

Special Educational Needs Policy

The Government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website www.education.gov.uk/schools/pupilsupport/sen

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014

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

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

All schools and academies are required to publish a SEN Information Report on their website. The report must contain SEN information regarding meeting the needs of SEN students as determined by academy policy and the provision they are able to deliver.

Mission statement

John Whitgift Academy is dedicated to enabling all learners to make significant progress in knowledge, understanding and skills, in attitudes and in values, as social beings and as lifelong learners. We understand goals for all children are the same, but the help that individual children need in progressing towards them will be different.

All staff and the Education Advisory Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together. Our commitment to this is outlined in this policy.

Aims and objectives

Aims

We aim to address the special need or disability of each individual student so they can:

- Access a broad and balanced education
- Develop a clear pathway through education to adulthood, paid employment and independent living
- Experience success in learning and reach their full potential
- Enjoy greater self-esteem knowing their opinions and achievements are valued
- Work towards independence

Objectives

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school
- Monitor the progress of all students in order to aid the identification of those with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO/Deputy SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all student's needs are catered for
- Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the academy as a whole, and the effectiveness of the SEN policy and the SEN support systems
- Work in conjunction with external support agencies when needs cannot be met by the academy alone
- Create an environment where students feel safe to voice their opinions of their own needs. This may mean providing regular one to one meetings between students and the SENCO/Deputy SENCO and will be made easier by carefully monitoring the progress of all. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in academy life (e.g. membership of the School Council).

To achieve these goals we strive to:

- Embrace The Children and Families Act 2014
- Follow the 2014 Code of Practice and the Disability Equality Duty for children with SEN and disabilities (SEND) with an inclusive approach
- Promote a flexible and imaginative organisational structure in which learning needs can be met and personalised programmes of work can be agreed with colleagues, parents and students
- Liaise with other staff in identifying and assessing student's needs
- Promote access to a broad and balanced curriculum
- Monitor and evaluate progress for students with SEN and disabilities
- Compliment the delivery of Quality First Teaching
- Work closely with our partners within the Delta Academies Trust and our partners within the local authority to provide a common framework to provide essential provision for all

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Information about the academy's admissions policy can be found in the academy prospectus and on the website.

The SENCO/Deputy SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO/Deputy SENCO will ensure liaison between academy staff members and the SEN team to ensure that the provision is individualised where needed. This may include:

- Transition planning meeting with staff from the feeder school or future provider and parent/carer
- Additional visits
- Personalised transition plan
- Sharing of information

Responsibility for the coordination of SEN provision

The persons responsible for overseeing and co-ordinating the day to day provision of education for students with SEN are the SENCO Mr Spendlow and the Deputy SENCO Mrs J Hildred.

The Education Advisory Board (EAB) have a responsibility to ensure provision for students with SEN is made in line with statutory requirements, as outlined in the SEN Code of Practice 2014.

Arrangements for coordinating SEN provision

The SENCO/Deputy SENCO will hold specific SEN documentation for individual students, details of all provision maps and educational support plans. Additionally staff can access:

- The SEN Support Register and data systems (SISRA) used for tracking this cohort
- Guidance on the identification of Special Educational Needs outlined in the Code of Practice
- The JWA Inclusion Booklet which gives practical advice, teaching strategies, and information about different types of special educational needs and disabilities
- Information on individual student's special educational needs, including targets set, copies of support plans and outcomes of monitoring
- Information on SIMS for individual students and their special needs and requirements
- Information on current legislation and SEN provision

This information is made accessible in order to aid the effective co-ordination of the academy's SEN provision. In this way, all staff will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for individual needs.

Identification of pupils needs

The SEN Code of Practice advocates a continuum of provision in meeting the needs of children with SEN. Schools meet most learning needs through differentiation of the curriculum, which means teachers tailor their approaches to suit individual learning needs and styles. Where children do not respond to various aspects of quality first teaching, including differentiation and do not make adequate progress, there is a need for the academy to do something additional or different. This is known as:

A graduated approach

- Any student who is falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be closely monitored
- Once a student has been identified as possibly having SEN, they will be closely observed in order to gauge their level of learning and potential difficulties
- The class teacher will take steps to provide differentiated learning opportunities that will aid academic progression and enable a better understanding of the provision and teaching style that needs to be employed.
- The SENCO/Deputy SENCO will be kept informed. Support and guidance may be requested to determine an appropriate level of intervention
- If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the academy

