

WILL ADAMS ACADEMY



Special Educational Needs (SEND) Policy

Date of last review	March 2024
Review cycle	Annual
Policy due for review and approval by Local Governing Body	Spring Term 2025

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014, revised January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Children and Families Act (2014) – Part 3; Children and Young People in England with Special Educational Needs or Disabilities
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

This policy, which reflects the SEND Code of Practice 0 – 25 guidance, is available to all staff and parents/carers of students with SEND.

As recommended by DfE guidance, the SEND policy is reviewed annually by the Local Governing Body.

At the Will Adams Academy we aim to offer excellence and choice to all our students, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We have high expectations of all of our students. We want all our students to feel that they are a valued part of our community.

This policy states the current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, Local Authority (LA) and national initiatives, including the SEND Code of Practice.

SEND applies to those students who have a significantly greater difficulty in learning than the majority of students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and/or mental health difficulties, physical or sensory need, and social communication difficulties.

Policy Aims and Objectives

The aims of this policy are:

1. To provide all students of whatever ability with access to the whole curriculum, thus supporting the philosophy of inclusion
2. To provide support to all students in order to enable them to achieve their full potential, making reasonable adjustments, so that no student is put at a substantial disadvantage
3. To promote, within the staff, a corporate sense of responsibility for the special educational needs of all students.

The objectives of this policy are:

1. To identify and distinguish between the various forms of special educational needs experienced by our students
2. To provide detailed information, for all staff, on each student's individual needs
3. To be a point of reference for subject areas to enable them to develop their own teaching strategies
4. To keep parents/carers informed of the needs and provision for their children
5. To keep students informed of and involved in discussions related to the provision put in place for them
6. To offer additional support by identifying appropriate external agencies and making effective use of their services and input.

Responding to Special Educational Needs

The Special Educational Needs Department includes the SENCO, (who also has responsibility for children who are in care (CIC), school-based Counsellor and a team of Teaching Assistants.

The Will Adams Academy operates a Form Tutor system. Students are placed into one of four forms. All Form Tutors have the responsibility for the pastoral care of the students in their form and Form Tutor Teams are available throughout the school day, as well as before school, to work with students and/or their parents and carers to ensure that their pastoral needs are fully met. In addition, the Assistant Head Teacher (Pastoral) and the Family Liaison Officer closely monitor students' wellbeing and ensure that, when needed, appropriate interventions are put in place.

Identifying Special Educational Needs:

There are four Broad Areas of Need (SEND Code of Practice 2014 or 2015) to which the school is required to respond and acknowledge when planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs.

The purpose of the identification of a particular SEND is to establish what action the Academy needs to take to best support the student. The Academy identifies a need(s) of an individual by considering the needs of the 'whole student' which include areas other than the educational needs of the student. As every student attending the Will Adams Academy has been permanently excluded from a mainstream school, they all arrive under the Social, Emotional and Mental Health category. It is often the case that some students have more than one area of need.

Identifying 'poor behaviour' as a special educational need is no longer an acceptable way of describing SEND. Any concerns relating to young person's behaviour should be viewed as an underlying response to a need which the Academy will be able to recognise and identify clearly as the student becomes better known, thereby allowing staff to respond to their needs accordingly.

All teachers are responsible and accountable for the progress and development of every student in their class. Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have additional educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Will Adams Academy regularly monitors the quality of teaching for all students. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support individual needs and extending a teacher's and/or teaching assistant's knowledge of SEND issues.

Roles and Responsibilities

The following arrangements have been made for co-ordinating the provision of education to students with SEND:

The Role of the SENCo

The SENCo is Mrs E.Winn-Gordon. She holds the NASENCO qualification.

The SENCo plays a crucial role in the SEND provision of the Academy. The SENCo works closely and in collaboration with the Head Teacher, other Senior Leadership Team (SLT) members and the Local Governing Body to determine the strategic development of the SEND policy. Other responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for students with SEND
- Liaising and giving advice to fellow teachers and support staff
- Managing Teaching Assistants
- Liaising with parents/carers of students with SEND
- Informing parents/carers of the fact that additional provision has been made for their son/daughter
- Liaising with external agencies, LA support services, Health Professionals, Youth Employment Service, Social Services and other relevant bodies
- Organising the screening and further appropriate testing for access arrangements for GCSEs and other external exams
- Identifying CPD need and contributing to the organisation and delivery of CPD
- Liaising with the Headteacher and School Business Manager regarding SEND funding and the cost of provision (including use of external agencies)
- Providing the Head of School, SLT and Local Governing Body with regular reports regarding SEND and or contributing to the statutory SEND Information Report.

The Role of the Designated SEND Person on Local Governing Body

The Local Governing Body has an important responsibility with regards to progress of and outcomes for students with SEND. These include:

- Ensuring that the provision for SEND students is made and this is of a high standard
- Ensuring that SEND students are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND students
- Being fully involved in developing and subsequently reviewing the SEND policy.

The Role of the Subject Teacher:

“All teachers are teachers of students with special educational needs.” (SEN Code of Practice 2015)

The 2014 Code of Practice clearly acknowledges the importance allocated to the teacher with regards to SEND: Quality First Teaching is an essential element of addressing and supporting students with SEND in their classes. The individual teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND students
- Collaborating with the SENCo to decide what action is required to support a student's progress
- Working with the SENCo to collect all available information on the student
- Meeting an individual student's needs by offering differentiated teaching and, if required, adapted resources
- Developing constructive and supportive relationships with students and their parents/carers.

The Role of the Head of School

The Head of School's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEND provision
- Keeping the Local Governing Body well informed about SEND within the school

- Working closely with and, if required, supporting the SENCo
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education and progress.

