



# Goodwin Academy Special Educational Needs Policy

Date of Approval	January 2025
Date of Review to be Undertaken	January 2026

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0–25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Teachers Standards 2012
- This policy is available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0–25 guidance.

#### **DEFINITION OF SPECIAL NEEDS & DISABILITY**

**Special Educational Needs:** A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

**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.

A child under compulsory school age has special educational needs if they fall within a definition above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children's needs and requirements may fall within or across four broad areas.

**Disability:** Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### **SECTION 1 - The SEND Department:**

The Goodwin Academy has a designated Special Educational Needs Co-ordinator (SENDCo).

The SENDCo is responsible for:

- Coordinating and monitoring the implementation and impact of the required provision for children with SEND
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress and achieve the best possible outcomes.
- Advising on the graduated approach to SEND Support and involving outside agencies where appropriate.
- Liaising with parents of children with SEND following initial consultation with class teachers
- Providing ongoing staff training to ensure all staff have an understanding of the students and their needs and feel confident to teach and support all students in their class.
- Maintaining up to date records for all students with SEND.

The nominated SEND Governor will support the SENDCo.

## **SEND Department staffing:**

Miss J Hill - SENDCo  
Mrs S Ralph – Assistant SENDCo  
Mrs S Richardson -  
Mrs C Toulet – Lead Teacher for the SRP (Specialist Resource Provision)

## **HLTAs:**

**Mrs A Smith - HLTA for Reading and Literacy**  
**Mrs J Rowland - HLTA for Communication and Interaction**  
**Miss V Friend - HLTA for KS4 Study Support**  
**Mr J Ash (SEND SEMH Mentor)**  
**Mrs K Wilson – ELSA – Emotional Literacy Support Assistant**

**Mrs N Eglington**  
**Miss E Dempsey**  
**Miss J Elms**  
**Mr N Fairbairn**  
**Miss E Freidlander**  
**Miss R Morrison**  
**Mrs H Shepherd**  
**Mrs V Wilmshurst**  
**Miss A King**  
**Miss E Lees**  
**Mrs J Davies**  
**Miss M Biddle**  
**Mr G Moore**  
**Mr B Anderson**

## **The Goodwin Academy Beliefs and Values:**

The Goodwin Academy aims to give all students the opportunity to develop to their full potential. It recognises that all students are individuals and have their own particular needs and it seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from barriers and prejudice.

The Goodwin Academy is committed to ensuring all students receive their full entitlement to a whole-school curriculum regardless of their needs or disabilities.

## **SECTION 2 - The Goodwin Academy SEND aims and Vision:**

Goodwin Academy ensures that every teacher is a teacher of SEND. Quality First Teaching is vital and always expected; however, some children need further, targeted additional support to help them achieve and progress. We strive to support all children to enable them to achieve; at school and in the community, and in making successful transitions. To do this, many steps are taken to support them through their learning journey. We strive to raise the aspirations and expectations for all our children with SEND, enabling them to succeed.

Our vision for learners with SEND is that:

Students are understood and respected as individuals.  
Students' strengths, contributions and achievements are valued and celebrated.  
Staff have high expectations and high aspirations for all the students they teach.  
Staff consistently strive to remove barriers to learning to ensure the best outcomes for all.  
All students are included, feel safe and feel that they belong.  
Students are equipped with the skills and knowledge needed to develop into responsible, independent, resilient and successful young people.

**The Goodwin Academy SEND Objectives:**

- To work within the guidance provided in the SEND Code of Practice (2014) and in line with the Graduated Response to SEND <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>;
- To identify and monitor children’s individual needs from pre-admission to ensure a robust transition so that appropriate provision can be made to raise attainment;
- To maximise outcomes for children with SEND and their families;
- To plan and deliver an effective, scaffolded, differentiated and when required, adapted and personalised curriculum, to meet the needs of children with SEND, to help them overcome their barriers to learning.
- To promote independence through preparation for next stage and adulthood from the earliest opportunity.
- To involve children and parents/carers in the identification and review of any targets.
- To ensure that through effective, focused training that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them
- To provide regular training, support and advice to all staff working with children with special educational needs and/or disabilities
- To work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

**SECTION 3 - Identifying Special Educational Needs:**

There are four broad areas of need (SEND CoP, 2014) for which The Goodwin Academy is responsible for planning provision:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Speech, language and communication needs (SLCN), which could mean that the pupil has difficulties with speech production (e.g. stammering, stuttering and the ability to form sounds), the understanding of language (receptive), the expression of language or a combination of all three. Additionally, students with sensory impairment (i.e. Hearing Impairment) may also have additional SLCN needs.</p> <p>This area includes it also includes difficulties with the social use of language. For example, pupils who are on the autism the associated spectrum often have needs that fall in this category.</p> <p>Pupils with needs in this area may or not be co-morbid with learning difficulties.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties (SpLD), which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties (MLD)</li> <li>• Severe learning difficulties (SLD)</li> </ul>

