Atlantic Academy

SEND Policy and Information Report

Version control	
August 2023	Changes to Roles & Responsibilities
August 2024	Updated contacts
August 2025	Updated contacts
January 2026	Updated contacts
August 2026	Updated contacts. Change to roles and responsibilities relating to Teaching assistants in the secondary phase.

Date of next review:	September 2027	Owner:	Primary & Secondary Senco
Type of policy:	Academy	Approval level:	Principal

At Atlantic Academy our aim is to inspire all children to develop the character, confidence and commitment to achieve their full potential both academically and socially regardless of their ability or background. We value each of our pupils and are proud of the strong inclusive ethos in our school community and strive to work together to ensure all pupils have access to a broad and balanced curriculum, equal opportunity to engage in the activities of the school alongside peers and education of the highest standard through considering each of our pupils' individual needs.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Ensure that every effort is made to allow all students with SEND to experience educational success and to feel that they are a valued member of Atlantic Academy
- Recognise and allow for individual differences between students, understanding that children develop at different rates and needs change with time and circumstances
- Support the collaboration between staff, parents/carers and children to play an active role in their education

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities

for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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 the 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.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction (for example, autistic spectrum disorder and speech and language difficulties)
- Cognition and learning (Moderate/severe/profound and multiple learning difficulties)
- Social, emotional and mental health difficulties (for example, attention deficit hyperactivity disorder (ADHD))
- Sensory and/or physical needs (for example, visual impairments, hearing impairments, epilepsy)

4. Roles and Responsibilities

Miss J Frampton (Senior Assistant Principal for Belonging) jframpton@atlantic-aspirations.org 	Mr A Clark (Assistant Principal for Inclusion) aclark@atlantic-aspirations.org 	Mrs O Delage-Townsend (Secondary SENCO) odelage-townsend@atlantic-aspirations.org 	Miss B Ramsey (Primary SENCO) bramsey@atlantic-aspirations.org 

As a team, the SENCOs will:

- Work with the principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Recognising the wide range of student ability and providing appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum
- Ensuring they follow this SEN policy

Teaching assistants will:

- Support pupils within lessons based on need and entitlement
- Work with class teachers to support pupils with SEND by facilitating access to the curriculum and promote inclusion within the school community
- Promote independent learning by supporting pupils to engage in curriculum content gradually reducing adult prompts and support as pupils develop independence
- Deliver strategic interventions and liaise with class teachers to monitor pupil progress
- Where necessary, teaching assistants may also provide support to students outside of scheduled lessons within the Harbour inclusion centre

5. Identifying pupils with SEN and assessing their needs

Our class teachers are responsible for the development and progress of pupils in their class and endeavour to identify needs as early as possible. On entry to the academy, we will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Academic assessments are conducted each term and the results (along with regular in-class monitoring) are used to identify those whose

progress:

- Is significantly behind academically 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

Progress is not limited to academic achievement but also includes social and emotional progress in relation to a child's age. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, there could be a variety of factors affecting a pupil's progress and these will be investigated and support put in place where necessary.

When deciding whether special educational provision is required, internal and external professionals, teachers and parents/carers may be called upon to support in the assessment process of an individual who may be suspected as having one or more 'Special Educational Needs'. We will use this evidence to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as difficulties with communication or mental health issues. It can help to involve other services like Early Help, professionals can work together to support the child and their family.

Occasionally, a parent/carer or child may raise concerns over potential SEN to the class teacher or SENCO and these will be taken into consideration when determining if additional support is needed.

If a child is subsequently placed on the SEN Register, parents will be informed of the support in place as well as the intended outcomes and be given an opportunity to share both theirs and their child's views and aspirations.

6. Consulting and involving pupils and parents

Early discussions with the pupil and their parents/carers will be held when deciding whether special educational provision is required. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take the child's views into account
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents if requested. We will formally notify parents when it is decided that a pupil will receive SEN support.

Once on the SEN register, an individual learning plan will be generated in consultation with the child, their families and any professionals involved including support strategies and targets. It is expected that everyone involved both at school and home work towards these targets in order for the best progress to be made. Parents/carers will be updated termly to discuss the plan, progress made and any recommendations/target changes moving forwards.

For children who have an EHC Plan, an annual review process will take place in association with the Local Authority. This meeting serves to review the provision currently in place and assess progress made towards set targets. Following the meeting, the Local Authority will decide to continue the EHCP with amendments in place, continue the plan as is or cease the plan if no further support is needed.

Any concerns between these discussions/meetings will be discussed with parents/carers and we encourage families to get in contact with their child's class teacher if any additional concerns need to be raised.

7. Assessing and reviewing pupils' progress towards outcomes

Once a pupil is on the SEN register, we follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



8. Approach to teaching pupils with SEND

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils to ensure they can access and enjoy our engaging curriculum. Each pupil on the SEN register has an individual learning plan which details personalised strategies to support the pupils' learning, recommended intervention programs as well as strategies to avoid and any negative triggers to be aware of.

