



**SIR THOMAS
BOUGHEY
ACADEMY**

Policy Title: Special Educational Needs

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Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (June 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act 2014

Trust Provision for students with Special Educational Needs and Disabilities (SEND)

Our aim is to ensure that all SEND learners achieve their full potential, are fully included in our school community and are given every opportunity to make a successful transition into adult life.

Governors and staff will work collaboratively with parents and students to ensure that students with special educational needs receive an appropriate education for their needs. This will be achieved by:

- Ensuring the needs of students with SEND are made known to all who teach and support them.
- Allowing all students with SEND access to a broad, balanced and inclusive curriculum that is personalised according to their needs.
- Working in partnership with parents to enable learners with SEND to achieve their potential – Windsor Academy Trust recognises that parents hold key experience and knowledge about their children and by working in partnership with parents we can meet the needs of their child more effectively.
- Including students with SEND in the decisions about their own education -The Trust knows that young people with SEND often have a unique knowledge of their own needs and how they can be best met and fully encourages and supports their right to be involved in making decisions and exercising choices regarding the provisions made for them.
- Ensuring that teachers provide quality first teaching, which is differentiated and personalised for all students and which allows all our students to enjoy and achieve
- Working in collaboration with education, health and social care services to provide support for young people with SEND and their families.

Admission

The Trust will not discriminate against any student and therefore initial admission arrangements are the same for all students. As soon as a student with disabilities is known to the academy, a process of needs analysis, information sharing, and support will begin, under the direction of Laura Dixon (Special Educational Needs Coordinator at Clayton Hall Academy), Nicola Bromley-Smith (Special Educational Needs Coordinator at Newcastle Academy) Helen Price (SEND Officer at Newcastle Academy) or Calvin O'Connor (Special Educational Needs Coordinator at Sir Thomas Boughy Academy). The aim of this is to reduce and

eliminate barriers to access to the academy and its curriculum, and to help students with SEND participate fully with academy life.

Transition

The schools will provide additional support for students with SEND at transition phases from KS2 to KS3 and from KS4 to KS5. Transition meetings will be attended by the SENCO or Assistant SENCO. Transition plans will be created for those pupils whom it is deemed will need additional support when moving between the key stages.

Identification of students with Special Educational Needs and Disabilities (SEND)

Definition of SEND: According to the SEND code of practice (January 2015) a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- 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.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them
- Students have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day- to-day activities (Equality Act 2010)

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEN and disability legislation.

Special educational needs and provision can currently be considered as falling under four broad areas:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and/or mental health needs

- Sensory and/or physical needs

In all circumstances the academy will regularly review the overall provision for students with SEND and its impact on their progress.

Early Identification

The academy uses a variety of methods to identify students with SEND:

- On arrival, Key Stage 2 and/or other relevant data
- Internal literacy and numeracy tests (Accelerated Reader / Standardised Reading and Spelling assessments, CATS – cognitive ability tests)
- Evidence from teacher observation and assessment.
- Students' progress against predicted national curriculum levels or GCSE 9-1 grades – this data will include Progress 8 and Attainment 8 projections.
- Concerns from parents.
- Liaising with medical agencies
- Liaising with external agencies such as Educational Psychologist
- Referrals from teaching staff

<u>Managing SEND Provision</u>

Role of Governing Body

The governing body has important statutory duties towards students with Special Educational Needs and Disabilities. The governors, working in partnership with the principal, have responsibility for deciding the school's general policy and approach to meet the needs of SEND students. All governors will have up-to-date knowledge of the school's SEND provision. The governing body will report to parents annually on the school's SEND policy.

SEND Governor

The SEND governor is kept up-to-date and knowledgeable about the school's SEND provision. They are therefore able to monitor the SEND policy, the SEND provision (to ensure that it is an integral part of the school's development plan), the progress of students with SEND and the quality of provision provided. There is a designated SEND Governor for each school within the trust, each governor taking a special interest in the needs of SEND students. These are; Craig Barker (Sir Thomas Boughy Academy), and Lois Newton (Newcastle Academy) and Robin Websdale (Clayton Hall Academy)

Role of Headteacher

The Headteacher has the responsibility for the day to day management of all aspects of the school's work including the provision for students with SEND. They will inform the governing body regarding SEND provision and work closely with the SEND Co-ordinator to ensure effective provision.