	<ul style="list-style-type: none"> <li>• Profound and multiple learning difficulties (PMLD) which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health (SEMH)	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences (ACE) or trauma</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI)</li> <li>• A physical impairment</li> </ul> <p>These pupils may access their learning through specialist support and/or equipment or habilitation support and need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

The Goodwin Academy is clear that only those students who require additional specialist provision will be referred to as having SEND status. Other issues which may impact on progress and attainment but are **not** SEND 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
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

#### **SECTION 4 - A Graduated Approach to SEND Support:**

When Goodwin Academy decides to make special educational provision, this decision is made with the consideration of teaching staff, the SENDCo and the Student Services Team. All of the information gathered from within the school about the student’s progress, alongside national data and expectations of progress, is taken into consideration.

At Goodwin Academy we seek the views and opinions of both the parents/carers and students in making decisions about the SEND support put in place.

At Goodwin we identify and manage students with SEND status by the following process outlined below:

- Assess
- Plan
- Do
- Review

**Assess:**

- This involves clearly analysing the pupil's needs using the teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.
- Information collated from all teaching or support staff who teach students with SEND or possible SEND.
- Current rate of progress for all subjects studied and difficulties identified
- Information from parents of students with SEND status or unidentified need
- Information from students with SEND status/unidentified need sought– what is working well/what needs to be done differently?
- Any outside specialist assessments requested where appropriate, for example, Local Inclusion Forum Team (LIFT), Child & Adolescent Mental Health Service (CAMHS), Occupational Therapist (OT) and Speech and Language Therapist (SaLT)
- Using standardised testing and specific screeners to help support the identification of needs and give a more accurate picture of those needs.

**Plan:**

- Using the information acquired decisions are then made regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential or to decide on what needs to be put into place.
- Parents/carers and students are consulted on any adjustments, interventions and support to be put in place.
- All staff working with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required. This is done by creating a Pupil Passport which is then shared with all staff via Class Charts.
- Planning put in place at this stage will be until the next APDR cycle
- Changes are reported on the SEND register
- Teachers will be actively involved in helping to plan for students identified with SEND.
- Parents/carers will be notified and asked permission to add their child to the SEN register.

**Do:**

- Planning is in place and being actioned on a daily basis- quality assurance from SENDCo put in place.

Teachers given the support they need to ensure they can deliver the support needed.

**Review:**

- The effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date and with parents where necessary.
- The impact of the APDR process will be formally reviewed by HLTAs delivering intervention and through the school's reporting and assessment process as well as through weekly Inclusion and Provision meetings, weekly SEND department meetings and by the SENDCo on a regular basis.
- Teachers will be a necessary part of the review process and will contribute to reviews.  
At this stage, if additional support is still needed a student may be placed on the SEN support register and parents formally notified of this decision.

Where the needs of a student are more complex and they require support from an external agency/provider, Goodwin Academy will endeavour to obtain this support. Goodwin Academy will involve parents/carers and students at all stages of the decision-making process for external agency support.

**SECTION 5 - Criteria for exiting the SEND register**

Students with special educational needs and students with an Education Health Care Plan (EHCP) are discussed three times a year.

If students with SEND status no longer require additional specialist support to make the progress that the school expects of them, they will be discussed to determine whether they can come off the SEND register.

Students with an EHCP will remain on the SEND register for as long as they have their EHCP. The decision to remove a student from the SEND register will be a joint one with the School and parents and students concerned.

## **SECTION 6 - Supporting Students and Families**

Parents/carers can view all available additional support services offered by Kent County Council on their web page from the Kent Council LEA Local Offer.

Goodwin Academy will endeavour to support all parents/carers in their requests to find additional agencies who might be able to offer their family support outside of the school capacity. The SEND department works closely with the Pastoral Team, The Attendance Officer, the Safeguarding Officers and the school FLO (Family Liaison Officer). Parents/carers can contact the SEND team at any time to discuss concerns regarding their child, regardless of whether they have SEND status. The school is committed to supporting all parents and students with any SEND concerns.

### **Access Arrangements:**

If students with special educational needs require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENDCo. The school is bound by the rules and restrictions of the examinations board and specific criteria must be met to allow any access arrangements to be facilitated. If parents/carers wish to discuss any exam access arrangements, they must speak to the SENDCo in the first instance.

Information about students with special educational needs is shared with all staff. Each student on the SEN support register has a Pupil Passport that outlines their strengths and barriers as well as the strategies and provision they need to support them in school; updates to the SEND register are issued to all members of staff via SEN bulletins. If a student with special educational needs transfers to a new school, the SEND team will contact the new school or education provider to share all appropriate information prior to transition.

