

WRENTHORPE ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



Reviewed: September 2018
Next Review: September 2019

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COMPLIANCE

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

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Children and Families Act 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

The policy has been written with regard to the General Data Protection Regulation 2018.

This policy was created by the SENCO in liaison with the Senior Leadership Team and school staff. It takes into account the feedback the school has received from parents and pupils.

The SENCO is Mrs Kay Sanders (MA Special Educational Needs), who is also Assistant Head Teacher and part of the SLT.

OUR ETHOS

“Where everyone is valued.”

- At Wrenthorpe Academy we believe all pupils should be valued, accepted and respected. We always try to create a happy and secure school environment in which each individual child is welcomed and is encouraged to develop to his or her full potential.
- We acknowledge that all children, including those who have been identified as having a special educational need or disability (SEND) have a common entitlement to the National Curriculum and Religious Education, that all children have rights of access to a broad and balanced curriculum and that this curriculum should be relevant to their needs. The curriculum should demonstrate progression and coherence.
- Every teacher is a teacher of every child and is responsible for the well-being and progress of all the pupils in their class and for meeting their diverse needs.
- Our SEN policy reinforces the need for teaching which is of high quality and is fully inclusive. We feel that pupils should be given the skills to enable them to be included.

AIMS

- To provide a broad and balanced curriculum, which is differentiated to meet the needs of all children and encourages high aspirations through a level of appropriate challenge.
- To provide an inviting and stimulating environment based on high expectations of all children.
- To support children to learn and make progress according to their own individual abilities/potential, to achieve the best possible educational outcomes through providing a stimulating range of differentiated learning opportunities.
- To encourage happy, motivated children who can aspire to learn throughout their lives and make a positive contribution in their own future.
- For children to enjoy their learning, grow in confidence and in their ability to communicate their own needs.

OBJECTIVES

To achieve these aims we will:

- Work within the guidance provided in the SEND Code of Practice (2014).
- To continually monitor the progress of all pupils, to ensure identification of any barriers to learning and /or participation takes place as early as possible in a pupil's school career.
- To monitor children's subsequent progress regularly and effectively.
- To provide, as appropriate, additional support and intervention that is timely, sharply-focused and effective to meet pupils' different learning needs.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To plan curriculum delivery to meet the needs of all pupils by considering different learning styles and differentiating tasks and ensure there is Quality First teaching throughout the school.
- To involve pupils in planning support, target setting and reviewing progress.
- To provide appropriate training, support and advice for all staff working with pupils with special educational needs.
- To seek advice and support from other professionals/outside agencies as appropriate.
- To ensure the needs of all pupils with SEN are met through a positive culture, good management and appropriate deployment of resources.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice state that:

‘A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.’

‘For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.’

The Code of Practice identifies four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical.

At our school, the purpose of identification is to consider what action the school needs to take, not to fit the pupil into a category. We would consider the whole child in this not just their special educational needs. Early identification is vital as it is important that there is early intervention to ensure the child reaches their full potential.

Assessments of progress are made every half-term and pupils making less than expected progress, given their age and individual circumstances, are identified. This may be progress which:

- fails to match or improve on the child’s previous rate of progress
- is significantly slower than that of their peers starting from the same baseline
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

We also provide support as appropriate for other areas of additional need that are not identified as a special educational need but may impact on progress and attainment.

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

A GRADUATED APPROACH TO SEN SUPPORT

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or

specialist staff. The identification of SEN is built into the overall school approach to monitoring the progress and development of all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Class teachers, supported by the Senior Leadership Team, assess the progress of all pupils every half-term. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement, by classroom observations, drop-ins and termly progress meetings. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress. Pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate intervention, adjustments and good quality teaching. There will be an early discussion with the pupil and their parents, developing a good understanding of the pupil's areas of strength and difficulty, any barriers to learning, the parents' concerns, clear agreed outcomes sought for the child, next steps and the type of support required to meet the child's specific needs. The decision of whether special educational provision is required starts with the desired outcomes, including expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the 'different from' or 'additional to' support/provision that is required. When it is decided that a pupil does have SEN, that decision is recorded in the schools SEN Register and the pupil's parents are informed that special educational provision is being made.

SEN SUPPORT

All learners who are identified as having a special educational need should have a 'Learner Profile' which acknowledges that need, describes the difficulty that this individual has, and identifies ways in which barriers to learning can be removed within the classroom. The class teacher should compile this information with the learner and their parents and include the additional information such as reading ages or the year objectives the learner is working at. The Learner Profile is reviewed in the Summer Term or if significant changes need to be made.

The special educational provision provided for the child is recorded on the child's Supporting Me To Learn Plan. This stage is called SEN Support and places emphasis on a graduated approach of a four-part cycle of Assess- Plan-Do-Review, which supports the pupils in making good progress and securing good outcomes. Advice and support from other professionals (for example Speech and Language Therapists) will be requested where there is a need for specialist input and after discussion with parents/carers.

