

Special Educational Needs Policy

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Foreword:

This policy was formally adopted by the Governing Body at Whitley Academy after due consultation with the Senior Leadership Group and members of the SEND Department. It is the intention of the Governing body that it be reviewed annually. It is a statutory policy.

This policy should be read in conjunction with Whitley Academy's Information Report. This is available to parents/carers on the school website and it forms a contributory part of Coventry's Local Offer. More information about the Local Offer can be found at: <http://www.coventry.gov.uk/localoffer>

This policy also works alongside the school policies on Teaching & Learning and Safeguarding policies.

Introduction:**SEND Definition:**

Whitley Academy is a mainstream Secondary School that caters for students between 11 and 18 years of age. At Whitley Academy, we consider any student to have SEN where he or she falls within the description below:

A child 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.

A child of compulsory school age or a young person has a learning difficulty 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 by the same age in mainstream schools or mainstream post-16 institutions

The Learning Support Department at Whitley Academy currently consists of a Special Educational Needs Co-ordinator (SENCO), an Assistant SENCO, three Higher Level Teaching Assistants (HLTA's), and five Teaching Assistants.

The Department works very much as a team, led by the co-ordinator. Each member of the team is responsible for meeting the identified needs of individual students who are identified as having SEN. The SENCO will also consult with colleagues regarding the needs of students who have not been identified as having SEN. The Department establishes close working relationships between students, staff, parents/carers and outside agencies so that students can be helped in a fully supportive environment.

The Legal Framework

The SEND policy takes careful account of the statutory provisions covering SEND. They are:

- The Children & Families Act 2014
- The Equality Act 2010
- Special Educational Needs & Disabilities Regulations 2014
- Special Educational Needs Code of Practice: 0-25 2014

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan and Disability Policy
- Teachers Standards 2012

Aims:

“As a Comprehensive School, we value all members of our community as individual people with differing needs and abilities. We aim to provide a stimulating and caring environment, in which everybody can thrive. Every teacher is responsible for supporting students with SEND.”

At Whitley Academy we believe that every student is entitled to an education that is best suited to their individual strengths and needs. We aim to provide every student with a broad and balanced education which includes the National Curriculum in line with the SEND Code of Practice (2014). We aim to:

- Provide opportunities for every student to achieve success
- Ensure all students, whatever their special educational need or disability, receives appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated
- Use the following approach to identifying and meeting the needs of SEND students ‘Assess, Plan, Do, Review
- Involve parents/carers in planning and supporting students in all stages of their academic and social development
- Work collaboratively with parents/carers, other professionals and specialist services
- Ensure all staff and Governors are accountable for the SEND policy being implemented and maintained

Roles & Responsibilities:

At Whitley Academy provision for students with SEND, in the classroom and when students are removed for additional intervention is the responsibility of classroom teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All staff are responsible for following the school’s procedures for identifying, assessing and making provision to meet those needs.

The **Governing body** will ensure that:

- SEND provision is an integral part of the school development plan
- Necessary provision is made for any student with SEND
- Staff are aware of the need to identify and provide for students with SEND
- They have regard to the requirements of the SEND Code of Practice 2014
- They are fully informed about SEND issues, so that they can play a part in the school’s self-evaluation process
- They set up appropriate staffing and funding arrangements and oversee the school’s work for students with SEND
- They understand how the school is using its resources to support students with SEND
- The quality of SEND provision is regularly monitored

- There is an identified SEN Governor responsible to be the key link for communicating with colleagues

The **Principal** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND
- Overseeing the update of SEND information given to Governors
- Working closely with the Vice Principal/ SENCO
- Ensuring that the implementation of this policy and the impact on the school is reported to governors

The **Special Educational Needs Co-ordinator** is responsible for:

- Overseeing of the day-to-day operation of the SEND policy
- Overseeing the provision for students with SEND
- Organising and managing the work of the Teaching Assistants
- Ensuring that an agreed, consistent approach is adopted
- Liaising with colleagues to support students with SEND
- Helping staff to identify students with SEND
- Carrying out detailed assessments and observations of students with SEND and staff supporting those students
- Supporting subject teachers in devising strategies, drawing up Pupil Passports, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- Liaising closely with parents/carers of students with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information
- Contributing to in-service training of staff
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- Producing reports and updates to Governors and ensuring that Whitley Academy's School Information report is maintained and up-to-date

Class teachers are responsible for:

- Teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum
- Develop their practice in line with the policy and procedures for identification, monitoring and supporting students with SEND
- Be in contact with parents/carers of students with SEND to inform them of their progress
- Support the SEN Department with information and advice relating to SEN students and their learning and progress

Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND

- Assist in making provision for the individual needs of students identified as having SEND, whether in class, or small group intervention
- Use the school's procedures of maximizing the effectiveness of their support in the classroom by completing 3 step plans in collaboration with the classroom teacher.

Admissions & Special Educational Needs & Disabilities:

The admissions' policy for Whitley Academy is that of the Local Authority (LA). Allocation of places to the school is administered by the LA in Year 7. Neither a student's abilities nor his/her learning difficulties feature in the admission of a student, unless he/she has a statement or Education, Health and Care Plan (EHCP) which names this school as one he/she should attend.