- The child's difficulties are recorded as an aid to further progression and for future reference but this does not place the child on the school's SEN Support register
- Student progress meetings are used to monitor and assess the progress being made by the individual students

Underachievement v SEN

Academy staff are mindful not to confuse underachievement with SEN. Gaps between potential and achievement could be a result of a number of factors including; attendance/punctuality, emotional needs, style of teaching, motivation, peer relationships and/or external factors such as quality of sleep, appetite and general well-being issues. Students underachieving in some subjects are often successful in other areas including out of school activities. A holistic approach allows a greater understanding and awareness of individual student needs and determines appropriate interventions and support. Where a student continues to experience difficulties and makes little or no progress despite a programme of intervention and support then a formal identification process will be implemented.

SEN Support

Where it is deemed that a student does have SEN, parents/carers will be formally advised and the decision will be added to the student's record. The aim of formally identifying a student with SEN is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

Assess

This involves clearly analysing the pupil's needs using standardised assessments, the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the student is progressing.

This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO/Deputy SENCO, support staff, parents and student (where appropriate) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Learning Support Assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO/ Deputy SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents/carers. The SENCO/ Deputy SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the child.

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the student progresses. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO/Deputy SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Facilities for pupils with SEN

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO/Deputy SENCO will consult with the child's parents for other flexible arrangements to be made, however the academy has a range of facilities and resources for students with SEN, for example: The Personalised Learning Centre provides a discreet area for assessment and a welcoming learning environment for small group or one-to-one interventions to support a range of needs

- Availability for SEN students to take 'time out' during unstructured times
- Access to individual programmes/mentoring to develop social, emotional and life skills

If a situation arises where specialist equipment is needed, then advice would be sought from the appropriate specialist service such as The Education Team for Hearing & Vision (ETHV)

The role of the SENCO/Deputy SENCO:

- Keeping staff fully informed of the special educational needs of students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that students would benefit from this type of provision
- Overseeing appropriate individual targets that motivate students to do their best and celebrating achievements at all levels

- Recording and maintaining a whole school provision map summarising a wide range of additional provision, above and beyond Quality First Teaching, which is available for all staff.

Working in partnerships with parents

John Whitgift Academy believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

Parents/carers are kept up to date with their child's progress through progress reports, parent's evenings, review meetings and annual reports.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on individual need.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Links to support services

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our academy. Support services may raise additional concerns about a child. This will then be brought to the attention of the SENCO/Deputy SENCO.

The following services may be involved as and when is necessary:

- Educational Psychology Service (EPS)
- Specialist Advisory Service (SAS)
- Education Team for Physical Disability (ETPD)
- Education Team for Hearing & Vision (ETHV)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech & Language
- ADHD Team
- Occupational Therapist
- School Nurse
- Education Welfare Service (EWS)
- Children's Assessment & Safeguarding Service
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
- Families First Access Point (FFAP)

Additional services/professionals can be contacted to support individual needs. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and parents will be informed.

In service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The SENCO/Deputy SENCO attend relevant SEN forums, meetings and facilitates/signposts SEN focused external training opportunities for staff.

We recognise the need to keep staff updated on SEN issues and the Senior Leadership Team ensures that training opportunities are matched to school development priorities.

Training can be made available for whole staff or specific groups, such as; EAB, midday staff and support staff. This can be accessed through the Local Authority, the academy partnership or in-house training.

John Whitgift Academy is a member of the Delta Academies Trust. This enables the sharing of resources, advice and expertise, training and the development of activities.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the academy encourages feedback from staff, parents/carers and students throughout the year. This may be via:

- Data analysis
- Discussions at parents meetings
- Review meetings with the student and any other professionals working with them
- Appraisal meetings with teachers and support staff

Student progress will be monitored on a termly basis in line with academy policy and the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO/Deputy SENCO, Vice Principal and SEN EAB member. Information is gathered from different sources such as student, parent/carers, teacher and staff surveys, parent consultation evenings, feedback forms and academy forums. This information is collated and published by the Education Advisory Board (EAB) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform academy development and improvement planning.

Review Date: March 2020

