MacIntyre Academies
Endeavour Academy

SEND Policy

Version	Purpose/ Change	Responsibility	Date
6	Changes terminology to SEND throughout Changed learning difficulty to learning disability throughout Additional change of terminology to learner throughout Pg 3 – changed Looked After Children to Children We Care For Pg 4 – changed Learning Intentions to Learning Targets Pg 5 – clarified that staff may be working towards appropriate qualifications Pg 5 – changed terminology to social care Pg 5 - clarified planning reviews	Principal	July 2027

Person Responsible: Principal
Date of first draft: July 2014
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Date adopted by the Trust Board: July 2014
Date of implementation: September 2014
Date reviewed: July 2026
Date of next review: July 2027

1. Definition

Endeavour Academy identifies children and young people as having Special Educational Needs and Disabilities if they meet the definition as set out in the Special Educational Needs and Disabilities (SEND) Code of Practice (DfE, January 2015) This defines SEND as;

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her
- A child of compulsory school age or a young person has a learning difficulty or disability if he/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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Endeavour Academy provides special educational provision for students who require "Special educational provision that is provision different from or additional to that normally available to children and young people of the same age."

At Endeavour Academy we believe that all of our children and young people, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances:

- All students are entitled to an education that enables them to: achieve their best; become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

2. Relevant policies and documents

- Endeavour Academy Curriculum
- Endeavour Academy Accessibility policy and plan
- Endeavour Academy Children and Young People with medical needs in school children and young people with health needs that cannot attend the school Policy
- Endeavour Academy Designated Teacher for CWCF/CLA policy
- Endeavour Academy Career policy
- Endeavour Academy Complaint policy

3. Arrangements for coordinating the provision for those with SEND at Endeavour Academy

Endeavour Academy is a co-educational academy for learners aged 8-19 years with autism and moderate to severe learning disabilities. Some learners may also have additional disabilities, but autism must be their main barrier to learning.

At Endeavour Academy all that we do is centered on offering the best all round educational, social, communication and emotional development to our learners. We believe that this can best be achieved by involving all relevant stakeholders in the planning and delivery of our holistic curriculum, education and therapy. Involvement of parents and carers is crucial in securing best outcomes for our learners and we work very hard at ensuring parents are involved in their child's progress. We also believe that our learners should be involved in planning and reviewing their learning, and aim that they can be fully included where possible.

The school's provision for pupils with SEND is coordinated by the Principal. At Endeavour Academy the Principal undertakes the role of the SENCo.

The SENCo has an important role to play in determining the strategic development of SEND policy and provision in our school. The SENCo has day-to-day responsibility for the operation of this SEND policy and coordination of specific provision made to support individual learners with SEND, including those who have EHC plans (outlined within the school's offer).

The SENCo provides professional guidance to all colleagues and works closely with staff, parents and carers, and other agencies. The SENCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that students with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENCo are:

a) Overseeing the day-to-day operation of the school's SEND policy
b) Coordinating provision for learners with SEND
c) Liaising with the relevant Designated Teacher for Children We Care For within the school
d) Advising on the approach required to address each learner's special educational needs if/as appropriate
e) Advising on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
f) Liaising with parents of learners within the school
g) Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
h) Being a key point of contact with external agencies, especially the local authority and its support services
i) Liaising with potential next providers of education to ensure a learner and their parents are informed about options and a smooth transition is planned both into the school and as a child leaves the school for their next phase of education/post school options
j) Liaising with external agencies to ensure there is a planned transition to the next educational setting (as appropriate)
k) Work with the Local Authority Board members (LAB) to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
l) Ensuring that the school keeps the records of all students with SEND up to date and remain confidential in addition to the SENCo

m) All teachers at Endeavour Academy are responsible for the SEND provision within their classes and act as the 'SENCo' in that specific setting. Their roles and responsibilities include:
n) Liaising with parents/carers
o) Liaising with other professionals
p) Advising and supporting other practitioners in the setting
q) Ensuring that appropriate Learning Targets are in place
r) Meeting the needs of the individuals in the class
s) Ensuring that background information is collected, recorded and updated
t) Taking the lead in further assessment of a learner's strengths and weaknesses to guide future planning to meet their needs
u) Plan for progression for all learners in their class
v) Taking the lead in monitoring and reviewing any action taken to support the learner.

At Endeavour Academy we strive to promote the development of our learners in a safe and accessible environment; supported by communication and engagement between home, Academy, agencies and the wider community.

The Academy offers a holistic, person centred curriculum which was designed to meet the needs of each individual learner. The individual curriculum facilitates a bespoke approach to Personal, Social and Health Education, Relationship and Sex Education and Spiritual, Moral, Social and Cultural education. The Academy offers access to learning in the wider community to help generalise the skills learnt in school.

Sensory and communication needs are met through personalised programs.

All learners are taught through motivating and functional activities allowing learning that is relevant and makes sense to them. Students work towards accredited courses including ASDAN qualifications.

The students who attend Endeavour Academy must have an Education and Health Care Plan as a criterion for admission.

4. Facilities for students with SEND at Endeavour Academy including facilities which increase/assist access to the school by learners who are disabled.

