

SPECIAL EDUCATIONAL NEEDS (SEN) & DISABILITY POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	Sept 2017
Next Review Due	Sept 2018
Agreed with Teacher Trade Unions and Professional Associations	n/a

This policy complies with the statutory requirement 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 DfE Feb 2013
- SEND Code of Practice 2014
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on Supporting Students at school with medical conditions April 2014
- WPA Safeguarding Policy
- WPA Health and Safety Policy
- WPA Teaching and Learning Policy
- Teacher Standards 2012

It should be read in conjunction with the Welland Park Academy Special Educational Needs Local Offer. This is available to parents on the school website and forms a contributory part of Leicestershire's Local **Authority's** Local Offer. More information about the Local Offer can be found on the Leicestershire County Councils website.

This policy was created by the school's SENDCO in liaison with the SEN Governor, SLT and all staff. It is currently up for consultation with the parents of students with SEND so that it is a co-produced policy that reflects the thoughts and wishes of all stakeholders in the spirit of the current reform.

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SEND Definition

In this policy, special educational needs and disabilities (SEND) refers to a child or young person who has a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Aims & Objectives of the Policy

Our Aim at Welland Park Academy is to raise the aspirations of, and expectations for, all students with SEN. Our school provides a focus on outcomes for children and young people to ensure they achieve their potential.

Objectives:

- To ensure opportunities are provided for every student to experience success through our 'Learning for Life' ethos.
- To promote individual confidence and a positive 'can do' attitude
- To accurately identify and provide for students who have special educational needs or disability
- To ensure all students, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs students
- To ensure staff and governors are accountable for the SEND Policy being implemented and maintained
- Use the 'assess, plan, do, review' method to identify and monitor student's progress and needs
- To ensure that students with SEND have opportunities to express an opinion and that opinion will be taken into account in any matters affecting them
- Involve parents/carers in planning and supporting at all stages of their child's development

Admission Arrangements

The processing of school admission applications is delegated to the Local Authority by Welland Park Academy. Allocation of places to the school is administered by the LA in Year 7. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have a Statement or an Education, Health & Care Plan (EHCP) which names this school as the one they should attend.

Identifying Special Educational Needs, Assessment Arrangements & Review Procedures

Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Regular assessments of students' progress will allow identification of students who are making less than expected progress given their age and individual circumstances. 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 student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

It is important to point out the circumstances which are **not** classed as SEN, but which may hinder progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium (or Student Premium Plus) Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Having behavioral difficulties where an underlying cause has not been identified.

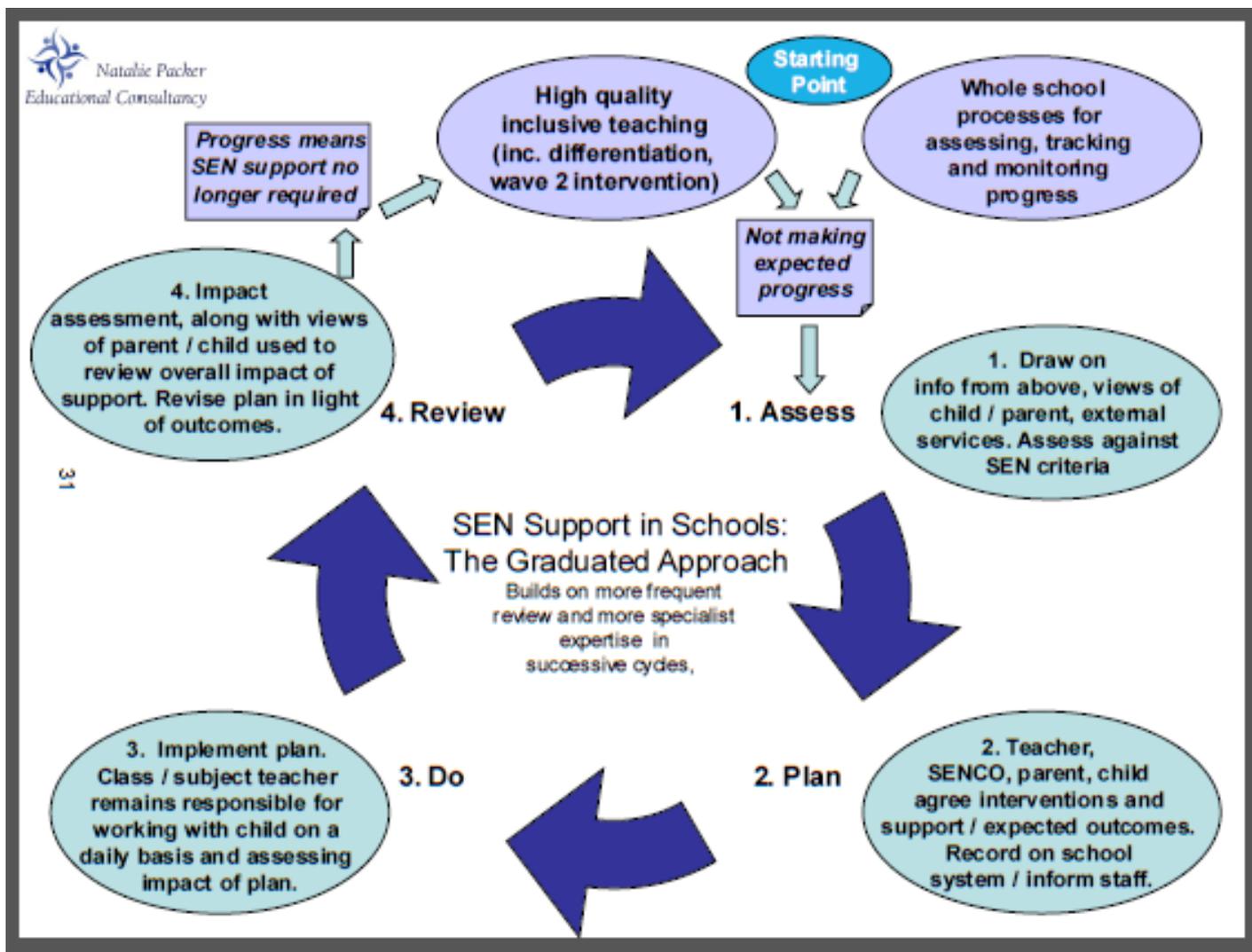
The Code of practice 2014 identifies 4 main areas of need:

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

These 4 broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At WPA, we identify the needs of students by considering the needs of the whole child and then matching the provision accordingly.

Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

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



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

Managing Students on the SEN Record

Each intake of students will be unique to that academic year and, as a result, provision will need to be personalised to meet the needs of individual students each year. The following outlines the procedures in place to monitor students on the SEN Record:

- All students identified as having Need Advice Provision and Support Plan (NAPS) which is drawn up in conjunction with staff, parents and students. This details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and a provision map to record the provision they have, and will receive, over time at WPA.
- NAPs are reviewed twice a year to ensure they are up to date and are then shared with students, parents and staff.
- Students who are on the SEN Record have their progress and attainment monitored regularly by the SENDCO in line with the school's reporting system.
- Parents of students with SEN are invited in 3 times a year to discuss their child's progress. This is timetabled to coincide with school parents' evenings.
- The School's Offer and Provision Map for each year documents the provision offered to students.
- If students make significant progress and no longer fit the criteria for SEN, then they exit the Inclusion Record formally but are subject to informal monitoring.

Supporting Students & Families

- The Local Authority Local offer gives more detail on how parents can access support for their child. More information can be found here: http://www.leics.gov.uk/index/children_families/family/send.htm
- The school has a statutory requirement to provide a SEN Information Report, which can be found on the school's website. This details other agencies that can support families and students and how we support students during times of transition from one phase of education to another etc.
- In order to support students at KS4, we screen all students to analyse their eligibility for Access Arrangements. This could be in the form of a reader, extra time or scribe. Parents are kept fully informed of the results of this screening process.
- We have a policy that determines how we manage students with medical conditions. This can be accessed by request to the main office.

Supporting Students at school with Medical Conditions

The school recognises that students 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 a statement, or 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.

If a student is diagnosed with a medical condition or disability, the school will organise a multi-disciplinary meeting to bring together all the professionals involved in the care of that student, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Audit, to ensure the smooth and safe transition of the student into the school wherever possible.

Disability Access

Although a basic level of disability access is in place at Welland Park Academy, the school's architectural design and age means that some of the main school building remains unsuitable for access to students with significant physical disabilities and mobility difficulties, such as those using wheelchairs. Ramped entrances are in place at some entrances of the school.

Training & Resources

- The training needs of staff are identified through Performance Management and planned for through Departmental Improvement Plans, which are reviewed annually.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training, development and regular CPD.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO 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 school's SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENDCO has NASEN membership to ensure she is regularly updated about SEN issues and to access training resources and consultancy input where needed.
- Local Area Special Schools are used to provide Outreach Work for the school where specialist training or knowledge is required.
- The SENDCOs in our Academy trust meet once a term to discuss various issues relating to the role.

Roles & Responsibilities

At Welland Park Academy, provision for students with SEND, in the classroom, is the responsibility of subject teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support 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
- students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- 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
- the quality of SEND provision is regularly monitored
- a governor is identified to be the person responsible for SEND and for this person to link with Learning Development staff

The Principal has responsibility for:

- the management of all aspects of the school's work, including provision for students with SEND
- keeping the governing body informed about SEND issues
- working closely with the Head of Learning Development/SENDCO
- ensuring that the implementation of this policy and the impact on the school is reported to governors

The Head of Learning Support (SENDCO) 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 Learning Development Teachers, LSAs and TAs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEND
- carrying out detailed assessments and observations of students with specific learning problems
- supporting subject teachers in devising strategies, drawing up Learning Development Profiles, 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 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 record and associated files
- 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 SENDCOs in other schools to help provide a smooth transition from one school to another
- developing good practice within a network of schools
- producing reports for the governors and an annual report for the 'Governors Report to Parents'
- ensuring the Welland Park Academy SEND Offer 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
- making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND
- giving feedback to parents/carers of students with SEND

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, small groups or in Learning Development
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

Storing & Monitoring Information

Confidential documents are stored in a lockable filing cabinet on the SENDCO's office. Details about how long information is kept, when it is destroyed, passed on, stored etc can be found in the school's Information Security policy.

Reviewing the Policy

Policy is kept under review by the SENDCO. This policy will be reviewed annually.