Role of SENCO

The SEND Coordinator (SENCO), in collaboration with the Headteacher and governing body, has a key role in helping to determine the strategic development of the SEND policy. To raise the achievement of students with SEND the SENCO coordinates the provision that is provided by the school for these students. In doing so, the key responsibilities of the SENCO include overseeing the day-to-day operation of the school's SEND policy, liaising with and advising fellow teachers and support staff, identifying and assessing students for special considerations for external examinations in KS4 and writing appropriate reports, managing the SEND team of teachers and learning support assistants, monitoring and utilising data on students with Special Educational Needs, liaising with parents of students with special educational needs, contributing to the in-service training of staff, managing the SEND provision through the devolved SEND budget, and liaising with external agencies including educational psychology services and voluntary bodies.

Role of Teachers

All teachers are teachers of students with SEND and responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff. (SEND Code of Practice, 2015). Where a student is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual students. Teachers should provide high quality teaching, differentiated for individual students. Teachers should liaise with the SENCO to review their understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs most frequently encountered. Where teachers and teaching assistants work alongside each other, collaborative agreements are established to ensure the best possible support is provided to support the needs of pupils with SEND.

Role of Teaching Assistants

Teaching assistants play a valuable role in helping to meet the needs of students with SEND. They support the teaching and learning of individuals and groups of students throughout the school by: supporting students in achieving targets identified on support plans and Education, Health and Care Plans; differentiating provision for students; supporting students with SEND in lessons; working with individuals or small groups on programmes outside of the classroom; providing assistance with homework at Homework Club sessions and supporting students in developing their literacy and numeracy skills.

Staff development

The Trust is committed to developing knowledge of SEND for all staff in order for them to meet the needs of students. In-service training is coordinated by the SENCO. Local and/or national courses are attended and guest speakers are also invited to provide training for staff. Department and pastoral meetings include in their agenda issues relating to SEND, and issues raised are passed to the SENCO to be acted upon. Teaching assistants are integrated in the Performance management cycle, through meeting with the SENCO to set and review targets and lesson observations.

The Trust uses a graduated response to the needs of all learners:

EHCP
0-25

specialist provision. Combines IEP and statement.
Educational psychologist

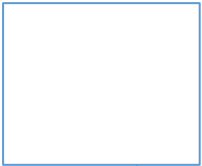
Over a three year period all statements of educational needs will be changed to EHCPs at transfer review meetings. This is a must for

SENCO/Inclusion leader expertise used with SEN as to coordinate support

School Support with External Agencies Personalised learning; Referrals or support from Autism Outreach / Hearing/Visual Impairment / etc; personalised behaviour strategies; Educational Psychologist; specialist teachers/TAs; annual reviews; support plans/individual provision maps; multi agency meetings with parents; support for high needs pupils

Teachers using 'assess-plan-

do all children in their class-review' to plan support for



School Support

Quality First Teaching (what we offer everyone)

EHCP assessment is similar to statutory assessment with a 20 week time frame – all need to be Assessment coordinated services evidenced before a EHCP assessment

EHCP

Children with long term needs with constant need of phases of the graduated response

Provision for students with SEN

Glossary

- EHCP - Education and Health Care Plan
- SEN – Special Educational Needs
- Nessy – Computer programme for weak readers / spellers • SENCo – Special Educational Needs Coordinator
- ICT – Information and Communications Technology
- EAL – English as an Additional Language

agency

input; medical disability

part of the graduated response and

input ; on-going

Support plans for all SEN pupils; small group intervention (Mathematics / English / Literacy); reading during form time; Lead learners; reading mentors; personalised behaviour strategies led by SENCo; meetings with parents; targeted spellings; Nessy (once a fortnight); 1-1 pupil premium programmes; SENCo input 1-1; target setting; training for teachers/teaching assistants; ICT assistance for weak readers/writers; before school/break/lunchtime clubs; Nurture sessions; Precision learning; Additional enrichment opportunities; Parent afternoons

The

everyday great job

Regularly monitored good or outstanding teaching across a range of subjects; whole class teaching assistant that we do supporting targeted pupils; differentiation for out of step learners; access to ICT for word processing support; intervention from the teacher/teaching assistant to address any misconceptions on the same day; access to full and personalised curriculum; Accelerated Reader; Assessment for Learning (AFL); classroom behaviour strategies; discussions with previous settings/teachers; transitions to new schools; parent/carer discussions; learning walks; EAL strategies; SENCo advice; visual and kinaesthetic learning materials; visual

