



**The Park Federation Academy Trust
Western House Academy**

**Special Educational Needs and Disabilities
Policy**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
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Date of review	September 2017

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Introduction

Western House Academy provides a curriculum that is accessible to all pupils across a range of abilities. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs and disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of difficulty experienced by the child.

Aims and Objectives

The aims of this policy are:

- ☐ to enable all children to have full access to all elements of the school curriculum;
- ☐ to ensure all children are given equal opportunities to reach their full potential;
- ☐ to ensure those special educational needs of children are identified, assessed and provided for as early as possible;
- ☐ to make clear the expectations of all partners in the process;
- ☐ to identify the roles and responsibilities of staff in providing for children's special educational needs;
- ☐ to create an environment that meets the special educational needs of each child.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- ☐ have different educational and emotional needs and aspirations;
- ☐ require different strategies for learning;
- ☐ acquire, assimilate and communicate information at different rates;
- ☐ require a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- ☐ providing support for children who need help with communication, language and literacy;
- ☐ planning to develop children's understanding through the use of all available senses and experiences;
- ☐ providing opportunities for children's full participation in learning, and in physical and practical activities;
- ☐ helping children to manage their social and emotional needs and take part in learning effectively and safely;
- ☐ supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Through discussion, and where appropriate, children also assess their own progress.

Individual Education Plans (IEPs), which employ a SMART target approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have an IEP which is reviewed by the class teacher and shared with children and their parents every term.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or individually outside the classroom.

Special Educational Needs and Disabilities (SEND)

Children with SEND have learning and/or physical difficulties that call for special provision. All children may have special needs at some time in their lives. Special Educational Needs and provision can be considered as falling under the four broad areas:

- ☐ Communication and Interaction
- ☐ Cognition and Learning
- ☐ Social, mental and emotional health
- ☐ Sensory and/or physical

Western House Academy follows instruction from the Code of Practice 2014 and distinguishes between different stages of assessment. The stages are as follows.

- Record of Concern (RoC)
- School Support
- Statement of Special Educational Needs/Education, Health and Care Plan (EHCP)

In our school the Special Educational Needs Coordinator (SENDCO): is JENNA BENT.

The role of the SENDCO is :

- manages the day-to-day operation of the policy;
- coordinates the provision for children's special needs and Disabilities;
- supports and advises colleagues through appropriate training and by contributing to in-service training days;
- maintains the school's SEN register and the school's Local Offer;
- contributes to and manages the records of all children with special educational needs and Disabilities and ensures these are kept up-to-date;
- completes the documentation required by outside agencies, The Park Federation Academy Trust and the Local Authority (LA);
- acts as an additional link with parents and ensures that parents are informed as soon as possible and are kept up-to-date with new information;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the Special Educational Needs and Disabilities provision and reports to the Academy Council;
- manages a range of resources, human and material, linked to children with Special Educational Needs and Disabilities;
- tracks progress of pupils in SEND groups and liaises with teachers to discuss progress at pupil progress meetings and following the completion of intervention programmes;
- ensures that, where children transfer to another school, all relevant information about the child's special educational needs and provision are sent as soon as possible;

The Role of the Academy Council

The Academy Council does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the policy of the school for children with special educational needs and disabilities.

The governing body has decided that children with SEND will be admitted to the school in line with the agreed admissions policy of the school.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN/ Education, Health and Care Plans.

The Principal informs the governing body of how the funding allocated to special needs has been employed.

The Principal, senior leaders which includes the SENDCO meet annually to agree on how to use funds related to SEND provision. The SENDCO draws up the resources bid when the school is preparing for the next Academy Development Plan.

Assessment

The school uses a three-stage model to respond to children's special educational needs and/or disabilities.

Stage One: Record of Concern (RoC)

Early identification and intervention is vital. The class teacher informs parents of any concerns at the earliest opportunity and enlists their active help and participation.

When a child's needs are appropriate for a Record of Concern, a **Record of Concern form must be completed.**

The class teacher assesses and monitors the children's progress in line with existing school practices and informs the SENDCO who will advise as to whether registering the pupil as having special educational needs, is appropriate.

The SEND team works closely with parents and teachers to plan an appropriate programme of intervention and support.

Stage one is an early intervention stage and does not hold SEND status. A child is not classed as having a special need at this stage. This stage is monitored termly and decision to remain at this stage or move to stage two is made by the SENDCO.

Stage Two: School Support

The class teacher identifies a pupil's educational needs, and takes initial action. Parents/carers should be kept fully informed and records kept at meetings. The class teacher and SENDCo should also provide advice on how to help their child at home.

