

SEND Policy

September 2018

This Policy has been developed in the spirit of current reform. It has co-produced by the SENDCO, SEN Governor in liaison with the Senior Leadership Team.

Policy Date - September 2018

Review Date - September 2019

Review By - Policy Committee & SENDCO

SENCO : Mrs L McCall

SEN Governor: Mrs R Beckett

Compliance

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 Academy's DFE February 2013
- SEND Code Of Practice 2014
- The Children and Families Act 2014
- Special educational Needs and Disability Regulations 2014
- Academy's SEN Information Report Regulations 2014
- Statutory Guidance on supporting pupils at Academy with medical conditions April 2014
- National Curriculum Key Stage 1 & 2 Framework Document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

OVERVIEW

Weelsby Academy recognises that any learner may have special educational needs at some time during his/her time in Academy and therefore a wide variety of strategies will be used to meet these needs as they are identified. All pupils at Weelsby Academy are equally valued regardless of whether they have special education needs. They are included into every aspect of Academy life: meal times, recreation times, Academy clubs, and visits, as well as all curriculum areas. (See Equal Opportunities Policy) Every teacher at Weelsby Academy is a teacher of every child, including those with SEND.

AIMS

- To raise the aspirations of, and expectations for all pupils with SEND
- To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
- To ensure that provision for learners with individual and special needs is central to curriculum planning.

- To ensure that teaching and learning is differentiated appropriately so that learners may achieve high standards and make good progress in line with their abilities.

OBJECTIVES

- To identify and provide for pupils who have special education needs and additional needs
- To work within the guidance provided in the SEND Code of Practice [2014]
- To operate a “whole pupil, whole Academy” approach to the management and provision of support for SEN
- To provide a SEND co-ordinator [SENDSCO] who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with SEND pupils

IDENTIFICATION

“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 him or her.” [Code of Practice 2014]

At Weelsby Academy we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. We are committed to early identification of special educational need and will adopt a graduated approach to meeting special educational needs in line with the Code of Practice (2014).

The Code of Practice 2014 describes four broad categories of need:

- Sensory and/ or physical
- Cognition and learning
- Social, mental and emotional
- Communication and learning

At Weelsby Academy we will take into account information gathered from

- Early Years Inclusion Support Service or other agencies may inform the Academy about a forthcoming admission of a child with SEN.
- External agency/parental/health practitioners/Academy nurse or social workers.
- Foundation Stage baseline assessment
- Concerns from class teachers and parents
- Half Termly pupil progress meetings with the Senior Leadership Team

More formal assessments may be completed by any of the following: SENCO, CDC, Schools Advisory Service or other outside agencies at any time and where appropriate.

SEN Procedure and Practice

Weelsby Academy is committed to early identification of special educational need and adopts a graduated approach to meeting special educational need in line with the Code of Practice (2014). We will apply an ASSESS-PLAN-DO-REVIEW cycle as a core principle of our practise (See appendix 1).

High Quality Teaching (HQT) with in class differentiation.

SEN children will be identified and catered for on class teacher's planning documents.

Monitor

Where a child struggles to meet their targets through HQT, additional short term targeted interventions may be necessary. In consultation with the SENCO, class teachers will identify, implement and oversee rigorous and well evidenced interventions. Intervention outcomes are evaluated and acted upon on a termly basis at review meetings with SENDCO and external consultant (see appendix 2 – My Plan).

Added to SEN register.

If the pupil needs more specific, bespoke support, through consultation with parents, the pupil may be registered as having a Special Educational Need and a Personalised Learning Programme will be written (see appendix 2 (My Plan) and 3 and 3a).

Education Health Care Plan

Where pupils have not responded to sustained, relevant and purposeful measures by the Academy and external agencies, or, where pupils require SEN provision which cannot be reasonably be provided by the Academy, a request for an EHCP assessment will be submitted to the Local Authority.

Exit from the Register

When a pupil meets their targets and makes accelerated progress their SEN status will be reviewed. If, through consultation with parents, and pupil it is felt that progress will be maintained without the need for additional support then the pupil will exit the register.

