

## Woodkirk Academy

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

WOODKIRK ACADEMY is an inclusive school. Woodkirk's staff are committed to the inclusion of all students. We therefore:

- Provide an environment which enables every student to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every student to make a positive contribution to their school and community
- Identify and respond to students' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every student
- Have high expectations of all our students

#### Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2014, and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for schools (February 2013)  
SEND Code of Practice 0-25 (September 2014)

#### Defining SEND

The 2014 Code of Practice states:

***A person has SEND 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. (Taken from 2014 SEND Code of Practice: 0 to 25 Years).***

#### Headlines from the September 2014 SEND Code of Practice

No more statements will be issued by the Local Authority. From 2014 statements will be replaced by Education, Health & Care Plans (EHC Plans). These can be used to support from birth – 25 years

School Action & School Action Plus have been replaced by one school based category of support. At Woodkirk this is called "Additional Support".

## Send Categories

There are four broad categories of SEND:

- Communication & Interaction
- Cognition & Learning
- Social, emotional and mental health
- Physical and sensory

The following list is **NOT** considered to be **SEND**, but may still impact on progress and attainment and therefore, where appropriate, a student may receive additional support from the school:

- **ALL** disabilities (see diagram)
- Attendance & punctuality
- Health & welfare
- EAL
- Being in receipt of Pupil Premium
- Being a looked after child
- Behaviour

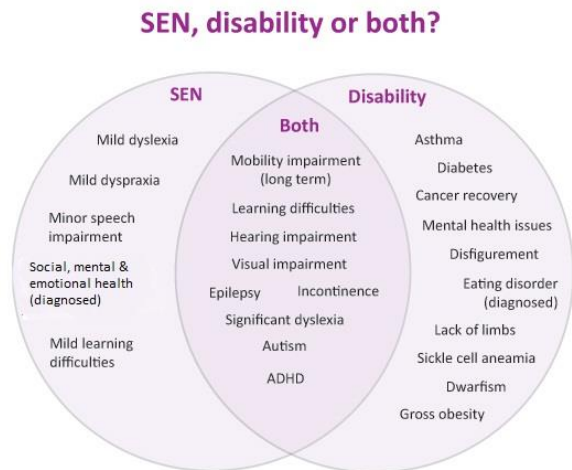
## SEND Aims

SEND is regarded as a whole school policy; all teachers are expected to teach students with SEND and are responsible for ensuring the curriculum is suitable for their different and/or additional needs. All students are entitled to an education providing a broadly-based, balanced curriculum and, as far as is reasonably practical, those with SEND should engage in all the activities of the classroom and the school. In order for this to be achieved, SEND students have access to all areas of the curriculum and the school does its best to secure and give appropriate provision and support. This may be long or short term but help with additional or different needs has to be timely and effective. The school invests heavily in the Teaching & Learning Group, where strategies are developed to support students and departments are trained to deliver appropriate learning activities.

The school aims to encourage a positive attitude to work in all students, including those with SEND, and involves parents and students in discussions of students' needs. The school is determined to treat all students fairly and equally by integrating them into all lessons. The total needs of the school in general, as well as those individual students, must be considered however.

## Our Objectives

- To identify, at the earliest opportunity, barriers to learning and participation for students with SEND
- To ensure that every student experiences success in their learning and achieves to the highest possible standard
- To enable all students to participate in lessons fully and effectively
- To value and encourage the contribution of all students in the life of the school
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND policy
- To work closely with external agencies, where appropriate, to support the need of individual students
- To ensure that all colleagues have access to training and advice to support "Quality First Teaching" and learning for all students



## Parent Communication

Parents are regularly updated on their children's progress. They are invited to attend and contribute to various meetings throughout the year such as Parents' Evenings, Annual Reviews, Outside Agency Meetings, Pastoral Meetings, Review Days etc. The SENDCo is available for parent consultations on request.

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

## Identifying children with SEND

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all students:

- The progress of every child is monitored termly. Where students are identified as not making progress in spite of Quality First Teaching they are discussed and intervention is considered.
- Class teachers are continually aware of a student's learning. If they observe that a student, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their student's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be placed on Additional Support on our SEN register (depending on the results of the investigations).

The SENDCO and members of the Teaching Assistant team are qualified/trained to undertake a range of standardised tests with students. They can use these assessments to add to and inform teachers' own understanding and assessments of a student.

Although the school can identify special educational needs, and make provision to meet those needs, we **CANNOT** offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

## Waves of support for students with SEND

At Woodkirk we have a policy of personalised learning for our students. Targeted support in most cases means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults.