Triggers for intervention is a child, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's areas of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- presents persistent emotional and social difficulties, which are not improved by behaviour management techniques usually employed in the school;

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;
- require referral for additional assessment, advice and support from outside agencies, for example, Speech and Language Therapy (SALT), Educational Psychology Services, Social Emotional and Behavioural Outreach Services (SEBDOSS), Services for Autism Spectrum Disorder (ASD), Child and Adult Mental Health Services (CAMHs);

The class teacher remains responsible for working with or allocating Teaching Assistant (TA) time for working with the child on a daily basis and for planning and delivering an individualised programme set out on an IEP. It is the class teacher's responsibility to ensure that the class TA knows which children have IEPs and the targets described.

When assessing if a child has special needs, the following strategies may be used:

- pupil ability matched to the level descriptors in the file 'SEN Practice and Procedures in Slough';
- use of identification forms found in 'SEN Practice and Procedures';
- use of standardised tests;
- classroom observation;
- analysis of pupil's work;
- analysis of rate of progress;

For those children who are making the expected progress and have received provision that has had a positive impact on their learning and/or social emotional development will continue with SEND support for another term (12 weeks). An IEP will be in place for that term/12 weeks and reviewed at the end of this time. During this time, opportunities for independent learning and application of skills taught will be implemented to enable the SENDCO to ascertain that the child no longer requires SEN support. If this is not the case, the support will continue and will be reviewed termly.

If the child has continued to make good progress and can show that they are applying independent learning skills within a whole class environment, SEND support will cease, parents will be informed and the child will be taken off the SEND register. For one further term, the child will be monitored by the class teacher on a Record of Concern.

School Support is providing the equivalent support that is over and above £6,000 (approximately 16 hours of support) and is still not sufficient in supporting a child's needs and access to the curriculum, the SENDCO and class teacher will consider gathering evidence for **Statutory Assessment/ A Education, Health and Care Plan**.

Decisions to move between stages must be discussed and agreed with the SENDCO.

Individual Education Plans (IEPs)

When a child's needs are appropriate for School Support or a statement of special needs/EHCP, an IEP must be written. The IEP should only record that, which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.

The IEP will:

- be dated;
- identify the nature of the pupil's learning difficulty (e.g. writing and spelling or hearing impairment);
- set the maximum of 2 – 3 SMART targets;
- detail the action to be taken (what, how often and by whom);
- help to be sought by parents /carers;
- review arrangements and dates;

IEPs will be used as a working document by class teachers and support staff and will be annotated as appropriate to assist assessment and review process. IEPs will be reviewed at parents meetings termly.

Parental and Pupil Involvement

Pupils are:

- involved in the target –setting and writing their IEPs;
- their views are sought and recorded at reviews.

Parents are:

- involved from the beginning when a teacher may first raise concerns;
- informed of their child's targets and how they are expected to support and help their child at home;
- invited to attend review meetings;
- their views are sought and recorded.

Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEN system in the school. The SENDCO provides the Academy Council with regular summaries of the impact of the policy on the practice of the school.

The SENDCO supports teachers in drawing up IEPs for children. The SENDCO and the named governor with responsibility for special needs hold termly meetings.

At the end of each academic year or when leaving the school, teachers will pass information and IEP's to the next teacher. The SENDCO will also provide additional information particularly for pupils with a statement of special needs/EHCP.

The Academy Council reviews this policy annually.

Intervention Groups

Intervention groups work on a termly basis unless otherwise stated. Their aim is to support targets and provision as set out in the IEP so that the gap between the child and their peers is reduced. Progress is monitored through an initial baseline assessment of current knowledge and skills and is then reassessed at the end of the intervention in order to assess impact. Following the outcome of the intervention group, next steps are planned appropriately.

Outside Agencies

The school will seek to provide the best provision for the children by seeking advice and help from other agencies and schools. The SENDCO meets with outside agencies (Educational Psychologist (EP), Attendance Improvement Officer, Behaviour Support, Speech and Language and Child and Family Guidance). Other organisations such as Social Care and Child and Adult Mental Health Services (CAMHS) are contacted where appropriate.

Every effort is made to ease the transition of special needs pupils to secondary school by liaising in the summer term with their designated school. Files and records are forwarded to the new school. The school provides help to parents, where appropriate, with their application to the most suitable secondary school and any other support they may require. Persons responsible for this role are: Principal, Vice Principals and SENDCO.

Staff Training

It is the responsibility of the SENDCO to attend training and Special Needs Conference days provided by The Park Federation Academy Trust and from providers within the Local Authority. There will be at least two staff training sessions a term designated to Special Needs training and issues. Support staff meet at least twice a term for training and/or to discuss SEND issues.

The SENDCO will support staff in the training needs by running staff meetings and identifying appropriate outside courses.

The Special Needs Governor will attend courses with the SENDCO and have opportunities to develop his/her own knowledge.

Partnership with Parents

The school website and governors' annual report contains details of our policy for SEND in our school. Parents can also research the suitability of the school and the provision it provides in the Local Offer which can also be found on the schools website. A named governor takes special interest in special needs and disabilities and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents and children fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Accurate records are kept from initial meetings with parents to avoid them having to repeat the history of concerns/medical conditions to multiple staff members.