We also make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work (when possible), teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In addition, a range of interventions are in place to support the progress of pupils in key areas, some of which include:

- Lexia
- Words First
- Fast Track Phonics
- Learn to Move, Move to Learn
- 5 Point Scale

Teaching assistants may be deployed to support pupils with SEND. Our primary aim for our pupils with SEND is to allow them to build confidence in their abilities, feel included in the school community and flourish both inside and outside the classroom. As such, TA support is used to enhance the quality first teaching delivered by the class teacher, not to replace it. TAs may check-in with children during a lesson to review their understanding and help get them started on a task or work with pupils for a series of lessons until a particular skill is secured, however it would be a disservice to our pupils to deny them the opportunity to succeed independently with their learning and so our support is tailored around developing independence and celebrating small successes. Additionally, 1:1 support is strategically used (if necessary and available) for targeted intervention programs, however is rarely used within the classroom. Inclusion is our priority and isolating a pupil from their peers to work for large periods of time on a 1:1 basis can damage confidence, cause further isolation and disturb access to quality first teaching which is the primary indicator for academic success of pupils with SEN.

Exam Access Arrangements:

Special arrangements are made for students who are sitting examinations to ensure that they receive the arrangements to which they have an entitlement. Students are assessed in accordance with the requirements of the examination board concerned and the necessary access arrangements are made. This applies to pupils from Year 3 onwards, including when sitting termly in-class assessments. Any queries concerning exam access should be directed to the Examinations Officer (Secondary), class teacher (Primary) and then the SENCO.

9. Coming off the SEN Register

If a pupil has made sufficient progress and no longer requires support which is above and beyond normal classroom expectations and their needs can be met with regular differentiation and planning, they will be removed from the SEN register after consultation with pupil and parents/carers. These pupils will still be monitored as part of our assessment cycles and can be put back on the register should further needs arise.

Following annual review of EHC Plans, the Local Authority will decide if the EHC Plan will remain in place as is or if it requires updating. Should a pupil cease to require an EHCP, they will still be monitored as part of our regular assessment cycles.

10. Training of staff

Staff at Atlantic are kept up to date with training relevant to the needs of the pupils in our care. Training needs are identified through analysis of the provision along with the academy's key priorities. Staff may take part in training to deliver particular programs of intervention as well as induction programs for staff new to the academy. Specific additional training may be undertaken to support the management of individual medical conditions and is delivered by medical professionals.

11. Evaluating the effectiveness of SEN provision

We are passionate about ensuring our SEN provision is excellent and allows our pupils to succeed both academically and socially. We achieve this through rigorous monitoring of our provision by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires to gain an accurate understanding of the experience of pupils with SEN
- Monitoring of the adaption of lessons by the SENCO and Senior team
- Holding annual reviews for pupils with EHC plans
- Monitoring pupil assessment data to identify trends and areas of development
- Taking part in Trust monitoring and assessment cycles with detailed formative feedback

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN and supporting emotional and social development

At Atlantic Academy, all pupils are included regardless of their ability or background. We endeavour to celebrate the diversity of our community and welcome all children to take part in the wider life of the academy. Our enrichment program allows pupils to develop their wider skill set as well as engaging in activities which are not solely academically focused (e.g. sports, music, drama, creative arts, mindfulness etc.). We have an active school council and encourage pupils with SEND to take part to ensure all voices are heard and pupils with SEND have a say in the running and improvement of their school.

In addition to this, we are proud of the broad curriculum we have developed which routinely considers the cultural capital our pupils are developing from Reception through to Year 11. Topics of learning focus on inclusivity and encourage pupils to understand each other's differences and value our individuality. We also have a zero tolerance for bullying and provide additional support for SEN pupils who may struggle socially as part of their needs to develop and maintain friendships throughout their journey through our academy.

All children will be admitted to Atlantic Academy Portland, irrespective of their needs, where a placement is deemed appropriate. Our full admission policy can be found on the website . Further, our site and facilities are fully accessible (including wheelchair access) for all students, including those with disabilities. Our accessibility plan can be found on the academy website.

13. Supporting Pupils at School with Medical Conditions

Pupils at school 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 disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice is followed. For further information, our Supporting Pupils with Medical Conditions Policy can be found on the academy website.

14. Transition between phases of education and adulthood

As an all-through school we have the unique ability to ensure transition between each phase is seamless. Class teachers meet towards the end of the academic year to share key information about children with SEND with new teachers and support the transition each year. In addition, pupils transitioning from the primary phase of Atlantic

Academy to the secondary phase benefit from a two year extended transition period across Year 5 and 6 through accessing extra facilities and working with secondary staff in the teaching of science and technology. This ensures pupils are familiar with key members of staff as well as the layout of the secondary area of the building prior to beginning secondary. Further, multiple transition events, including opportunities for parental engagement, take place for children with SEND to ensure any issues are identified and resolved before moving up to secondary. For children joining us in Reception, two transition mornings are held to allow the pupils a chance to meet their teachers and peers and begin to get a feel for their exciting new school and classroom environment. Our Early Years team liaise with parents/carers and Early Years settings to gain an understanding of any existing needs and concerns as well as strategies to support their children upon joining Atlantic Academy.

For pupils leaving at the end of Year 11 (or any other point), we share relevant information with the college or setting the pupils are moving to and work closely with the SEN team at the setting prior to transition to ensure key strategies are shared and a full picture of the individual is gained for a successful transition.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. If parents remain concerned following discussions with the SENCO, please follow the link to the Academy's Complaints Policy for any further help.

16. The Local Offer

The information in this document forms the basis of Atlantic Academy's local offer for pupils with SEND.

The Local Authority is required to provide information about services and support for families with children and young people with special educational needs and/or disability (SEND).
This can be found at:
https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx

The policy will be monitored and reviewed yearly to ensure its continued development. Any changes made to SEND within the academic year will be reflected in this document. The Governors of this academy are in full agreement with this policy and will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy.