



# MARITIME ACADEMY

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

2024-2025

**Maritime Academy**

Part of the Thinking Schools Academy Trust

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THINKING SCHOOLS  
ACADEMY TRUST

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## Aims

The Maritime Academy is committed to raising the aspirations and expectations for all students with special educational needs. The school reviews the progress of all its students on a regular basis and it is our absolute priority to make certain that all students are achieving as well as they can at all stages of their schooling. If we



are concerned that a student's progress could be improved by in class support or intervention, then we will review all possible options available to us. Our expectation is that students will strive for excellence in academic performance and work hard to be the best member of our school community that they can be.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014: 3.65) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014 updated 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Teachers Standards (2012)

## Special Educational Needs and Disabilities Definition:

*"A student 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 the others of the same age, or*
- *A disability which prevents or hinders them from make use of facilities of a kind generally provided for others of the same age in mainstream schools*

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

SEN and Disability Code of Practice (DfE/DoH 2015 p15-16)

## The Maritime Academy Beliefs and Values:

Maritime Academy aims to give students the opportunity to develop to their full potential. It recognises that all students have their own individual needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

Maritime Academy is committed to ensuring all students receive their full entitlement to a whole-school curriculum regardless of their needs or disabilities. All staff believe that every teacher is a teacher of every child or young person, including those with special educational needs. We embrace a cognitive approach to education and our ethos and values are aligned with that of the wider Trust family and our commitment to transform life chances is evident in everything that we do.



## The Maritime Academy SEND Objectives:

1. To develop a strategic approach to identifying need, coordinating and monitoring provision for students with special educational and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, (2015).
3. To operate an evidenced based approach to the management and provision of support for special educational needs.
4. To provide support, guidance and training to all staff working with students with special educational needs.

## The SEND Department:

The Maritime Academy has a designated Special Educational Needs Co-ordinator (SENDCo) and they work closely with the Senior Leadership Team (SLT) and Trust lead for Inclusion who completed their statutory NASEN training in 2020.

The SENDCo will develop resources and strategies to support students and staff and will be able to communicate any relevant and current information on any student with special educational needs. The SENDCo and the Assistant Principal for Teaching and Learning and SEND. will ensure staff training needs are met and they will communicate strategies to Teaching Assistants (TAs) to ensure students' needs are met. The nominated SEND Governor will support the SENDCo.

### Staff in SEND Department:

- Mr Evans – Principal
- Miss Cutler – SENDCo
- Mr Carr – Vice Principal for Teaching and Learning and Curriculum
- Mrs Wilkinson-Crute for Teaching and Learning and SEND.
- Mr Hudson – Assistant Principal for Behaviour and Standards
- Mrs Culley – Assistant Principal for Personal Development
- Mrs Harries – Designated Safeguarding Lead
- Mrs Gill – Attendance Improvement Co-ordinator
- Mrs Mallion – Emotional Literacy Support Assistant (ELSA)
- Mrs Lewis – Higher Learning Teaching Assistant (HLTA)
- Miss Adeyemi – Learning Support Assistant

Maritime Academy will appoint learning support assistants to the Academy that have the necessary skills and knowledge to support the needs of our students following information sharing and transition meetings.



During Term 6, Academy staff visit all students that are transitioning to the Maritime Academy.

The SENDCo meets with their counterpart at the student's primary school to ensure that we have a deep understanding of the needs of the students moving to the Academy when transitioning from Year 6 into Year 7.

## Identifying Special Educational Needs:

The Department of Education and the Department of Health (2015) have stated there are four broad areas of need for which The Maritime Academy is responsible for planning provision:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of the identification of a SEND is to establish what action the Academy needs to take to best support our students. The Academy identifies the needs of students by considering the needs of the whole student, not just in relation to special educational needs.

Maritime Academy is clear that only those students who require additional support above and beyond that which is universally offered will be referred to as having SEND status. Maritime Academy recognise that progress and attainment can be impacted for a variety of reasons that are **not** SEND, these include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman
- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).

