



**SEND
Policy
2018 – 2021
(Draft)**

Approved by Governing Body -

The Westwood Academy

Special Educational Needs Policy Statement

Background Information about the School and its Provision for Pupils with Special Educational Needs

We are an academy of approximately 600 pupils located in the south-west of the city. Our local catchment area is a disadvantaged neighbourhood but we take pupils from all over the city who choose us over other schools. Some 27% of our pupils have a registered entitlement to free school meals and approximately 46% receive Pupil Premium funding. We are proud to reflect the diversity of the City population and 15% of our pupils have English as an additional language. Some 30% of our children are recorded as having special educational needs. These pupils are recorded as an EHCP (Statement) or SEN Support.

Pupils have a range of difficulties. These difficulties would include Communication and Interaction including pupils with Autism Spectrum Disorder. (Not all pupils with a diagnosis of Autistic Spectrum Disorder are included on the SEN register); Cognition and Learning (including general learning difficulties, dyslexia, dyscalculia); and sensory and/or physical difficulties, including Dyspraxia. (Not all pupils with a physical disability are on the SEN register). There are 9 'looked after' children (as at January 2018).

Our Faculty of Learning Support is led by the AHT/SENCO. Other departmental staff include: a High Level Teaching Assistant and six full and part-time HLTA/teaching assistants employed by the school to work with pupils with SEND and lower ability.

The department works very much as a team, led by the Assistant Head Teacher (AHT)-SENCO. Each member of the team is responsible for meeting the identified needs of the individual pupils, in liaison with the subject teacher, where support occurs. The support teacher will also consult with colleagues regarding the needs of pupils.

The Assistant Head Teacher with responsibility for Inclusion establishes close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

Objectives of the School's SEND Policy

The objectives of our policy are to:

- organise all our activities to ensure that all children are included in the life of the school
- work closely with parents, sharing information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- meet the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Sept 2014)
- encompass the LA Statement of Policy for Children with SEND
- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the school curriculum as a whole, taking account of the SEN Code of Practice (2014)
- respond to particular pupils flexibly according to the nature of their difficulties
- support pupils' learning without making them feel different or inferior to their peers

- enable each pupil to become an independent and confident pupil.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

Our SEND Co-ordinator

Our AHT/SENCO is: Helen Dalglish

Arrangements for Co-ordinating Educational Provision for Pupils with SEND

The AHT/SENCO role will;

- manage the day to day operation of this policy
- ensure that SEND provision for pupils is arranged
- manage the timetables of teachers and teaching assistants assigned to the SEND department
- report on the effectiveness of provision to the Leadership team and through them to governors
- keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- decide whether to put forward pupils for statutory assessment, in consultation with parents/carers
- ensure Action Plans, and Inclusion Information, including teaching tips are distributed to relevant teaching staff

The Head Teacher and Leadership team will:

- identify resources for SEND
- plan with the AHT/SENCO how resources are used to support pupils in the most efficient, effective and equitable way
- set the overall school policy for Inclusion

Class Teachers will:

- identify pupils experiencing difficulties
- discuss pupils with SEND with the AHT/SENCO and parents/carers
- review plans for pupils who have them.
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures
- seek to meet SEND within the overall framework of inclusion in the school

Heads of Department will:

- monitor progress made by pupils
- ensure curriculum plans detail strategies for differentiation
- use departmental resources to build the teaching resources available for SEND
- monitor teachers plans to ensure they include appropriate differentiation for pupils with SEND
- ensure assessment procedures are appropriate for pupils with SEND

Governors will:

- identify a minimum of one governor with a special interest in SEND

- use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Admission Arrangements

Before pupils come to school we will:

- visit our feeder schools (College Director with responsibility for Transition and / or SENCO, AHT where required), note pupils who have already been identified as having SEND, and collect information about their educational history
- undertake follow up visits to discuss individual pupils in more detail as necessary
- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.
- Have an induction afternoon, held in the Learning Support Centre, for those pupils who may find the induction day particularly difficult

Once pupils arrive in school, we will:

- undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- discuss the placement of the pupil on the school's SEND register with parents/carers
- make sure that information about pupils' SEND is passed on to appropriate school staff
- give parents/carers information about the Coventry Parent Partnership Service.

When pupils leave the school we will:

- pass on information about the pupil's educational history to any receiving school
- complete other transfer documentation as required

SEND Specialisms and/or Special Units

We have special provision for: [we prefer not to refer to this provision as a special unit]

- pupils with Speech and Language Difficulties

We also have considerable experience of working with children with the following disabilities:

- Dyslexia, Autism, Dyspraxia, Visual & Hearing Impairments, Speech & Language Disorders, Attention Deficit Disorder with Hyperactivity, Attention Deficit Disorder, Specific Learning Difficulties, General Learning Difficulties, Social Communication Difficulties, Children whom need Nurture, Social Difficulties, Deprivation, School Absentees.

We have some staff who have undertaken specialist training in:

- Learning Difficulties, Dyslexia, Autism, Speech & Language, Behaviour Difficulties, General Learning Difficulties.

Building Adaptations and Special Facilities.

We have the following adaptations and special facilities:

- wheelchair access to teaching areas
- lifts in all teaching buildings
- ramp access whole site
- wheelchair access to additional areas of the school
- toilets for pupils with disabilities including wheelchair access, changing facilities.
- a hygiene suite

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities, and facilitate access for adults with disabilities.

Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND

The Allocation of Resources to and amongst Pupils with SEND

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEND within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development Plan

The AHT/SENCO will work with the Leadership team of the school to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of pupils and individual pupils, including those with EHC Plans
- ensure that support is allocated to pupils on a fair and equitable basis
- monitor the progress made by pupils with SEND
- evaluate the effectiveness of provision for SEND
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice

Identification, Assessment, Monitoring and Review Procedures

We use the definition of Special Educational Needs in the SEND Code of Practice (2014): "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (page 83). Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers
- the pupil's needs

- the resources available to the school
- the efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs.

Our procedures are designed to offer a graduated response to special needs in line with the SEND Code of Practice (2014) including the following stages:

SEN Support

The teacher/s will put in place different ways of teaching so that the pupil is fully involved in learning in class. This may involve things like using more practical learning or providing different resources, including ICT. The teacher will also put in place specific strategies (which may be suggested by the SENCo or specialists from outside agencies) to enable your son or daughter to access the learning tasks.

Education Health and Care Plan

Statements of Special Educational Needs have now all been replaced by Education, Health and Care (EHC) Plans. EHC Plans place much more emphasis on personal goals and will clearly describe the support a child/young person will receive across different services, including at school, to achieve these ambitions.

For secondary aged pupils leaving school and moving into further education the EHC Plan will follow the young person into college or training where appropriate. It will no longer be necessary to have the separate learning difficulty assessments prior to leaving schools. EHC Plans cover the age range 0-25.

Assessment

All Statutory Assessments started from 1 September 2014 onwards have been undertaken under the new SEN Code of Practice 2014, resulting in an EHC Plan. The statutory assessment time scales have been reduced from 26 to 20 weeks.

Pupil Participation

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes.

Monitoring

The SENCO will meet College Directors, Pastoral and Safeguarding staff to monitor pupil progress weekly at our Individual Needs meeting, and at twice termly meetings.

Heads of Department will monitor pupil progress and report any concerns to the SENCO.

Review

Action Plans will be reviewed at least every six months, in consultation with parents/carers. The school wants parents/carers to be active participants in pupils' education.

The SENCO will update the school's SEND register termly.

The SENCO will work with the Leadership team to review the overall pattern of SEND support on an annual basis.

Governors will include in their Annual Report to Parents information on the Success of the SEND Policy over the year, and any changes made to the policy, as required by the SEND Code of Practice (2014).

Arrangements for Providing Access to the Curriculum for Pupils with SEND

We support access through differentiation, allocating extra support to an individuals or groups according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- ensuring that all pupils have appropriate learning targets which are challenging
- valuing the diversity of our pupils of which SEND are a natural part
- ensuring that our reading stock includes stories with positive images of pupils with SEND
- looking for opportunities within the curriculum to raise SEND issues
- seeking to make provision for SEND within routine class arrangements wherever possible
- seeking opportunities for pupils with SEND to work with other pupils
- encouraging pupils with SEND to play/socialise with other pupils
- developing links with special schools to extend pupils' experience of diversity

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- the amount of identified teaching time available to support SEND pupils
- the number of pupils with special educational needs attaining specified levels in National Curriculum assessments.
- average reading improvement of pupil receiving support with teaching.
- the number of planned programmes of intervention and support.
- the amount allocated to SEND by governors
- the proportion of teachers' records which include information on the special educational needs of pupils in their classes.
- the proportion of schemes of work which show evidence of differentiation for pupils with SEND
- INSET time allocated to staff development with reference to special educational needs
- the proportion of parents attending or contributing to reviews and consultations
- staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. Action Plans, Reviews, Reports, Class Organisation for Special Needs, sheets etc.
- recommendations by external agencies are acted upon and incorporated into the curriculum.
- children are confident and well motivated and are making measurable progress
- movement between stages and the number of pupils on the register.

Arrangements for Considering Complaints about the SEND Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with complainant
- undertake further investigations
- seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

Information about the School's Staffing Policies and Partnership with Bodies beyond the School

The School's Arrangements for SEND In-service Training

- all staff have the opportunity to receive In-Service training on SEND Procedures in school
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- the AHT/SENCO will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.

The Use made of Teachers and Facilities from Outside the School Including Support Services

- external agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- external agencies will be used to identify specific targets for pupils in line with the school's procedures
- planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Learning and Behaviour Support Service
- regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services
- use of in house careers, advice and support opportunities available to all pupils in years 7 – 13.

Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEND Code of Practice (2001). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the IEP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs and GEPs
- open School Access for parents/carers
- discussing with parents/carers options when pupils leave schools
- meeting the parents/carers of prospective new pupils to the schools to discuss SEND support

Links with other Mainstream and Special Schools, Including Arrangements when Pupils Change or Leave School

We have the following links.

- Schools sending pupils to this school
- Schools attended by our pupils while on our role
- Schools our pupils attend when they leave our school

Arrangements for Pupils Changing or Leaving School

Parents/carers seeking places at other schools outside the usual leaving times can discuss this with the Education Service in the Council House

At the usual leaving times, the school:

- can arrange to discuss options with parents/carers
- arranges for pupils to visit their new school
- ensures pupils have access to a careers advisor within the school
- helps pupils to prepare for their new school

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations

We liaise with:

- Health Visitors
- Social Services
- Child Health Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Playgroups and Nurseries

Contact Details

For further information about provision for pupils with SEND, please contact: Helen Dalglish

References

Our policy is based on legal requirements. The framework for SEND Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506) Special educational needs and disability code of practice: 0 to 25 years (2014). Copies can be obtained from DfES Publications: Tel 0845 60 222 60, e-mail dfes@prolog.com.uk. Quote reference number when ordering.