Working in partnership with parents and families

Throughout this graduated approach parental consultation and involvement is ongoing. Parental consultation may occur at any point during the Academy year. Pupil voice is an integral part of the process and the Academy will elicit the views of pupils to support their SEN provision.

Weelsby Academy is committed to working in partnership with families, children, and other members of the Academy community as well as outside agencies to provide for the needs of every child. We recognise that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents may contact the Academy at any time to express any concerns they may have. Further information about SEND [SEN Information Report, local offer] can be found on the Academy's website.

Working in partnership with the Education Advisory Board

The SENCO works closely with the Education Advisory Board through the link governor for SEND.

Links with other agencies and voluntary organisations

Weelsby Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Behaviour Support Service
- Social Services (in liaison with Pastoral Manager or Child Protection Co-ordinator)
- Speech and Language Service
- North East Lincolnshire's Specialist Advisory Service
- Applied Psychologies
- Team@work Ltd
- Barnardo's Outreach Service
- The Family Hub
- Child Development Centre

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Supporting Pupils with Medical Conditions:

Weelsby Academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education [ref Statutory Guidance Supporting Children at School with Medical Conditions 2014].

Some children with physical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Some children with special educational needs (SEN) may have a statement, or, Education Health and Care (EHC) plan. This brings together their health and social care needs in addition their special educational provision. Where this is the case the Academy will comply with its duties under the Special Educational Needs and Disability Regulations 2014.

Transition

At the end of KS2 Weelsby Academy will support children with SEN by co-ordinating closely with the SENCO at their new Academy. This may involve additional transitional visits, opportunities for SENCO's to observe a child's needs within their current setting and/or organisation of transitional meetings. Occasionally, it is necessary for children to need additional support through transition from Foundation stage into Key Stage 1 or Key Stage 1 into Key Stage 2. On these occasions we will provide reasonable adjustments to support children based on individual needs.

Monitoring and Evaluation of SEND

The Academy regularly and carefully monitors and evaluates the quality of provision offered to all pupils through regular audits [SEF] sampling of parents, pupils and staff views. This policy will be reviewed annually.

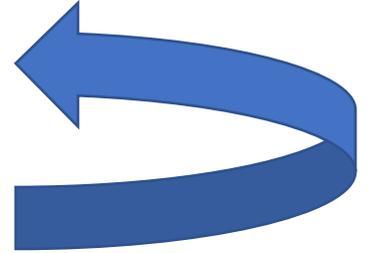
Appendices

Appendix 1

A Graduated Response (Cognition and Learning)

Stage 1: CLASSROOM-BASED (not on the register)

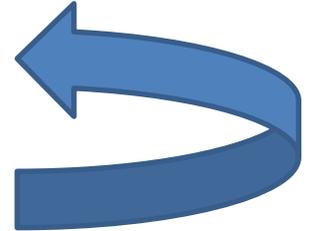
- Child causes concerns due to poor progress (Assess using PIVATS)
- Collaborate with parents (Class teacher)
- Assess using PIVATS
- Plan High Quality Teaching (HQT) / differentiation / in-class
- Do
- Review (Pupil progress meeting – My Plan support plan completed)
- Collaborate with parents (Class teacher)



Discussion with SENCO around progress and what has been offered already.

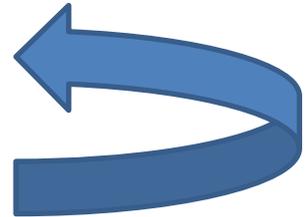
Stage 2: SENCO Involved (If significant additional support is needed, place on the register)

- Continued lack of progress
- Assess using PIVATS
- Plan - HQT / Differentiation / Interventions / My Plan Stage 2 completed
- Do
- Review (My Plan support plan completed)
- Collaborate with parents (Class teacher and SENCO)



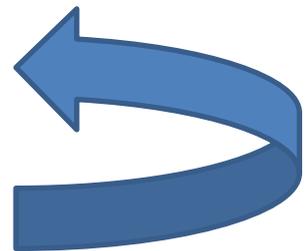
Stage 3: Agency Involved

- Continued lack of progress – Involve Advisory Teacher (AT)
- Assess (AT)
- Collaborate with parents (AT)
- Plan – Personalised programme
- Do (Follow Service guidance)
- Review (My Plan support plan completed)
- Collaborate with parents



