



# **Special Educational Needs Policy**

**September 2023**

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 2023

Review Date  
July 2024

Review By  
Policy Committee & SENDCO

## **Weelsby Academy Special Educational Needs Policy**

*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.*

SENCO : Miss Jasmin Puckey  
SEN Governor: Miss Ruth 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

### **General Data Protection Regulations (GDPR)**

From Friday 25<sup>th</sup> May 2018, information and data regarding children with additional needs will be processed in accordance with reference to the General Data Protection Regulation (GDPR) 2018. Details may be found in the Information Report.

### **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 [SENDCO] 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

- 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 and scaffolding.

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

### **Monitor**

Where a child struggles to meet their targets through QFT, 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.

### **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 (Graduated Approach) 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
- Speech and Language Service
- North East Lincolnshire's Specialist Advisory Service
- Barnardo's Outreach Service
- The Family Hub
- Child Development Centre
- Educational Psychology

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)

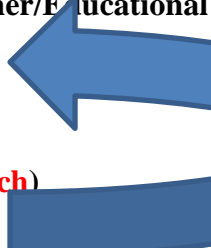
- Child causes concerns due to poor progress (Teacher assessment – not just test scores)
  - Collaborate with parents (Class teacher)
  - Assess using PIVATS
  - Plan Quality First Teaching (QFT) / differentiation / in-class
  - Do
  - Review (Pupil progress meeting – Concern form completed)
  - Collaborate with parents (Class teacher)
- 

Discussion with SENCO around progress and what has already been offered before moving to Cycle 1.

##### Stage 2 (Cycle 1): SENCO Involved (If significant additional support is needed, place on the register)

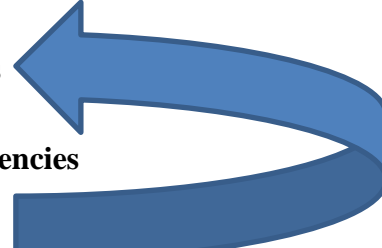
- Continued lack of progress
  - Assess using PIVATS
  - Plan - QFT / Differentiation / Interventions / **Graduated Approach**
  - Do
  - Review (**review Graduated Approach**)
  - Collaborate with parents (Class teacher and SENCO)
- 

##### Stage 3 (Cycle 2): Agencies Involved

- Continued lack of progress – Involve Advisory Teacher/Educational Psychologist/Access Pathway
  - Assess
  - Collaborate with parents
  - Plan – Personalised programme (**Graduated Approach**)
  - Do (Follow Service guidance)
  - Review (**Review Graduated Approach**)
  - Collaborate with parents
- 

It is important to note, Cycle 2 may be repeated over several terms if progress is being made.

##### Stage 4 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

**Appendices**  
**Phase 1 document**



Phase 1 DELTA Graduated Approach		Date plan commenced:		Next termly review:
Name of pupil:		DOB:	Year:	CT:
Name and contact of parent/carers		Tel:		Email:
1.				
2.				
3.				
Record of outside agency involvement				
Name of service	Date of involvement	Contact name	Tel & email	

|

Pupil Name: xxxxx xxxxxx

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Phase 1 Support Plan					
Emerging concerns	Actions to support need				IMPACT on Review
<b>REVIEW DATE:</b>	<b>Who attended?</b>				
<b>OUTCOME:</b> <i>(tick one)</i>	<b>Cease plan</b>	<b>Maintain at Phase 1 for one more cycle</b>	<b>Consider move to Phase 2 and refer to SENCo</b>	<b>Seek professional support</b>	
<b>Next steps:</b>					
Reviewed plan sent to: Parent/Carer    Teacher    SENCO <u>    </u> <i>(Highlight)</i> Parent/Carer signature:					

Pupil Name: xxxxx xxxxxx

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**CHILD VIEWS**

Date:

Things I like at school

Things I like at home

Things that help me in school

People and Friends that help me

Things that I worry about

Things that I don't like are

Pupil Name: xxxxx xxxxxx

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**PARENTAL VIEWS**

Parent/Carer:

Date:

Things I am worried about:

Things I am happy with:

Things that help:



Pupil Name: xxxxx xxxxxx

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## Phase 2 document



<b>Phase 2 DELTA Graduated Approach</b>		<b>Date plan commenced:</b>		<b>Next termly review:</b>	
<b>Name of pupil:</b>		<b>DOB:</b>	<b>Year:</b>	<b>CT:</b>	
<b>Name and contact of parent/carers</b>		<b>Tel:</b>		<b>Email:</b>	
1.					
2.					
3.					
<b>Record of outside agency involvement</b>					
<b>Name of service</b>	<b>Date of involvement</b>	<b>Contact name</b>	<b>Tel &amp; email</b>		

Pupil Name: xxxxx xxxxxx

Page 1



<b>Phase 2 Summary of need (Parent /Teacher / SENDCo conversation)</b>		<b>Date:</b>
<b>Primary Need :</b>		<b>Secondary Need :</b>
<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	
<b>Parent view:</b>	<b>Parent view:</b>	
<b>School view:</b>	<b>School view:</b>	
<b>Social Emotional Mental Health</b>	<b>Sensory Physical and Medical</b>	
<b>Parent view:</b>	<b>Parent view:</b>	
<b>School view:</b>	<b>School view:</b>	

Pupil Name: xxxxx xxxxxx

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Phase 2 SEN Support Plan				
Desirable Outcomes	Actions to support need	Provision/Frequency	IMPACT on Review	
•				
•				
•				
<b>REVIEW DATE:</b>	<b>Who attended?</b>			
<b>OUTCOME:</b> <i>(tick one)</i>	<b>Remove from register</b>	<b>Begin another cycle</b>	<b>Seek professional support</b>	<b>EHC Assessment</b>
<b>Next steps:</b>				
<b>Reviewed plan sent to:</b> Parent/Carer    Teacher    SENCO <i>(Highlight)</i>			<b>Parent/Carer signature:</b>	

