**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

1. **Principles**

The Boxing Academy promotes an ethos which values and includes all students, staff parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The school celebrates difference and diversity and recognises that all students have differing needs. We therefore promote a culture of awareness, acceptance and inclusion.

We believe that all students have skills, talents and abilities which we have the responsibility to develop fully. To fulfil this, we aim to provide all students and staff with strategies and resources within a supportive environment, within a culture of high aspiration and achievement to enable each one to succeed in all areas of school life and beyond.

1. **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools (DfE 20134 - updated 2018)
* SEND Code of Practice 0 – 25 (January 2015)
* Schools SEN Information Report Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions (2015)
* Safeguarding Policy
* Accessibility Plan
* Teachers Standards (2012)
* Mental Health and Behaviour in Schools (DfE 2018)
* Suspension and Exclusion from maintained schools, academies and pupil referral units in England (2023)
1. **Aims**

The aim of this policy and associated provision is to engage all learners (in particular those with SEND) with a clear focus on positive outcomes achieved through a culture of high aspiration and achievement. Our ultimate goal is to develop independent learners who are well prepared for moving forward in life with all of the skills required for achieving success in adult life.

**3.1** Objectives

To achieve our aims we will;

* Identify and provide for students who have special educational/ additional needs.
* Work within the guidance and statutory requirements as set out in the SEND Code of Practice (January 2015)
* Operate on a ‘whole student, whole school’ approach to the management and provision of support for special educational/additional needs.
* Provide support and advice for all staff working with students with special educational/additional needs.

**3.2** Process

This policy has been created by the Principal and the school’s SENCO, in liaison with the governing body, Senior Leadership Team (SLT), all staff, and parents of pupils with SEND.

In light of the SEN Code of Practice January 2015 and its underlying principles of achieving positive outcomes for all students with special educational needs, it takes account of the importance of the involvement of all stakeholders.

1. **Identification of need**

The SEN Code of Practice (January 2015) identifies 4 broad categories of special educational need that are:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory, medical and physical.

Further information on these categories can be found in section 6:28 to 6:35 of the SEN Code of Practice. It should be noted that children do not fit neatly into any one category and our role at the Boxing Academy is to identify each individual’s needs following assessment processes that includes;

* baseline assessment on entry;
* teacher assessments;
* individual diagnostic assessments and;
* scrutiny of information provided by parents, schools and other professionals

Outcomes from the assessment process will inform future planning around meeting individual need where special educational need(s) and/or any other needs have been identified. There may be some instances where a special educational need has not been identified but whereby other barriers to learning are evident that may have impact upon progress and attainment.

In such circumstances the Boxing Academy’s processes and procedures will provide support; for example, where;

* a disability that does not constitute a special educational need but that requires ‘reasonable adjustments’ to be put in place as required by Disability Equality legislation;
* poor attendance and punctuality are evident;
* there are concerns with health and welfare;
* a student has English as an additional language (EAL)
* a student is a looked after child.
1. **Assess, Plan, Do, Review**

Planning to meet student need will be based around the process as outlined in the Code of Practice of ***Assess, Plan, Do, Review,*** and be based upon progressive intervention through the ‘3 wave’ model of intervention:

* **Assess**: all students are assessed for literacy and numeracy on entry to our academy. Data from the originating school is also collected; this will include the level of need, based on Education, Health and Care Plan information or documentation of SEN.
* **Plan**: provision that is additional to or different from that available to all is recorded on an Individual Education Plan (IEP).  This is a working document, overseen by the SENCO and developed in consultation with students, parents, carers and teachers.  Advice and information will be sought from external agencies as appropriate.  Outcomes set for individual pupils will be specific, measurable, achievable, realistic and time bound.
* **Do**: our objective is that all students will be taught in main classes, with support according to need and the provision required by their SEN or detailed within their EHCP.  This includes carefully differentiated lessons; support may also be in the form of small group or individual interventions.
* **Review**: all interventions and support will be reviewed regularly (at least once a term) in order to ensure that the provision is still appropriate and is contributing to progress for the student. This will be reflected in IEPs.  In addition, those with statements or EHCPs will have their progress towards outcomes reviewed through the annual review process.  This might include a recommendation to cease the EHCP if a student is making consistently good progress.
1. **Supporting parents and families**

All parents will receive at least weekly reports about student progress. Where there are/have been difficulties the Assistant SENCO will contact the parents more often until the difficulties have been resolved.

Where a student is having difficulties that have not been resolved through this process an appointment will be arranged for the parents to meet with the Vice Principal.

Parents will be kept well informed by the Boxing Academy on the provision they and the Local Authority offer for students with special educational needs.

**Working with outside agencies**

The Assistant SENCO liaises with the following outside agencies to support the student and their family in providing for their needs:

* Educational Psychologist
* Specialist teachers/ advisers
* Health, including school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists
* Social Services

Referral to an outside agency will be only undertaken following parental agreement.

**Admission arrangements and EHCP requirements**

Students with special educational needs should have equal opportunity to attend the Boxing Academy and will be allocated places in line with our Admissions Policy. In cases where the student holds an EHCP which names the Boxing Academy (in which education provision is stated and is resourced by the LA) there is a legal requirement to meet the provision of the plan.

The EHCP will be formally reviewed annually. Students, along with their parents/carers, will be encouraged to participate in the development of plans and their subsequent review.

**Transition**

Students attending the Boxing Academy will be supported in transition through the school’s student pastoral programme for both entry and exit.

On entry all students are assessed to establish a baseline which is used to plan appropriate provision. Students access the full Boxing Academy curriculum with support targeted at their specific needs. Arrangements for transition to post-16 provision will be planned from year 10. Students will have individual sessions with our pastoral team who will speak to them about their aspirations and qualifications. In year 11 students will have individual sessions to assist them with applying for their chosen pathway.

In Year 11, a formal action plan will be written following annual review for students with an Educational and Health Care Plans. All students will be mentored through the application, open day/evening, and interview process. Our pastoral team will liaise with the SEN team at their chosen pathway to ensure they are fully prepared to continue supporting the student’s needs.

1. **Supporting students with medical conditions**

The Boxing Academy recognises that 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.

Details on the processes and procedures for supporting pupils with medical conditions can be found in the Medical Needs Policy on the school’s website (or on site if requested).

1. **Monitoring and evaluation of SEND**

The Boxing Academy monitors the progress and provision for all of its students through scrutiny of:

* Data aligned to students’ expected levels of progress
* Student books/work
* Attendance
* Behaviour
* Assessment data
* Exclusions
* Lesson walks/ focused observations
* Impact of CPD

Where students are on the SEN list there is additional monitoring for those students accessing support through scrutiny of:

* Outcomes from intervention programmes aligned to criteria for success at the completion of each programme
* In class support through lesson observations
* Outcomes from advice taken and/or individual support provided through external agency input

The school also analyses provision /outcomes through:

* Tutor records
* Audits/voice of teachers, students and parents on SEN provision
* Termly SEN Governor reviews of SEND

Outcomes from the monitoring and evaluation processes are used to inform future planning in the short, medium and long term in the Boxing Academy.

1. **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes covering the systems and structures in place around SEND provision and practice and to discuss the needs of individual pupils. To identify the training requirements of staff including SEND the Head of Teaching and Learning gathers information from:

* Staff audit
* Staff requests
* Individual student need
* School Improvement Plan
* Performance Management

Planning for SEN training is undertaken at three levels:

* Whole staff training that is a part of the Boxing Academy’s annual CPD programme
* Small group/ individual training identified from staff/student need
* Specific training for identified staff to provide specialism’s in the category of needs as identified in the SEND Code of Practice
1. **Roles and Responsibilities**

**The Boxing Academy SENCO** is **Katherine Gill**, contactable on

senco@theboxingacademy.co.uk

The Boxing Academy’s SEN Governor works to support the SENCO to meet all statutory requirements and to provide for SEN students by ensuring that:

* Appropriate provision is made for any student with SEND
* All staff are aware of and able to identify barriers to learning and provide for such students including those with SEND
* Students with SEND join in activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
* They report to parents on the implementation of the Boxing Academy's SEN policy through the school’s SEN Information Report, available on the school’s website (or on site if requested)
* They have regard to the requirements of the *SEN Code of Practice (2015)*
* Parents are notified if the Boxing Academy decides to make special educational provision for their child
* They are fully informed about SEND issues, so that they can play a major part in the Boxing Academy self-review
* They set up appropriate staffing and funding arrangements, and oversee the Boxing Academy’s work for students with SEND
* They are involved in the development and monitoring of this policy
* SEND provision is an integral part of the Boxing Academy strategic plan
* The quality of SEND provision is regularly monitored.

The **Principal** in co-operation with the Governing body, has a legal responsibility for determining the policy and provision for students with SEND, and has responsibility for:

* Ensuring that the implementation of this policy and the effects of inclusion policies on the Boxing Academy as a whole are monitored and evaluated and reported to the Governing body.
* The management of all aspects of the Boxing Academy’s work, including provision for students with SEND.
* Keeping the Governing body informed about SEND issues.
* Working closely with the SEN personnel within the Boxing Academy to ensure the provision for all students with SEND is effective and provides value for money.

The **Lead for Teaching and Learning** relays the strategic direction of SEN as agreed by the leadership team and supports all SEND provision through the implementation of the SEN Plan.

* Ensure that the day-to-day operation of this policy in line with guidance set down in the SEN Code of Practice (2015) is in place and operational
* Undertake the co-ordination of the provision for students with SEND
* Ensure an agreed, consistent approach is adopted
* Liaise with and advise other staff
* Support staff in the identification of students with SEND
* Carry out detailed assessments and observations of students with SEND
* Have learning plans in place for students with SEND with related reviews being carried out within given timescales
* Support teachers in devising and implementing strategies, setting targets appropriate to the needs of the students with SEND, advising on appropriate resources and materials for meeting identified need and on the effective use of materials and personnel in the classroom
* Liaise closely with parents of students with SEND to identify expected outcomes and to discuss and agree on the strategies that are being used to support their child’s learning and to fully facilitate their involvement as partners in their child’s education
* Organise the preparation of paperwork in connection with any applications for statutory assessments towards an Education Health Care Plan.
* Liaise with outside agencies, arranging meetings, and providing a link between these agencies, teachers, coaches and parents
* Maintain the SEND list and records
* Assist in the monitoring and evaluation of progress of students with SEND through the use of the Boxing Academy’s performance tracking systems
* Contribute to and supporting the in-service training of staff
* Liaise with the SENCOs in mainstream schools to help provide a smooth transition to the Boxing Academy.

All **Teachers** are responsible for:

* Providing high quality teaching and setting high expectations for student achievement
* Planning to meet the needs of all students in learning and to remove barriers to student learning and achievement through differentiated and personalised teaching/learning
* Including students with SEND in the classroom and applying advice/ strategies/ resources/ support mechanisms from the student’s learning plan and/or those provided by SEN staff members.
* Seeking advice/guidance and/or use the expertise of SEN specialists and the team of coaches for strategies and resourcing to support learning.
* When needed, giving feedback to parents of students with SEND
* Making themselves aware of this policy and procedures for identifying, monitoring and supporting students with SEND

**Pod Leaders** have responsibilities for:

* Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEN
* Giving feedback to teachers about students' responses to tasks and strategies and use this information to support the development of provision for individual students
* Carrying out their duties as directed by the Assistant SENCO, that includes provision of in class support.
1. **Data storage**

All Individual Pupil Data and Information is stored in the Students File in the school office. SEND information is stored within Pupils Files and on the Academy’s MIS. There are also individual files kept on SEND and Safeguarding in a secure cabinet in the office. All aspects of the Boxing Academy’s data storage are fully GDPR-compliant.

1. **Dealing with complaints**

If any parent or child wishes to make a complaint about the school they should in the first instance arrange to meet and talk with the Head of Teaching and Learning. If, following that meeting they are still unhappy with the outcomes they should follow the guidance as set down in the school’s complaints policy that can be found on the school’s website or, request a paper copy.

1. **Bullying**

The school has an active bullying policy and practice shows that bullying is dealt with in a speedy and timely manner with all outcomes available for scrutiny. The school’s policy can be found on the school’s website or a request for a paper copy may be made.