Identification, Assessment and Provision

At the Will Adams Academy all students have full access to the National Curriculum and equal entitlement to all aspects learning.

All staff are responsible for identifying students with SEND and, in collaboration with the SENCo, will ensure that students who require different or additional support are identified at an early stage. Assessment is seen as the process which assists this identification: in particular, whether or not a student is making progress, is seen as a crucial factor in considering the need for additional intervention.

Early identification of students with SEND is a priority for the Academy. To aid identification, the Academy will make use of appropriate screening and assessment tools. To assist further with the identification of SEND, the Academy will ascertain student progress through:

- Evidence gained through teacher observation/assessment
- Reference to performance in N.C. or other assessments judged against level descriptions national standards/descriptors
- Standardised screening /assessment tools e.g.: Key Stage 2 test results and group/individual reading and spelling tests

On entry Will Adams, every student's attainment will be assessed in order to ensure continuity of learning from previous secondary school(s). When students with identified SEND start at the Academy, the SENCo will:

- Use information from the previous school(s) to recommend the student's curriculum and pastoral provision
- Identify/focus on the student's skills, note areas that require early support and inform all teachers
- Ensure that ongoing observations/assessments, regular feedback on students' achievements and learning inform further planning of support and interventions
- Involve students in planning/agreeing their targets through Academic Review Days
- Involve parents/carers in a joint learning approach for home/school.

The main methods of provision provided by the Academy are:

Full time education in classes with, when required, additional help and support being provided by subject teachers and Teaching Assistants through a differentiated curriculum. Where appropriate, this will involve a combination of on-site and off-site activities.

Monitoring Student Progress

In circumstances where teachers decide that a student's learning and progress are unsatisfactory, the underlying issues will be considered initially in weekly Teachers' Meetings and then in termly Student Progress Meetings; both meetings are attended by the SENCo. The SENCo and teachers, firstly, will review the approaches adopted. In circumstances where additional support to that of normal class provision is required, support through SEND Provision is organised and delivered.

The process by which the Academy will identify and manage students with SEND status is outlined below:

The processes of Assess, Plan, Do and Review have been identified as an underlying principle of the 2014 Code of Practice. These principles influence how the Will Adams Academy works with students with SEND and assesses how individuals are responding.

The prime determining factor of the need to provide additional support through SEND provision is whether or not an individual is making adequate progress.

Adequate progress is defined as that which:

- Narrows the attainment gap between the student and her/his peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the student's behaviour

Should concerns regarding progress remain, despite sustained intervention, the Academy will raise the student at the In-School Review and consider requesting a Statutory Assessment (EHCP). Parents/Carers will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy. The Academy also recognises that parents/carers have a right to request a Statutory Assessment (EHCP) at any time.

Record Keeping

The Academy will record the steps taken to meet a student's individual needs, the SENCo maintaining records and ensuring access, when required. All confidential information regarding SEND will be kept in locked filing cabinets.

In addition to the usual school records, an Individual Student Profile (ISP) will be created for each student and stored electronically in the Staff Shared Area. The ISP may include:

- Information about academic ability
- Information from previous schools
- Information from parents/carers
- Information on areas of difficulty and interest
- School information on progress and behaviour
- The student's own perceptions of difficulties
- Information from health/social services/other agencies, e.g.: CAMHS
- A provision map to show what interventions are in place and when they should be reviewed.

Request for Statutory Assessment

The Academy will make a request for a statutory assessment to the LA when, despite an individualised programme over a period of time, a student remains a significant cause for concern. Requests for statutory assessments may also be made by the parent/carer or by referral by an outside agency. In order to carry out a Statutory Assessment the Academy will have the following information available:

- Details of SEND Support to date
- Records and outcomes of regular In School Reviews (At least 2 ISRs)
- Information on the student's health and relevant medical history
- Academic progress and attainment
- Literacy/numeracy attainments
- Other relevant assessments from specialist e.g. support teachers/educational psychologists
- The views of both parents/carers and student
- Social services/Educational Welfare service reports
- Involvement by other professionals, if any

An Education Health and Care Plan (EHCP), formerly SEN Statement, may be provided in situations where, after a statutory assessment, the LA considers that a young person's needs are such that additional/alternative provision must be sought. If the EHCP is granted, the student will be offered an alternative provision as the Will Adams Academy does not provide for the students with the EHCP. The Academy does, however, recognise (as should parents/carers) that a request for Statutory Assessment will not inevitably lead to an EHCP.

In-School Reviews

An In-School Review (ISR) is held termly and is organised by the SENCo. An agenda will be issued in advance, setting out the main purposes of each meeting.

The ISR will normally be attended by the Educational Psychologist and the SENCo. If appropriate, representatives from outside agencies such as Attendance Advisory Practitioner or Social Services may be invited, as well as other staff members from Will Adams.

The focus of discussions will be SEND students about whom there is an on-going concern. Prior to an ISR the SENCo, in liaison with the other members of staff, will collect evidence of the difficulties and concerns appropriate to each student.

The ISR provides an opportunity for discussing students that are causing concern, for identifying and providing additional strategies to meet their needs. It is also the time when students, who may require statutory assessment, are discussed (at least twice) before they can be referred to the Local Authority.

The SENCo will chair ISR meetings, which will be minuted. The minutes are issued to all involved and are stored securely in the lockable room.

Storing and Managing Information

The Academy recognises the importance of appropriately managing and storing documentation associated with SEND. Documents are stored in line with the Academy's GDPR.

All information referring to students who have left the Academy, is archived appropriately and securely.

Dealing with Complaints

If parents/carers have complaints about the SEND provision within the Academy, they can address these directly with the SENCo or the Head of School. The Academy is committed to resolving complaints and grievances promptly and resolutions are sought at all times.