



"Inspiring a love of lifelong learning"

Special Educational Needs and Disability Policy

Policy date: October 2024
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Learning at Charville is underpinned by our Core Values, which are as follows:

Respect
Independence
Self-belief
Honesty
Caring
Determination

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1. Scope

This SEND Policy applies to all pupils at Charville Academy, including those supported through the Specialist Resource Provision (SRP) and Designated Unit (DU).

It sets out how we identify, assess and support pupils with SEND and how we remove barriers to learning and participation.

A pupil or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. The SEND Code of Practice (DfE, 2014) states: A pupil of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

2. Aim

Charville Academy aims to:

- Remove barriers to learning
- Enable pupils to achieve their best
- Support pupils to become independent, resilient learners
- Provide high-quality, inclusive education for all pupils, including those in the SRP and DU
- Embed inclusive support and opportunities for all pupils—including those with SEND—within the school's ethos, curriculum, enrichment activities, and personal development programmes
- Prepare pupils for life-long learning and positive future outcomes

3. Areas of Need

In line with the SEND Code of Practice, Charville identifies needs within four broad categories:

Communication & Interaction

Cognition & Learning

Social, Emotional & Mental Health

Sensory &/or Physical Needs

4. Our Commitment

Charville Academy is committed to ensuring all children with SEND (SEN Support and EHCP):

- Make progress through **Quality First Teaching (QFT)**
- Are identified early
- Receive targeted support through the **Graduated Approach (Assess–Plan–Do–Review)**
- Have access to specialist provision where appropriate (SRP/DU) through the Send admissions process and consultation
- Develop self-belief, independence and resilience
- Are supported by staff who receive ongoing training in SEND practice
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5. Specialist Resource Provision (SRP) & Designated Unit (DU)

Charville Academy has both an **SRP** and a **DU** to meet the needs of pupils requiring specialist, structured and highly personalised provision. Admissions to the SRP and DU are by the consultation process from the Local Authority Send team.

SRP

The SRP supports pupils with a diagnosis of ASD and communication, interaction and/or cognition needs who require:

- Highly structured teaching
- Specialist interventions
- Adapted environments
- Integration opportunities into mainstream classes where appropriate

Designated Unit (DU)

The DU supports pupils with significant SEND who require:

- A bespoke curriculum
- High adult-to-pupil ratios
- Specialist therapeutic input
- A personalised timetable balancing DU provision with some mainstream inclusion

Shared Principles

Across both SRP and DU:

- Pupils remain part of Charville Academy

- Inclusion is planned, purposeful and meaningful
- Staff work closely with families and external agencies
- Provision is reviewed regularly through APDR and annual reviews
- Transition planning is robust and multi-agency

6. Parents/Carers

Charville Academy works in partnership with parents and carers. We:

- Review provision with parents
- Set and review targets collaboratively
- Involve parents in APDR meetings
- Provide information about external services (SENDIASS, Early Help)
- Offer workshops and support sessions

7. Staff

All staff are responsible for supporting pupils with SEND. The Code of Practice states: ‘All teachers are teachers of pupils with special educational needs.’ Teaching pupils with SEN is therefore a whole school responsibility

Charville ensures:

- Staff representation reflects the diversity of the community
- Staff receive ongoing SEND training
- Teachers remain accountable for pupil progress, even when supported by specialists
- Staff collaborate with SRP/DU teams to ensure consistency and high expectations

8. Identification & Assessment

SEND identification is embedded in Charville’s continuous monitoring of pupil progress.

Early Identification

Teachers:

- Observe and assess pupils regularly
- Gather evidence, including pupil and parent views

- Meet with the SENCO when concerns arise

Graduated Approach (APDR)

Once a need is identified:

- Assess: gather information
- Plan: agree targets and provision
- Do: implement support
- Review: evaluate impact

If progress remains limited, specialist advice is sought. SRP/DU staff contribute to assessments for pupils within their provisions.

9. Learning & Teaching

Charville ensures all pupils, including those in the SRP/DU:

- Receive **Quality First Teaching**
- Access differentiated and adaptive learning
- Work in varied groupings
- Experience success and feel valued
- Receive interventions matched to need
- Benefit from reasonable adjustments
- Access personalised strategies
- Engage in a curriculum that reflects their needs

10. Education, Health & Care Plans (EHCPs)

Where pupils have significant or lifelong needs, Charville may request an EHC assessment.

The school:

- Works closely with parents and professionals
- Provides evidence of provision and progress
- Contributes to drafting the EHCP
- Reviews EHCPs annually
- Ensures provision matches the EHCP requirements
- Works with the LA if needs cannot be met within the current provision

11. Role of the SENCO

The SENCO:

- Oversees day-to-day SEND operations
- Maintains SEND registers
- Coordinates provision across mainstream, SRP and DU
- Leads APDR processes
- Liaises with parents
- Supports staff training
- Works with external agencies
- Ensures compliance with the Equality Act (2010)
- Ensures robust transition planning for **all pupils with SEND**, including transitions between classes, key stages and external settings
- Enable pupils to achieve their best
- Support pupils to become independent, resilient learners
- Provide high-quality, inclusive education for all pupils, including those in the SRP and DU
- Prepare pupils for life-long learning and positive future outcomes

12. People We Work With

12.1 Parents

Partners in planning, reviewing and decision-making.

12.2 Pupils

Pupil voice is central to all SEND processes, including target setting, provision planning and annual reviews.

12.3 Governors

Receive regular updates and monitor SEND provision.

12.4 External Agencies

Including:

- Educational Psychology
- Speech & Language Therapy

- Occupational Therapy
- CAMHS
- Social Care
- Inclusion Advisors
- Health professionals

13. Equal Opportunities

This policy should be read alongside the **Single Equality Scheme**. Charville fulfils its duties under the Equality Act (2010) by:

- Making reasonable adjustments
- Preventing discrimination
- Promoting equality of opportunity
- Fostering positive attitudes
- Ensuring accessible environments and information

14. Related Policies

- Inclusion Policy
- Accessibility Policy & Plan
- Safeguarding Policy
- Medical Needs Policy
- First Aid Policy
- Assessment Policy
- Learning & Teaching Policy
- Single Equality Scheme

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