Identification

Admission/screening procedures will identify students with special educational needs. We do this by considering the needs of the whole child and not just their individual educational needs.

The Principal/Vice Principal (Head of Transition) will make sure that information relating to the special needs of students is sent from feeder primary schools at admission.

During visits to feeder primary schools the SENCO/Assistant SENCO and the Year 7 Caseworker will note students who have already been identified as having special educational needs, and will collect information on all of these students before transfer. The SENCO will further liaise with the primary schools and visit if necessary. Students reading ages will be screened on entry in Year 7.

The SENCO will:

- Review existing Individual Education Plans/Pupil passports provided by primary schools. Information will be collected and Pupil Passports will be created for students. Passports will hold strategies for colleagues and will contain SMART targets for students to work towards.
- Meet/contact parents of children identified by screening tests as having special educational needs, who were not identified at primary schools, to discuss any plans and proposed inputs.
- Inform parents in writing of their child's placement or removal on the Academy's SEND Directory.

The SENCO/SEN team will:

- Support the testing of any other new admissions during the academic year for reading accuracy and comprehension. Information will be sent to teaching/pastoral staff.

Curriculum Leaders/Teaching staff

- Will follow the guidance outlined in the SEN procedures document when they are concerned about a student who has not previously been identified as having SEN. They will share their concerns with the SENCO and gather evidence to complete the Initial Concerns Checklist. The first response is high quality and differentiated teaching. **Pupils are only identified as having SEN if they do not make adequate progress once they have had all of the interventions/adjustments and good quality personalised teaching.**

- The teacher and the SENCO will consider all of the information gathered from within the school about the students' progress, alongside national data and expectations of progress. To make a decision on whether a student is placed on the SEN register, we will use the following approach 'Assess, Plan, Do, Review'. This is known as the **graduated approach**. Please see cycle below. Parents/carers will be informed of any changes to a student's provision.

Monitoring and Evaluating Students with SEND.

An SEN student directory will be maintained and reviewed regularly by the SENCO and Assistant SENCO. An SEND provision map will also be maintained and reviewed regularly. The provision map outlines the support that students are receiving and their impact and progress is reviewed to ensure that students are meeting their targets and making expected levels of progress. Students are set targets and these are outlined on their Pupil Passports. All teaching colleagues are expected to use the information, strategies and guidance to support their planning for students with SEND. Any changes that are made to the Provision Map/SEND Directory will be communicated to colleagues and parents/carers.

Students' progress will be monitored by classroom teachers, subject leaders, the SENCO and the Senior Leadership team. Curriculum leaders are responsible for providing schemes of work which match National Curriculum Programmes of Study which include resources, activities and teaching approaches which address the needs of all students and identify those suitable for students with special educational needs. Curriculum leaders will review schemes of work annually to ensure effective differentiation and inclusive practice is being implemented.

The SENCO will deploy Teaching Assistants for students who have statements/EHCP and with high incidence needs. The SENCO will determine the most appropriate use of staffing to provide small group and individual teaching to meet specific needs which cannot be met through normal class teaching. The SENCO will share intervention outcomes with colleagues, parents/carers and the Assistant Vice Principal.

The SENCO will liaise with external agencies where students needs require specialist support. Agencies include the Educational Psychology Service, CIASS (Communication, Interaction, Autism Support Service), Sensory Support Services, MGSS (Minority Group Support Service), CAMHS (Child Adolescent Mental Health Service). In addition the services of physiotherapists, occupational therapists and the school nurse are used as needs demand.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student and the student has not made expected rates of progress, the school will consider requesting an Education, Health and Care Plan (EHCP).

To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the student's academic attainment and rate of progress
- Information about the nature, extent and context of the student's SEND
- Evidence of the action already being taken to meet the student's SEND

- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

As part of our reflective practice, we regularly monitor and evaluate the quality and effectiveness of the provision we put in place to support pupils with SEND. We complete this by completing regular audits, sampling of student work, observations of colleagues, communicating with students, colleagues, and parents/carers.

Student Voice

The SENCO/HLTA/Teaching Assistant will seek the student's perception of their strengths and difficulties regarding their progress prior to review meetings. Students will be given opportunities to reflect upon their progress with their keyworker and then their pupil passports will be updated.

Supporting pupils with Medical Conditions

Whitley Academy recognizes that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's Medical Policy. [\(Insert link here\)](#).

Accessibility

The DDA as amended by the SEN and Disability Act 2001 placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please see here. [\(Insert link here\)](#).

Training and Resources

Students with SEND are supported through the Academy's notional SEN budget.

Training needs of colleagues are identified through staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded within the CPD programme. All staff and teachers and support staff undertake induction upon taking up a post and this involves 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 students.

The SENCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

Dealing with complaints

If a parent/carer does not feel an issue has been resolved effectively prior to them communicating with their child's subject teacher and/or tutor, learning support caseworker they will be able to refer to the Academy's complaints policy here: www.whitleyacademy.com/lib/docs/Complaints%20procedure.pdf

Reviewing the policy

The new requirements for SEND have been effective in schools since 1st September 2014 and it is recommended that the policy will be reviewed annually. The review for this policy is due February 2017.

Appendix

Graduated Approach to SEN