Identifying behaviour, as a need is no longer an acceptable way of describing special educational need. Any concerns relating to a child or young person's behaviour may be described as an unidentified SEND. The Academy will be able to recognise and identify need clearly, as we know the child/young person well and can respond to their needs.

At Maritime Academy **all** teachers are responsible and accountable for the progress and development of **all** students in their class, including where students access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students with special educational needs.



Maritime Academy carefully and regularly reviews the quality of teaching for all students, including those at risk of underachievement. Members of staff are formally observed throughout the year and where areas for development are identified, robust support is immediately put in place. Work scrutinies, learning walks and lesson observations are regularly carried out as part of the Quality Assurance process, which are led by senior and middle leaders.

The Academy is committed to making certain that all teachers, include all students in all lessons and differentiate where appropriate and necessary. All SEND training at Maritime Academy is focused around the needs of our students within the Academy setting.

## **Class Inclusion Plans**

Class inclusion plans are updated and shared to staff on a termly basis. The plans provide an overview of the SEND support needed for those pupils who are on the SEND register to ensure curriculum and lesson planning incorporates the individual needs of our students.

## **A Graduated Approach to SEND Support:**

Maritime Academy realises the importance of the class teacher's relevance to this process and use the graduated approach also known as the APDR cycle when additional support is required over and above the universal offer, a decision is made with the consideration of teaching staff, the SENDCo and the SEND Team. All of the information gathered from within the Academy about the student's progress, alongside national data and expectations of progress, is taken into consideration.

The first stage of this cycle is run initially by the class teacher. If progress is not made within the 6 week cycle and the plan is not achieved this will be passed to the Head of Department (HOD) to lead the second cycle. If after two cycles the plan is not achieved this will be passed to the SENDCo. Maritime Academy will seek the views and opinions of both the parents and students in making decisions about the SEND support put in place.

Maritime Academy initially identifies and targets support for students with SEND using the process outlined below:



This process will take place approximately three times to ensure the right support is given at the right time. (See Appendix A for a flow diagram which outlines the process)

**Assess:**

- Information collated from all teaching staff who teach students with SEND
- Information collated from fleet Captains and Pastoral Team responsible for the students with SEND
- Current rate of progress for all subjects acquired
- Information is sought from parents of students with SEND
- Information is sought from students with SEND – what is working well/what needs to be done differently
- Any outside specialist assessments are requested where appropriate (i.e. Educational Psychology, NELFT, Behaviour Support Service, Speech and Language)
- Current Provision Map for all students with SEND reviewed – what has been tried already and what was the impact of this intervention?

**Plan:**

- Using the information acquired, decisions are then made regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential
- Parents formally notified of SEND support to be provided.
- Parents/carers and students are consulted on any adjustments, interventions and support to be put in place
- All staff working with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required
- Planning put in place at this stage will be until the next APDR cycle
- Planning is recorded formally on an APDR form
- Changes are reported on the SEND register and provision maps



#### **Do:**

- All of the planning is now in place and being actioned on a daily basis
- Teachers informed of updates/changes on the SEND register and class inclusion plans.

#### **Review:**

- The effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date (6 weeks).
- The impact of the APDR process will be formally reviewed. Grades for all students on the SEND register are reviewed by the SENCo in line with whole school data analysis.

Where the needs of a student are more complex and they require support from an external agency/provider, Maritime Academy will endeavour to obtain this support. Maritime Academy will involve parents and students at all stages of the decision-making process for external agency support. The SENDCo monitors the affordability of this provision; all provision for all students with special educational needs is logged and costed on the SEND provision map, which is updated after each APDR round.

## **Criteria for exiting the SEND register**

Students are added to the SEND register if they have a formal diagnosis or a need is identified which is discussed and evaluated by the SENDCo who will inform parents of this decision.

If students with SEND on the SEND register, no longer require additional specialist/in class support to make the progress that the school expects of them, the SENDCo will discuss with the Senior Leadership Team to determine whether they can come off the SEND register.