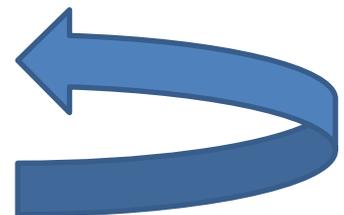
Stage 4: EP Involved

- Continued lack of progress – Involve EP
- Collaborate with parents (EP)
- Assess (EP)
- Plan – Personalised programme
- Do (Follow EP guidance)
- Review with EP (My Plan support plan completed)
- Collaborate with parents



Stage 5 Consideration to EHCAR

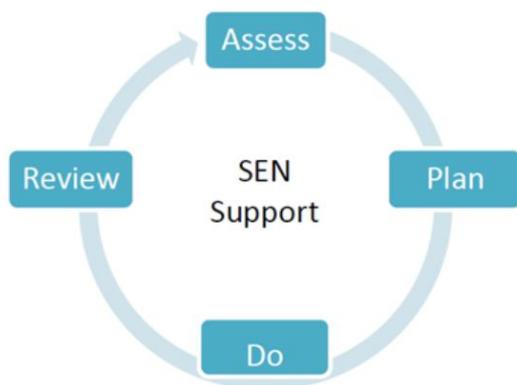
- Continued lack of progress
- Meeting between parents, school and agencies
- Begin EHCAR
- Collaboration between parents, school and agencies
- Submit EHCAR with evidence / reports
- Individual Provision Plan for children with EHCP



Appendix 2

My Plan

Name: [] Date: [] 00/01/1900 []		
<u>Whats working well?</u> school? home? socially? emotionally? behaviour? health? social care?	<u>What are we worried about?</u> school? home? socially? emotionally? behaviour? health? social care?	<u>What needs to happen?</u> <u>support with:</u> school? home? socially? emotionally? behaviour? health? social care?
<u>Worry statement?</u>	<u>Desired outcome?</u>	
PLAN <u>What needs to happen?</u>	DO <u>Did we do it?</u>	REVIEW <u>What impact did it have?</u>
<u>Start date of cycle:</u> [] <u>Date of review:</u> []	<u>Those involved:</u> []	



The A-P-D-R cycle should be consistently employed throughout the graduated response

Appendix 3

Individual Provision Plan

Name:		Year Group/Class:	IPP No.
DOB:	SEN Stage: SEN support (register) EHCP	Date Set:	Cycle:
Area of Need:			
CoP Category: Cognition and Learning/Communication and Interaction/Sensory and Physical/SEMH			
Pupils Strengths:			
Long Term Aims:			
Assess <i>Identify additional needs/barriers to learning</i>	Plan <i>Provision planned to meet additional needs/remove barriers to learning (in addition to the high quality differentiated teaching for all pupils)</i>	Do <i>Details of what will happen e.g. name of intervention/support, how often, who will deliver etc.</i>	
Additional Needs/barriers	Strategies: Intervention:		
Assessments (at start of plan)			
Additional Needs/barriers	Strategies: Intervention:		
Assessments (at start of plan)			
Additional Needs/barriers	Strategies: Intervention:		
Assessments (at start of plan)			

Review Meeting Notes		
Date of Review:	Present at review meeting:	
Assessments (at end of plan)	Impact/progress (quantitative)	Impact/progress (qualitative)
Comments:		
Pupils Views:		
Parents Views:		
How to help at home:		
Next Step:		
Signatures		
Parent:		
Pupil:		
Class Teacher:		
SENCo:		

Appendix 3a

Individual Social and Emotional Development Plan		Name:	D.O.B:	Class/ NCY:	Date:
Targets:					
Behaviours Displayed:					
Proactive Classroom Strategies :			Proactive Break Time Strategies:		
			Additional Proactive Strategies:		
			Strategies for non - compliance:		
			Parents Views		
Parents Signature		SENDCo Signature			
Teachers Signature					