### Wave one

This is through Quality First Teaching (QFT). Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants, Learning Mentors or other specialised staff. High quality teaching is the first step in responding to students who may or may not have SEND.

Additional intervention and support cannot compensate for good quality teaching.

Woodkirk regularly reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

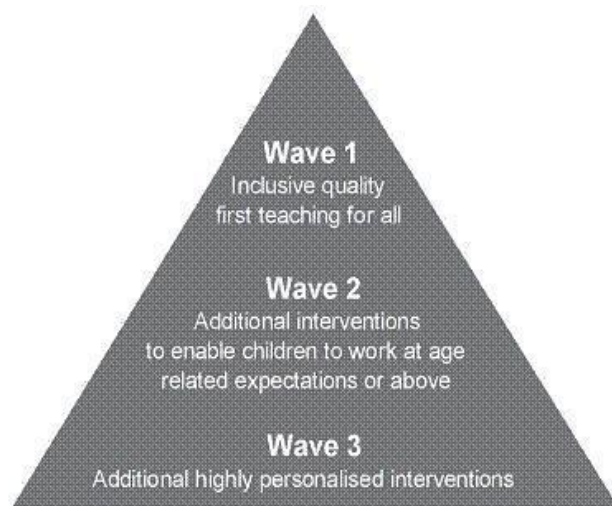
## Wave two

Support may also entail in-class work or targeted group interventions by Teaching Assistants/ Learning Mentors, such as literacy and numeracy catch-up groups, or work on areas such as social skills and/or speaking and listening.

Many students with SEND also have special (access) arrangements in exams, such as separate invigilation, rest breaks, extra time, a reader or access to a word processor.

## Wave three

A small number of students with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. In these case students will usually have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them progress. These students may be assisted in class by Teaching Assistants/Learning Mentors or withdrawn from class for special teaching or social development or social skills programmes.



## The SEND register at Woodkirk

Strategies are available to staff through the SEND database/OPTS system. Many SEND students have bespoke profiles outlining background information and strategies to support. These profiles are essential to inform Quality First Teaching (QFT) in the classroom.

## The Woodkirk “Offer”

Wherever possible, SEND students are supported in mainstream lessons although withdrawal from these lessons can be implemented so that additional or different needs can be met. Any special arrangements are designed to allow students the opportunity to fulfil as much of their potential as possible.

Statemented/EHCP/funded students are supported by teaching assistants and teaching staff, and these are reviewed annually with regard to their appropriateness. Non-statemented students are supported as and when necessary.

In line with whole school policy, all students are taught in mixed ability groups in physical education, design and technology, art and design, PSHRE, computing and music. In all other curriculum areas it is the responsibility of the department to organise the structure of teaching groups.

Formal reporting to parents of SEND students, again, follows whole school policy. All students are closely monitored and tracked four times a year, with one full school report and one Parents’ Evening. Additionally, parents of students with EHCPs or SEND/higher levels of FFI are invited to the Annual Review of the Statement meeting.

- **Key Stage 3**

The Key Stage 3 catch-up programme is currently affiliated to the SEND Department. The programme is delivered by three HTLAs who are line managed by the Assistant Head of Curriculum.

## Year 7

The special needs of students entering school at the end of Year 6 are notified by the feeder primary schools – and, in some cases, their parents - who discuss these with the Assistant Head of Year 7,8 and 9, the dedicated Learning Mentor and – where necessary – with the SENDCo. The latter is always consulted where students have a Educational and Health Care Plan or are funded at more than 18 Units. The SENDCo will attend the last Annual Review meeting hosted by the primary school if invited.

Currently, the Key Stage 2 teacher assessments inform the current level of achievement for the Year 7 transition and those at less than an age- appropriate level are included in any necessary catch-up programme.

Use is made of the Edinburgh Reading Test and the Blackwell Spelling Test scores provided by the English Department.

Those students at less than Level 4 are closely monitored throughout transition and are supported by the Learning Mentor initially – in many cases – and by TAs in the classroom wherever possible. They are given every opportunity to reach an age-appropriate level during Year 7.

On beginning the catch-up programme, units are chosen appropriate to the students' needs. Progress is recorded and made available to staff. Students with particular levels of attainment are considered for disapplication from MFL.

## **Year 8**

If a child does not reach an age-appropriate level by the end of Year 7 – as assessed by the relevant departmental examinations in school – further catch-up lessons are offered. Again, the students are given further basic tests, including NfER tests, and are put on a relevant programme of support which attempts to focus on their individual problems and tackle their personal needs.

Those students at less than Level 4 are considered for disapplication from MFL and, where this is appropriate and possible, benefit from an extra hours of literacy/numeracy each week to supplement the two hours of catch-up already given.