The SEND and Pastoral team have a very good transition phase in place for the transition to Year 7; this may include meetings with parents and students with SEND, Primary school SENDCos and Year 6 teachers term additional transition opportunities. The SENDCo will also attend Primary Annual Reviews in Term 6 when invited.

## **SECTION 7 - Supporting Students at school with Medical Conditions**

Goodwin Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be classified as disabled under the Equality Act 2010 and as such the school will comply as necessary fulfil its duties.

Some students may also have special educational needs (SEND) and may have an EHCP which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students who have complex medical conditions are registered on the school's medical register and will have a Medical Health Care Plan.

## **SECTION 8 - Monitoring and Evaluation of SEND**

Goodwin Academy regularly and carefully monitors and evaluates the quality of provision we offer all students. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students. This monitoring is from both within the Academy and from external visitors, from the Trust, the Specialist Teaching and Learning Service and the Inclusion Adviser from KCC.

The Governor responsible for SEND meets formally with the SENDCO once a year with regular contact maintained throughout the year.

## **SECTION 9 - Training and Resources**

SEND is funded through Kent County Council and all mainstream schools are provided with resources to support those with additional needs, including students with special educational needs and disabilities. This funding is determined by a local funding formula, discussed with the local school's forum, which is also applied to local academies.

Goodwin Academy has an amount identified within its overall budget called the notional SEND budget but this is not a ring-fenced amount and the academy endeavours to provide high quality appropriate support for students with special educational needs from the wider budget where appropriate and necessary.

Students with significant needs or requiring a substantial package of individual, bespoke support can have additional top-up funding provided to help meet their needs if the Local authority deem it appropriate. This is typically allocated where the needs of an individual student exceeds the nationally prescribed threshold (approximately £6,000).

The SEND training needs of all staff are arranged through the SENDCo and the Senior Teacher who is responsible for staff CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students the SENDCo lead training for inclusion and differentiation for SEND throughout the year; all staff are invited to attend this training and all departments are required to be represented.

When specific training is needed to support the needs of an individual student, training is delivered to all members of staff who are involved with the student on a regular basis. Where possible the academy involves the support of external providers to support training needs.

All new members of teaching staff and trainee teachers meet with the SENDCo as part of their induction; this is to allow the SENDCo opportunity to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students

The academy's SENDCo regularly attends the Local Authority SENDCo network meetings in order to keep up to date with local and national updates in special educational needs. The SENDCo is part of a Secondary School SENDCo network within the local area.

#### **SECTION 10 - Roles and Responsibilities**

The role of the SEND Governor is to meet with the SENDCo on a regular basis and support the SENDCo with their management of the SEND department. The SEND Governor is able to challenge the SENDCo on statistics and the progress of students with special educational needs and request to see any documentation the SEND Governor would like to see to support information given.

The Teaching Assistants are line managed by Miss J Hill and Mrs S Richardson.

The Academy Safeguarding Lead Miss C Fraser is the Designated Safeguarding Lead for Children & Families.

Miss J Hill is responsible for LAC students with support from the Designated Safeguarding Lead for Children & Families.

The SENDCo, Miss Hill is responsible for managing the school's responsibility for meeting the needs of students.

#### **SECTION 11 - Storing and Managing Information**

Goodwin Academy recognises the importance of appropriately managing and storing documentation associated with SEND. When receiving confidential documentation through the post, letters are forwarded to the SENDCo for further action.

This documentation will then be stored in the students SEND file in a locked filing cabinet in a locked room. Documents are managed in accordance with the Data Protection policy.

#### **SECTION 12 - Reviewing the Policy**

The SEND policy will be reviewed on an annual basis given the climate of reform and extent of changes at a National Level.

#### **SECTION 13 - Accessibility**

The SEND and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:



1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal daily activities. Normal daily activities are defined as those which are carried out by most people on a regular and frequent basis. The Categories include the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

The Local Authority has designated Goodwin Academy as capable of accommodating students with physical impairments.

- All classrooms and specialist teaching areas are accessible to all students.
- Disabled Toilet provision throughout the school is adequate.
- Safe routes via ramps exist on the site.
- Safe storage facilities for wheelchairs and specialist equipment are available.
- Emergency evacuation routes have been identified and procedures implemented for all disabled students
- All disabled students are fully included in the school curriculum including teaching and learning, school trips and extra-curricular activities.
- Disabled students are issued with additional electronic equipment as required to encourage independence and allow them to fully access the curriculum.
- The SEND team have very positive relationships with the parents and carers of the disabled students in the school setting; parents and carers of these students can contact the SEND team directly by email or telephone.

## **SECTION 14 - Dealing with Complaints**

If parents/carers have complaints about the SEND provision within the academy, they can address these directly with the SENDCo. Goodwin Academy is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.

The school procedure for dealing with complaints can be obtained through the academy website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.