ASSESS

In identifying a child as needing SEN Support the class teacher, supported by the SENCO, carries out a clear analysis of the pupil's needs in the form of a Supporting Me To Learn Plan. This uses the teacher's assessment and knowledge of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views of parents, the pupil's own views and, if relevant, advice from external support

services. Any concerns raised by a parent are taken seriously and compared to our own assessment and information on how the pupil is developing. Assessments are reviewed at least termly. This ensures that support and intervention are matched to the pupil's needs, barriers to learning are identified and overcome and that a clear picture of the interventions put in place for a child and their effectiveness is recorded.

PLAN

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on their Supporting Me To Learn plan. The support and intervention provided is selected to meet the outcomes and short term targets identified for the pupils. Parents will be made fully aware of the planned support and interventions and will be given a copy of each Supporting Me To Learn Plan.

DO

The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed every term, along with the views of the pupil and their parents. This then feeds back into the analysis of the pupil's needs. The class teacher, supported by the SENCO, revises the support and short term targets in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

MY SUPPORT PLAN

Where, despite the school having taken relevant and purposeful action, through the SEN Support process, to identify, assess and meet the SEN of the child, the child has not made expected progress, or we feel that more support is needed than we can provide through delegated funding the school may complete a 'My Support Plan'. This outlines in greater depth the areas of strength exhibited by the pupil and areas where support is required. After reviewing the My Support Plan a few times (depending on the child's needs) a decision could be made to request SENART for an Education, Health and Care (EHC) needs assessment. This occurs where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care needs assessment will combine information from a variety of sources including:

- Parents
- Teachers

- SENCO
- Social Care
- Health professionals.

This assessment may lead to an Education, Health and Care Plan. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the SEN Panel, a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against a decision.

Where a pupil has an EHC plan, the Local Authority must review that plan every twelve months. The Local Authority requires schools to convene and hold annual review meetings on its behalf. The Assess-Plan-Do-Review cycle will still continue, and further agencies and professionals may get involved.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

The children who have been identified as having SEN and are on the SEN Register, either under the category of SEN Support or who have a My Support Plan or EHC Plan, have their progress carefully monitored every half-term by the class teacher, SENCO and SLT. This then highlights any areas of concern or underachievement, taking into account the child's difficulties, and action is taken. Each child will have their Learner Profile and Supporting Me To Learn Plan which identifies their barriers to learning, needs and clearly defined outcomes. It uses the Assess-Plan-Do-Review graduated approach set out by the Code of Practice 2014. The class teacher is responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan. Alongside the Supporting Me To Learn Plan, some children will have a personalised provision timetable, which shows when the child is receiving provision that is 'in addition to' or 'different from' their peers. These will both be reviewed as part of the Assess-Plan-Do-Review process every term, involving a meeting with the parent and child. The SENCO may also be in attendance. If we identify that we are unable to fully meet the needs of a pupil through our own provision arrangements, we can then refer to external agencies and professionals. Pupils and parents are involved at every part of the process, their concerns and views will be taken into account and termly review meetings will be arranged. The teacher, parent and pupil will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning. These will be detailed in the Supporting Me To Learn Plan.

CRITERIA FOR EXITING THE SEN REGISTER

The SEN Register is a flexible register. Pupils can be removed from the SEN Register, when having received appropriate identified support they begin to make good progress and close the gap with their peers. This will be in consultation with parents. If the child's needs are being managed successfully within the classroom with no 'additional to' or 'different from' support, then the child no longer needs to be receiving SEN Support.

SUPPORTING PUPILS AND FAMILIES

- The schools SEN Information Report (Local Offer) is available on our website for parents to access.

- We work closely with many other agencies to support children and families, for example Speech and Language therapists.
- Admission arrangements can be found in our Admissions Policy. In line with the Local Authority policy, if we are oversubscribed, priority is given to children with identified Special Educational Needs within the Local Authority and any Looked After children.
- A transition process takes place for those children moving into school, moving between classes and secondary school. Arrangements are made for all children, but additional arrangements are put in place for those children who have Special Educational Needs. These are adapted to the needs of the child.
- The Wakefield Early Support, Advice, Information and Liaison (WESAIL) service provides free, impartial information, advice and support about matters relating to special educational needs and disabilities for young people with SEN or their parents.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school 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.

Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Specific personalised arrangements are put in place in school to support pupils with medical conditions.

DISABILITY AND ACCESSIBILITY

The Equality Act of 2010 defines disability as:

“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.”

‘Long term’ is defined as a year or more and ‘substantial’ is defined as more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing; long term health conditions such as asthma, diabetes, epilepsy and cancer and areas relating to communication and interaction, cognition and learning such as autistic spectrum conditions, dyslexia and dyspraxia.

Children with health/sensory conditions do not necessarily have SEN but where they require special educational provision they will also be covered by the SEN definition. As a school, we make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

The school is on one level and is accessible to wheelchair users. The playground and school field are also accessible. We currently have two disabled toilets and two disabled parking bays.

