

Enrich Academy

SEND Policy

October 2024

1	Summary	Enrich SEND Policy 2024
2	Responsible Person	SENDCo
3	Accountable ELT member	CEO
4	Applies to	All Staff
5	Trustees and/or individuals who have overseen the development of this policy	Board of Trustees
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Wakefield LA
7	Ratifying committee(s) and date of final approval	Learning and Achievement Committee
8	Version	1.2
9	Available on	
10	Related documents (if applicable)	
11	Disseminated to	All Staff
12	Date of implantation (when shared)	October 2024
13	Date of next formal review	October 2025
14	Consulted with recognised trade unions	N/A

Date	Version	Action	Summary of changes
28/09/23	1.1	Policy Revision	New SEND policy for Enrich Academy. SEND policy for Enrich Academy remain the same as for The Springfield Centre. SENDCo and Head of School updated.

14/10/2024	1.2	Policy Revision	Update to SEND link trustee and section 4.2 of roles and responsibilities.
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1. Aims

Our SEND policy aims to:

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

Enrich provides a continuum of provision in KS4 in order to support children with social, emotional & mental health (SEMH) needs.

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

2. Legislation and guidance

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

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

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

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities

4.1 The SENDCO

- The SENDCOs within the Enrich are:
- Kate Lyell – Executive SENDCO
- Madeline Heaton – Deputy SENDCO

The SENDCOs will:

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

4.2 The Link Trustee with Responsibility for SEND

The SEND Link Trustee will:

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

4.3 The Head Teacher

The Head Teacher will:

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

4.4 Teachers

Each teacher is responsible for:

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

5. Monitoring arrangements

This policy will be reviewed by the Governing Board every year. It will also be updated if any changes to the information are made during the year.

The Enrich Academy will regularly audit the effectiveness of SEN in the centre. This will inform the Enrich PRU Improvement Plan and lead to identification of targeted training for all staff implementing the policy.

Outcomes are measured through the Ready to Learn scale, emotional literacy assessments, academic progress and engagement. Data is shared termly on pupil outcomes to the governing body.

6. Links with other policies and documents

This policy links to other Enrich Academy policies including:

- Accessibility plan;
- Antibullying;
- Behaviour;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding Policy;

- Supporting pupils with medical conditions

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Age range	KS4 (14-16)



Nurturing inclusive learning communities

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