Students with a formal diagnosis and/or EHCP will remain on the SEND register for as long as they have their EHCP. The decision to remove a student from the SEND register will be a joint one with the school, parents, students and any external agencies concerned.

If a student is removed from the SEND register the provision map will reflect this change to allow the school the ability to accurately cost the amount of money spent on SEND provision within the school setting.

## **SEND Support Agreements and Record of Outcomes**

Specific students with special educational needs and students with an Education Health Care Plan (EHCP) are discussed three times a year via SEND Support Agreements led by the SEND Team involving the student and their parent/carer. Provision in place for all students with special educational needs and those with an EHCP are reviewed and targets are set. Students can also have their progress tracked via the Record of Outcomes which informs parents/carers of the progress of their child with SEND which is updated 3 times a year.





## Supporting Students and Families

Parents/carers can view all available additional support services offered by Medway Council on their web page from the Medway Council LEA Local Offer.

Maritime Academy will endeavour to support all parents/carers in their requests to find additional agencies who might be able to offer their family support outside of the school capacity. Parents/carers can contact the SEND team at any time to discuss concerns regarding their child, regardless of whether their child has a formal SEND diagnosis. The school is committed to supporting all parents and students with any SEND concerns.

If students with special educational needs require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENDCo. The school is bound by the rules and restrictions of the examinations board and specific criteria must be met to allow any access arrangements to be facilitated. If parents wish to discuss any exam access arrangements, they must speak to the SENDCo in the first instance. These arrangements will be assessed using APDR.

Information about students with special educational needs is shared with all staff via the SEND register and class inclusion plans. Updates to class inclusion plans and the SEND register are issued to all members of staff. If a student with special educational needs transfers to a new school, the SEND team will contact the new school or education provider to share all appropriate information prior to transition.

The SEND team have a very good transition phase in place for the transition to Year 7; this includes meetings with parents and students with SEND, Primary school SENDCos and Year 6 teachers and a phased induction, if necessary, in the summer term. The SENDCo aims to attend Person Centred Reviews for Year 6 students who are due to join the school who have an Education Health Care Plan (EHCP). The SENDCo will also attend Primary school In School Reviews (ISRs) in Term 6 when invited.

## Supporting Students at school with Medical Conditions

The academy recognises that students at Maritime Academy 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 students may also have special educational needs (SEND) and may have an EHCP which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students with complex medical conditions are registered on the school's medical register and will have a Medical Health Care Plan which will be reviewed annually.



## Monitoring and Evaluation of SEND

Maritime Academy regularly and carefully monitors and evaluates the quality of provision we offer all students. The academy requests parent feedback after every Parents' Evening. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

The SEND Governor meets with the SENDCo regularly but informal contact is maintained throughout the course of the academic year.

## Training and Resources

SEND is funded through Medway Council and all mainstream schools are provided with resources to support those with additional needs, including students with special educational needs and disabilities. This funding is determined by a local funding formula, discussed with the local school's forum, which is also applied to local academies.

Maritime Academy has an amount identified within its overall budget called the notional SEND budget but this is not a ring-fenced amount and the academy endeavours to provide high quality appropriate support for students with special educational needs from the wider budget where appropriate and necessary.

Students with an ECHP can have additional top-up funding provided to help meet their needs if Medway Council deem it appropriate. This is typically allocated where the needs of an individual student exceeds the nationally prescribed threshold (approximately £6,000).

The SEND training needs of all staff are arranged through the SENDCo and the Senior Teacher who is responsible for staff CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, the SENDCo delivers training for inclusion and differentiation throughout the year; all staff are invited to attend this training and all departments are required to be represented.

When specific training is needed to support the needs of an individual student, training is delivered to all members of staff who are involved with the student on a regular basis. Where possible the academy involves the support of external providers to support training needs.