Further assessments are made towards the end of the year and progress is recorded and made available to staff. School examination results and teacher assessments are used to determine the levels achieved by each child by the end of the year.

## • **Key Stage 4**

Students at Woodkirk now commence their option choices in Year 9. Traditionally, those students who are not at an age-appropriate level by the end of the key stage are catered for by in-class TA or teacher support within the mainstream. An alternative curriculum, more fitting to their needs, including off-site courses and work experience, is offered. Assessments are made in the departments.

Those students with dyslexia/specific learning difficulty are catered for in mainstream lessons although those who come to catch-up sessions do benefit from the small group teaching offered. They will then follow additional literacy and/or numeracy sessions where it is deemed necessary.

## **Internal interventions/support offered**

- In class support
- Literacy support
- Numeracy support
- Accelerated reader
- Learning mentors
- Life coach
- Autism support
- Access arrangements in examinations
- Careers advice

## **External agencies**

In addition to the internal support offered and depending on the needs of the student, Woodkirk will seek the consultation and advice from a number of agencies. These include (but are not exclusive of):

- Educational Psychologists
- Speech & Language Therapists
- Deaf & Hearing Impairment Team (DHIT)

- Visual Impairment Team (VIT)
- School Nurse
- Child & Adolescent Mental Health Service (CAHMS)
- Occupational Therapists
- Specialist Training in Autism & Raising Standards Team (STARS)

## **Social, Emotional & Mental Health Needs**

If a student demonstrates unwanted behaviours, the class teacher will assess the students' needs and refer, if necessary, to the appropriate pastoral head. If the students' behaviour is felt to be a response to trauma or to a home-based experience (e.g. bereavement, parental separation), then appropriate support will be provided. For example, mentor support.

If parents and school are concerned the student may have mental health needs, we encourage parents to ask their GP for a referral to the Child & Adolescent Mental Health Service (CAHMS).

All students' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

## **Adaptions to the curriculum teaching and learning environment**

The school is not currently accessible to wheelchair users. Leeds City Council have allocated funds and support for adaptations to Bruntcliffe Academy which has a much more readily accessible site and which is recommended for wheelchair users in the Morley area.

Other "reasonable adjustments will be made, as appropriate, to accommodate students with other sensory disabilities.

We encourage our classrooms to be inclusion-friendly: we aim to teach in a way that will support students with tendencies towards dyslexia, dyspraxia, ASD etc. As part of normal class differentiation curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. It is the responsibility of all teachers to include students with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

## **Access to extra-curricular activities**

All our students have access to before, lunchtime and afterschool clubs. Trips and visits are part of our curriculum and we aim for all our students to benefit from them. No student will be excluded from a trip or visit because of SEND.

## **Professional Development**

The SENDCo holds the National Award for Special Educational Needs Co-ordination (Leeds University), is a member of the British Psychology Association and is qualified to administer Educational, Ability/Attainment Tests. Several of the Teaching Assistant team are also trained to administer these tests. This can help to assist in identifying individual students' needs so appropriate strategies can be put in place. For example, they identify students who require access arrangements in examinations. The SENDCo attends the SENDCo network meetings and any other external training that is deemed appropriate. The school has a comprehensive training programme for all staff throughout the year which included elements of SEND. This includes both mandatory and voluntary sessions.

## **Liaisons**

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools. The SENDCo attends forum meetings with the main feeder primary schools and secondary schools in the area. We particularly endeavour to facilitate a smooth transition for any student with SEND joining or leaving the school. To ensure smooth transition from primary school or on to college, the SENDCo meets with the relevant staff in the other phases to ensure that all key information is transferred and can be acted upon once the student moves from one setting to another. Additional visits/activities are built into the schedule for those students with complex needs.

## **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Richard Aiston. He meets with the SENCO to discuss actions taken by the school.

## **Evaluating the success of provision for students with SEND**

The Governing Body, in partnership with the SENDCo and other colleagues, will monitor and report on the success of SEND provision for students with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for students with SEND
- Analyse attendance and exclusion data for students with SEND
- Monitor progress against SEND priorities in the School Improvement Plan

## **Complaints procedure**

The school has well established procedures for dealing with parental complaints. These are detailed in the complaints policy.

## **Leeds Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25. Leeds Local Offer is available from the website:

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

## **Summary**

It is the school's aim to remove barriers to learning for all students in its care. Implementation of this policy will support the effective inclusion of students with SEND through raising achievement and enabling participation in the full life of the school.

## **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

***Approved by the Teaching & Learning Committee on \*\*\****