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timetable; individual copies of resources; adjusted adult language; targeted questioning; Senior Leadership

Team (SLT) appraisal and observations; pupil progress meetings; targets

School request for statutory assessment (Educational, Health and Care Needs Assessment)

In some cases, the support provided may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment (called an Educational, Health and Care Needs Assessment – EHCNA). Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing the provision previously provided, the student's health including the student's medical history where relevant, attainment levels or grades in subjects, in particular Maths and English, assessments from external agencies, for example from an educational psychologist, and the views of the parents and of the student

If the LA agrees that the child's learning difficulties have not responded to the provisions previously provided by the school, they may decide to determine the child's special educational provision through an Education, Health and Care Plan (EHCP). An EHCP will identify the special educational provision necessary to meet the special educational needs of the student. All students with an EHCP, through liaison with parents and the student will have short-term targets identified in their statement of educational need. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting and reviewed formally as part of an Annual Review.

<u>Planning and Reviewing</u>

Provision for Individual students

For students with specific and individual needs the targets to improve learning that will be employed for students with SEND will be recorded on a support plan, reflecting provision that is additional to, or different from, normal differentiated provision provided by the class teacher. Contents of the support plan may include: up to 5 short term targets; teaching strategies; additional provision to be put into place; review dates; outcomes achieved.

Following consultation with the child, parents and appropriate staff, targets will be identified with strategies for achieving them. The support plan targets will be communicated to all staff that supports the students. Collaborative agreements take into account the targets and strategies set in pupils support plans. Support plans will be continually under review, but will be formally reviewed twice a year. The first will take place at the SEND Parents Evening through consultation with parents and students. The second will be at the

end of the summer term and will review all the targets set throughout the year. For those students who have an EHCP there will be an additional annual review meeting in which appropriate staff, parents and the child will be invited to participate.

Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Pupils with a medical condition will have a care plan, drawn up in collaboration with parents and medical professionals.

Annual Review Meetings

All students with an Education, Health and Care Plan will have an annual review meeting during the year to review their targets set and implement new targets to meet their needs. This meeting may include any outside agencies as well as teaching assistants who support the student. Parents will be notified in writing 4 weeks prior to the date, thus allowing an alternative date to be offered if needed. Documentation will be produced prior to the meeting and information read to all parties. Changes will be noted and recorded later. Parents will be asked to sign the document before leaving to ensure it can be sent immediately to the LA.

<u>Partnerships</u>

Parent Partnership

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. 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 and will be contacted regularly (at least once a term) to discuss and, if necessary, review the SEND provision for their child.

The parents of any student with SEND or concerns regarding their child's progress are welcome to contact or visit the school to discuss their concerns with the SENCO or appropriate member of staff. Parents are informed of changes to their children's education and subsequently are invited to meet with the SENCO to discuss individual teaching programmes and support plans. They are encouraged to become involved in the monitoring and reviewing of their children educational needs throughout the year. Parents are given information on LA support and the appropriate services available to support their children's needs.

Student Participation

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Partnership with Outside Agencies

The school aims to work with other agencies to provide an integrated support, based on the needs of the student. Co-operation between the school, LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for students with SEND. The outside agencies, which are frequently used to support the learning of individual students, are the educational psychologist, the special educational needs and inclusion service (SENIS), the service for the hearing impaired and the service for the visually impaired, the service for the physically disabled, social services, autism outreach, the school nurse, the school counsellor, CAMHS, educational welfare and voluntary services. The support offered to the school by these agencies differs according to individual student need and / or the limited access to time the service allocates to the school.

<u>Monitoring and Evaluating Provision</u>

In order to evaluate the progress and achievement of the SEND provision, the following evidence is used: attendance data; behaviour for learning data; student and parental voice; lesson observations; GCSE entry numbers; results from GCSEs and other qualifications; reading and spelling ages.

Arrangements for Considering Compliments and Complaints

We are committed to providing a quality service to all our students and parents. Any compliment will be passed on to the SENCO. Upon receipt of the compliment a letter will be sent confirming that the communication has been received. If parents wish to make a complaint about the educational provision for a SEND student, they are invited to discuss their concerns with the SENCO. If they are still dissatisfied, they should follow the complaints procedure as laid down by the school.

Finally, a formal complaint concerning special educational needs may be registered with:

Special Services

Newcastle and Moorlands District Office

20 Sidmouth Avenue

Newcastle

Staffordshire