All new members of teaching staff and trainee teachers meet with the SENDCo as part of their induction; this is to allow the SENDCo opportunity to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Maritime Academy's SENDCo regularly attends the Local Authority SENDCo network meetings in order to keep up to date with local and national updates in special educational needs. The SENDCo is part of a Secondary School SENDCo network within the local area.



## Roles and Responsibilities

The role of the SEND Governor is to meet with the SENDCo on a regular basis and support the SENDCo with their management of the SEND department. The SEND Governor is able to challenge the SENDCo on statistics and the progress of students with special educational needs and request to see any documentation the SEND Governor would like to see to support information given.

Miss Cutler is line managed by the Assistant Principal for Teaching and Learning and SEND – Mrs Wilkinson-Crute.

The Academy Safeguarding Lead, Mrs Harries is the Designated Safeguarding Lead for Children & Families.

Miss Cutler is responsible for LAC students with support from the Designated Safeguarding Lead for Children & Families.

The Teaching Assistants are line managed by Miss Cutler (SENDCo).

The SENDCo and Teaching and Learning and SEND lead are responsible for managing the school's responsibility for meeting the needs of students.

## Storing and Managing Information

Maritime Academy recognises the importance of appropriately managing and storing documentation associated with SEND. When receiving confidential documentation through the post, letters are forwarded to the SENDCo for further action.

This documentation will then be stored in the students SEND file in a locked filing cabinet in a locked room.

Documents are managed in accordance with the Data Protection policy.

## Reviewing the Policy

The SEND policy will be reviewed on an annual basis given the climate of reform and extent of changes at a National Level.

## Accessibility

The SEND and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;



- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

A disabled person is defined as someone who has a physical or mental impairment which has an effect their ability to carry out normal daily activities. Normal daily activities are defined as those which are carried out by most people on a regular and frequent basis. The Categories include the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

The Local Authority has designated Maritime Academy as capable of accommodating students with physical impairments.

- All classrooms and specialist teaching areas are accessible to all students
- Disabled Toilet provision throughout the school is adequate
- Safe routes via ramps/lift exist on the site
- Safe storage facilities for wheelchairs and specialist equipment are available
- Emergency evacuation routes have been identified and procedures implemented for all disabled students
- All disabled students are fully included in the school curriculum including teaching and learning, school trips and extra-curricular activities
- Disabled students are issued with additional electronic equipment as required to encourage independence and allow them to fully access the curriculum



- The SEND team have positive relationships with the parents and carers of the disabled students in the school setting; parents and carers of these students can contact the SEND team directly by email or telephone

## Dealing with Concerns or Complaints

If parents/carers have complaints about the SEND provision within the academy, they can address these directly with the SENDCo. Maritime Academy is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.

The school procedure for dealing with complaints can be obtained through the academy website.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Suspensions and Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



## APPENDIX A

### Process for identifying and supporting SEND

#### Quality First Teaching

Quality first teaching is the first step. Classroom based strategies and personalised/differentiated curriculum is implemented.



#### Improvement

Continue to monitor and maintain a successful differentiated approach.

#### Assess, Plan, Do, Review (APDR)- Cycle One

Class teacher lead support implemented in partnership with the parent/carer and student which is reviewed in 6 weeks.



#### Assess, Plan, Do, Review (APDR)- Cycle Two

Head of Year lead support implemented in partnership with the parent/carer and student which is reviewed in 6 weeks.

#### Improvement

Continue to monitor and maintain support in lessons.



#### Improvement

Continue to monitor and maintain successful support in lessons.

#### Raise to Inclusion

Complete the Raise to Inclusion Form on Microsoft Teams.

#### Involvement of the SENDCo

SENDCo to look at providing SEND strategies within the classroom

SENDCo initiates APDR cycle 2 in collaboration with the class teacher, pupil and parents/carer

SEND Team implement SEND Support Agreement with pupil and parents/carer which may include additional interventions

SENDCo adds to the SEND register and Class Inclusion Plans

SENDCo involves external professionals

**SENDCo initiates a statutory assessment if the pupil continues to make no progress under the graduated**