All areas offering education and care within the Academy are fully accessible to all learners and these specialist facilities include a sensory room, soft play room, library and a Therapy room.

All learners have access to the relevant communication, therapy devices and other equipment to best meet their needs. The Academy has fully accessible toilets and showers allowing the children and young people to develop their independence in these areas as much as possible.

Resources are allocated to learners according to their assessed need. The Academy has high staffing levels to ensure the safety of learners and to facilitate the optimum learning environment. Staffing is allocated to classes flexibly, and some individual learners have dedicated and fully funded 1:1 or 2:1 support.

Endeavour Academy highly values training and a robust induction and CPD training program is available for all staff. We ensure that all of our staff have a thorough knowledge of autism and how our children and young people can best learn. This is carried out by a combination of strong, in-house training by an experienced and well-qualified team, and external agencies.

We also ensure that all staff already have or are working towards appropriate training and qualifications in their relevant field, be it teaching, health and social care or therapy qualifications. These are sought through the recruitment procedures and all relevant qualifications are checked and copies kept on file.

Staff access to training is through a balance between the needs of the Academy and an individual's needs, highlighted in performance management as well as emerging needs related to the changing needs of the learners

5. Identification of learners' special educational needs, and how these are determined and reviewed.

The Academy has a robust and relevant assessment process. Concern about a learner's progress is identified through classroom observation, the assessment cycle and other sources of internal data. Referrals are made through the Principal for additional support from outside services and development of plans to ensure that support is targeted and meaningful.

Education, Health and Care Plans (EHCP): All learners within the school will have an EHCP which names our school as the educational provider. The school will ensure that teachers monitor and review the outcomes determined within the plan and assess the young person's progress during the course of the year within these. Formal reviews of the EHCP will take place at least annually. If a learner's SEND changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

We are fully committed to working in partnership with families and they are invited to all multidisciplinary meetings involving their learner. We also welcome more informal visits and conversations with parents/carers where they can arrange to meet with the class teacher or therapists, talk on the phone or set a virtual meeting. We also offer home visits to parents and carers.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their learner at home and at Endeavour Academy. We offer ~~all~~ families ~~and children~~ person centered planning reviews on a case by case basis where the child can attend and contribute if they want to, or are able to. If a child or young person finds the attendance at a meeting too stressful they can contribute via written/ symbol work or by photo or video.

The Local Advisory Board and Endeavour Academy strive to involve other bodies, as far as is reasonably possible, in meeting the needs of the learners. From its development, the Academy has forged positive working relationships with health, children's and adults' social care and local authorities. We liaise closely with all agencies and include relevant professionals in meetings about and with learners. We offer access to health services on site, including LD CAMHS and a school nurse link.

Transition into Endeavour Academy is facilitated by the Principal and the Family Footings Facilitator and a focused program involving the learner's current placement, parents and other professionals. A series of visits to the learner's current setting, their home and Endeavour Academy are planned involving the child or young person at their level of understanding, whilst being aware of minimising their stress and anxiety within such a move.

6. Access to the Endeavour Academy Curriculum

At Endeavour Academy we follow a holistic Curriculum which is highly personalised and adapted to suit the needs and learning styles of learners with complex autism and learning disabilities. We ensure our teachers set high expectations for every learner and aim to teach

them the full curriculum, whatever their prior attainment.

Teachers will use appropriate assessment measures to set targets which are deliberately ambitious. Lessons are planned and outcomes for learning are fully personalised to support learning needs.

7. Preparing for adulthood (transition)

At Endeavour Academy we help our learners with SEND to start planning for their future adult life as early as possible, and when appropriate.

Our aim is to support our learners to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in planning meetings or annual EHCP reviews with learners and parents at an early stage.
- Ensuring that career advice and information provides high aspirations and a wide range of options for learners with SEN; and
- Helping learners and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Design our curriculum offer to support the further development of learners' aspirations

We have specific duties to prepare young people with an EHCP for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an EHCP in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the learner and will inform decisions about the next stage of education if/as appropriate.

Transition to adult services is facilitated by the Family Footings Facilitator and is built around the needs of the individual and their family.

8. Changes at previous reviews:

Version	Purpose/ Change	Responsibility	Date
V2	Pg. 3 – Key responsibilities of SENcO amended Pg. 4 – Facilities for Pupils with SEND updated Policy review date aligned	Principal	July 2020
V3	Terminology changes Pupils changed student Pg.4 – RSE added	Principal	September 2021
V4	Pg.3 The Principal undertakes the role of the SENco. Added to clarify responsibilities. Pg.4- Paragraph 2 Rewording to include Relationship and Sex education. Pg.4 – Removal of profile. Pg4. – Removal of functional skills courses and replaced with working towards ASDAN. Pg.5 – Weighted blankets and showers added. Pg.5 – Assessment document altered to assessment process. Pg.6 – Removal of Year 9, replaced with 'as appropriate'	Principal	September 2023
5	Changed terminology to "learner" throughout.	Principal	July 2025

	Removed reference to residential provision. Removed lists of examples throughout. Pg. 4 – Added PSHE. Pg. 6 – Clarified transitions process.		