Pupil Name: xxxxx xxxxxx

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**CHILD VIEWS** Date: \_\_\_\_\_

Things I like at school

Things I like at home

Things that help me in school

People and Friends that help me

Things that I worry about

Things that I don't like are

Pupil Name: xxxxx xxxxxx

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**PARENTAL VIEWS** (teacher feedback i.e., parent consultation) Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Things I am worried about:

Things I am happy with:

Things that help:



**Provision Timetable: child's name** Year: xx Teacher: xx Learning Support: xx

	8.50-9.10	9.10-9.45	9.45-10.05	10.05-10.30	10:30-10:45	10.45-10.50	10:45-11:05	11:05-12:15	12:15-1:00	1:00-1:05	1:00-1:30	1:30-2:30	2.30-3.00
Mon					BREAK				LUNCH				
Tues					BREAK				LUNCH				
Wed					BREAK				LUNCH				
Thurs					BREAK				LUNCH				
Fri					BREAK				LUNCH				

**Phase 3 – prior to EHCAR submission**



Phase 3 DELTA Graduated Approach - PLAN 1/2/3/4/5/6 (please highlight)			Date plan commenced:		Next termly review:	
Name of pupil:			DOB:		Year:	Pupil Premium/EAL/CLA
UPN:	Gender:	Language:		Ethnicity:		Preferred parental contact method: post email
Have there been any significant events in the child's life which may impact their progress in the last 12 months?						
Name and contact of parent/carers, relationship to child, language			Tel:		Email:	
1.						
2.						
3.						
Setting details (full address, start date, previous setting information)			Autumn Attendance	Spring Attendance	Summer Attendance	
Assessment data (Please change these to SEMH headings if required.)			Reading:	Writing:	Maths:	Speaking:
			Autumn:	Autumn:	Autumn:	Autumn:
			Spring:	Spring:	Spring:	Spring:
			Summer:	Summer:	Summer:	Summer:
			Total progress:	Total progress:	Total progress:	Total progress:

Pupil Name: xxxxx xxxxxx

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Record of outside agency involvement			
Name of service (Education Psychology, Specialist Advisory Service, SaLT, Hearing and Vision team, Child Development Centre, Behaviour and Attendance team, Young Mind Matter, Fortis, ASD outreach team, Occupational Therapy, Incontinence team, CLA team, School Nurse, Health Visitor, Portage, Children's Disability Service, Early Help, SENDIASS, GP, NSPCC, Physical Disability Outreach team, Barnados, Paediatrician, Bereavement and Loss councillors, et al)	Date of involvement	Contact name	Tel & email

Please fill in information regarding the 4 areas of need as detailed in the Code of Practice. If an area isn't applicable, please write this.			
<b>Cognition and Learning (CL)</b>			
What are the young person's strengths in this area?	What are their special educational needs in relation to this area?	What have you already tried?	What have been the effect of any strategies or support put in place?

Communication and Interaction (SLCN)			
What are the young person's strengths in this area?	What are their special educational needs in relation to this area?	What have you already tried?	What have been the effect of any strategies or support put in place?
Sensory and Physical (S,PD)			
What are the young person's strengths in this area?	What are their special educational needs in relation to this area?	What have you already tried?	What have been the effect of any strategies or support put in place?
Social, emotional, mental health (SEMH)			
What are the young person's strengths in this area?	What are their special educational needs in relation to this area?	What have you already tried?	What have been the effect of any strategies or support put in place?

Please fill in information regarding outcomes for the 4 areas of need as detailed in the Code of Practice. If an area isn't applicable, please write this.

Cognition and Learning (CL)			
Outcome	Provision	Impact	Notes
Communication and Interaction (SLCN)			
Outcome	Provision	Impact	Notes
Sensory and Physical (S,PD)			
Outcome	Provision	Impact	Notes
Social, emotional, mental health (SEMH)			
Outcome	Provision	Impact	Notes

<b>REVIEW DATE:</b>	<b>Who attended?</b>				
<b>OUTCOME:</b> <i>(tick one)</i>	<b>Cease plan</b>	<b>Maintain at Phase 3 for one more cycle</b>	<b>Consider application for EHCAR</b>	<b>Seek further professional support</b>	
<b>Next steps:</b>					
<b>Reviewed plan sent to:</b> <i>(Highlight)</i>	Parent/Carer	Teacher	SENCO	Parent/Carer signature:	

**CHILD VIEWS**

Date: \_\_\_\_\_

Things I like at school

Things I like at home

Things that help me in school

People and Friends that help me

Things that I worry about

Things that I don't like are

Pupil Name: ~~xxxx~~ ~~xxxxxx~~

**PARENTAL VIEWS**

Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Things I am worried about:

Things I am happy with:

Things that help:



Provision Timetable: Child's name    Year: xx    Teacher: xx    Learning Support: xx

Pupil Name: ~~xxxx~~ ~~xxxxxx~~

	8.50-9.10	9.10-9.45	9.45-10.05	10.05-10.30	10.30-10.45	10.45-10.50	10.45-11:05	11:05-12:15	12:15-1:00	1:00-1:05	1:00-1:30	1:30-2:30	2.30-3.00
Mon					BREAK				LUNCH				
Tues					BREAK				LUNCH				
Wed					BREAK				LUNCH				
Thur					BREAK				LUNCH				
Fri					BREAK				LUNCH				

Please highlight any sessions where the child is directly supported by an adult on a no more than 1:3 basis.

Additional information for EHCAR submission. Please only fill in this section after consultation with the SENCo.

Resource/support	Cost	How long has the child used this for?

Total costings to date: