessment

The academy may consider a request for an EHC needs assessment by the LA when, despite an individualised programme of sustained intervention within School Support, the student remains a significant cause for concern. An EHC needs assessment might also be requested by a parent or outside agency. The academy will have the following information available:

- The graduated intervention followed with respect to School Support
- The student's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Health Services/Educational Entitlement Service reports
- Any other involvement by professionals

Education, Health and Care Plan

An EHC plan will normally be provided where, after a needs assessment, the LA considers that the student requires provision beyond that which the academy can offer. However, the academy recognises that a request for an EHC needs assessment does not inevitably lead to the provision of an EHC plan. An EHC plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC plan
- Shorter term IEP targets, established through parental/student consultation and Implemented in the classroom
- Delivered by the class/subject teacher with appropriate additional support where specified

12. STATUTORY REVIEWS

'EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations.' (SEND Code of Practice 2014, 9.166) EHC plans must be reviewed annually. The review must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The LA will inform the Principal at least two weeks before the start of each term of the students who will require a review of their EHC plan during that term. The Principal/SENCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCo
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Principal considers appropriate

The aim of the review will be to:

- Assess the student's progress towards achieving the outcomes specified in the EHC plan
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new priorities and objectives for the coming year in line with the desired outcomes as specified in the EHC plan

In addition, all students with a EHC plan will have an interim review during the academy year. Year 7 students with an EHC plan will have an interim review during Term 2 in order to ensure that transition arrangements have been effective. Parents are invited to attend interim reviews and these are conducted using the same format as the annual review.

Year 9 Transition Reviews

Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed annually and involve the Connexions Service. The academy recognises that the responsibility for such Transition Plans lies with these specialist services and the Principal.

With due regard for the time limits set out in the Code, the SENCo will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA, parents and other invitees to the review. The academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC plan.

The Academy recognises that where a student with an EHC plan continues to attend after compulsory education, i.e. after age 16, the LA may decide to maintain the EHC plan until age 25. Where a student with an EHC plan continues to attend after age 16, appropriate support arrangements will be maintained to continue to ensure that the student has the same opportunities to access all aspects of academy life. However, given the age and relative maturity of the student, increasing emphasis will be placed upon expressed wishes of the student with regard to the provision of additional support and the focus upon supporting the student towards independence in adult life.

13. ROLES AND RESPONSIBILITIES

The SENCo

The SENCo plays a crucial role in the academy's SEND provision. This involves working with the Principal and Governing Body to determine the strategic development of policy and practice. Other responsibilities include:

- Overseeing the day-to-day operation of the academy's SEND policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing students' records
- Liaising with the parents
- Contributing to staff CPD

Liaising with external agencies, LA support services, Social Care and Health Services, Connexions PA, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have for the progress and attainment of students with SEND
- The commitment required by staff to keep the SENCo well informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEND students
- What exactly constitutes a 'level of concern' and at which point School Support might be initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and any subsequent SEND provision

The Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented students
- Ensuring that SEND students are fully involved in academy activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the academy's SEND Policy including the allocation of resources from the academy's devolved/delegated budget

The Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Differentiating the curriculum within their own classroom to ensure that students with SEND can access the learning
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student
- In collaboration with the SENCo, where appropriate and practical, developing IEPs for students with SEND
- Working with students with SEND on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the academy's SEND policy

The Principal

The Principal's responsibilities include:

- The day-to-day management of all aspects of the academy including the SEND provision
- Keeping the Governing Body well informed about SEND within the academy
- Working closely with the SENCo/Educational Support team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

14. SEND CPD

All staff are encouraged to participate in CPD that helps them to acquire the skills needed to work with students with SEND. All staff will be offered training opportunities to raise their own professional awareness and understanding of the issues relating to students with SEND in the

academy and to enhance their range of strategies for ensuring that classroom practice is inclusive and addresses the specific needs of this group of students. Part of the SENCo's role in academy-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. TAs' training and CPD requirements in supporting students' needs are reviewed and addressed on an on-going basis. All new staff to the academy receive Induction Training to include SEND CPD. The Academy's CPD needs will be included in the Academy Development Plan.

15. PARTNERSHIP WITH STUDENTS AND PARENTS

Montsaye Academy firmly believes in developing a strong partnership with both students and parents and that this will enable children and young people with SEND to achieve their potential. The academy recognises that parents and students themselves have a unique overview of their needs and how best to support them, and that this gives them a key role in the partnership.

The academy considers parents of students with SEND as valued partners in the process. Depending on age and appropriateness, students with SEND will also be encouraged to participate fully in any decision making processes affecting them.

The academy's Educational Support Team operates a weekly 'surgery' for parents of students with SEND and invites parents to attend review meetings for their children. In addition, members of the team are available to parents at all open evenings, house evenings and parents' evenings. Parents are also encouraged and welcome to contact the SENCo or other department colleagues. The academy attempts to facilitate meetings at times that are convenient to the parents where at all reasonably practicable.

The academy will make available, to all parents of students with SEND, details of the parent partnership service available through the LA (Information, Advice and Support Service for SEND in Northamptonshire).

The SEND Code of Practice 2014 outlines that *'Local authorities must arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care. (CoP 2.1) Local authorities must take steps to make these services known to children, their parents and young people in their area.'* (CoP 2.2)

16. THE VOICE OF THE STUDENT

At Montsaye Academy we recognise that students have a key role to play in the planning of provision to meet their individual needs. All students receive academic mentoring by their form tutor where individual targets are set and progress reviewed. In addition, students with SEND might have additional individual targets with regard to their own learning needs. Students are encouraged to play a part in determining these targets and reviewing their progress towards meeting them. Students are invited to attend reviews and are encouraged to take a full and active part. Students are also given the opportunity to voice their views with regard to SEND support and provision through an annual Student Voice Survey and the PASS questionnaire or other forum where appropriate.

17. COMPLAINTS PROCEDURE

Wherever possible the academy works closely with parents to deal with issues or concerns that arise so as to avoid them escalating. The normal arrangements for the treatment of complaints at name of school are used for complaints about provision made for special educational needs. We encourage

parents to discuss their concerns with the form tutor or subject teacher, SENCO or Head of House, Vice Principal with responsibility for Care & Guidance, or Principal to resolve the issue before making the complaint formal to the Chair of the governing body.

However, where concerns cannot be resolved in this way the academy has a procedure that parents can access. The academy's complaints procedure is outlined in the academy prospectus. The SEND Code of Practice 2014, 11.1 & 11.2 outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

18. LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for, students with SEND. When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- Educational psychologists
- Medical officers
- CAMHS (Child & Adolescent Mental Health Service)
- Northamptonshire Inclusion Partnership
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Hospital & Outreach Education
- Complementary Education
- Other professionals from the LA Local Offer

In addition, important links are in place with the following organisations:

- The Connexions Service
- The local business community
- Education Entitlement Service
- Social Services
- Northamptonshire Police Safer Communities Team
- Other groups or organisations as appropriate

19. SEND POLICY REVIEW

The academy considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Academy Development Plan.

As students grow up in an increasingly complex world it is important for them to understand e-safety and the importance of responsible and safe use of IT in keeping them safe from exploitation, bullying and radicalisation.

All students at Montsaye Academy are entitled to be treated equally, regardless of age, disability, gender (or its reassignment), race, religion or belief, sex or sexual orientation.