MONITORING AND EVALUATION OF SEN

We regularly and carefully monitor and evaluate the quality of provision we offer all pupils.

MONITORING OF SEND

Evidence of the effectiveness of SEND provision on progress for children with SEND could be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the Learner Profile and Supporting Me To Learn reviews
- more age-appropriate scores on standardised testing
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress.

EVALUATION OF SEND

The success of the provision will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND .
- regularly reviewing the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

The evaluation of all provision is reported to the School Governing Body. The Governor with responsibility for SEND is Mrs E Batley. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

Currently, the government suggests that a school should use their notional SEN budget to fund up to £6000 worth of special educational provision for a pupil with SEN. For those pupils whose needs cost more than £6000 per year the Local Authority can provide High Needs Top-Up Funding, but no longer provide the full cost of all the additional support detailed in an Education, Health and Care Plan.

Training needs of staff are identified as part of the yearly cycle of provision mapping and may link to the appraisal process. 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. We aim to take swift action to upskill staff as necessary when children with high level needs join the school. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the LA's SENCO training in order to keep up to date with local and national advice and guidance about SEND. In addition, the SENCO belongs to NASEN, which also provides updates and advice on national issues. The SENCO also regularly attends the SENCO Network meetings organised by the Waterton Academy Trust.

ROLES AND RESPONSIBILITIES

HEADTEACHER (Mrs J Coyle)

- Ensures SEND Policy is in place
- Ensures Accessibility Plan is in place
- Informs Governors of SEND issues on a regular basis.

SENCO (Mrs K Sanders)

- Oversees day-to-day operation of school's SEND policy
- Advises on use of delegated budget/other resources
- Gathers evidence/assessments of additional and special needs to inform the cycle of provision
- Coordinates provision for children with SEND
- Advises on support plans for pupils with SEND in conjunction with parents/carers, pupils, class teachers and other support staff
- Advises on the graduated approach to SEND Support
- Organises and completes paperwork for requests for assessments for Education, Health and Care Plans
- Organises Annual Reviews
- Liaises with designated teacher where a Looked After Child has SEND
- Liaises with parents/carers of children with SEND and ensures that support plans are reviewed at least three times per year
- Liaises with other educational settings and outside agencies/other professionals as required
- Liaises with Headteacher/class teachers/teaching assistants
- Deploys teaching assistant support strategically as part of the SLT
- Updates the SEND policy in conjunction with parents/carers, governors, other staff and pupils
- Liaises with potential next providers of education
- Ensures that SEND records are up to date.

GOVERNING BODY

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Headteacher
- Must publish information on the school's website about the implementation of the governing body's policy for pupils with SEND
- Must ensure that there is a qualified teacher designated as SENCO
- Must cooperate with the Local Authority including developing the local offer and when the school is being named in an EHC plan
- Must ensure that arrangements are in place to support pupils at school with medical conditions

- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans.

SEN GOVERNOR (Mrs E Batley)

- Meets termly with the SENCO to evaluate and challenge provision and outcomes
- Helps to raise awareness of SEND issues at governing body meetings
- Ensures that the school's notional SEN budget is appropriately allocated to support pupils with SEND
- Gives up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helps to review annually the effectiveness of the school's policy on provision for pupils with SEND
- Assures the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.

CLASS TEACHERS

- Adapt teaching approaches to reflect the range of needs within the class
- Are aware of the school's SEND policy
- Contribute to Learner Profiles and Supporting Me To Learn plans and reviews
- Regularly review targets with child and parents/carers and monitors progress carefully
- Identifies on planning the deployment of additional support and /or resources
- Attends relevant training

TEACHING ASSISTANTS

- Are aware of the school's SEND policy
- Liaise with class teacher and SENCO about individual children
- Record progress of the children as required by the class teacher, SENCO or other professionals
- Attend relevant training.

STORING AND MANAGING INFORMATION

- Regard must be given to the General Data Protection Regulation 2018.
- Managing the needs of pupils with SEN is very much a multi-agency approach and strict adherence must be given to the protection of data.
- Permission must be given by parents to data being shared with Outside Agencies.
- Data and information will only be shared with those who have permission to have it.
- Any data sent electronically will be encrypted.
- Hard copies of any SEN documents are kept in a locked filing cabinet.
- Records are passed on to receiving schools at the end of Year Six. From September 2018 the data will be handed over in person to the receiving school, where possible, and a form will be signed by the person receiving the information to acknowledge receipt.
- All staff are aware of the need for confidentiality and receive regular reminders of this.

DEALING WITH COMPLAINTS

The first point of contact is generally the class teacher. It may be helpful to make an appointment as teachers are not always available after school due to other commitments. If after speaking to the teacher the parent/carer still has concerns, they can also contact the school SENCO, Mrs Sanders, who would be happy to answer any questions. Our complaints procedure states that any formal complaints should be addressed in writing to Mrs Coyle, Headteacher. We aim to address all concerns as swiftly as possible, ensuring positive outcomes for the children.

REVIEWING THE POLICY

The SEND policy will be reviewed annually.

