

<p>Name of Policy: Special Educational Needs and Disability</p>	<p>Version/Last Review Date: November 2021 (V7)</p>
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<p>Change Log</p>	<p>Pages 1,2,3,4,5,6,7,9</p>
<p>Statutory documents linked to policy: New Code of Practice www.gov.uk/government/publications/send-code-of-practice-0-25</p>	<p>Previous review date: November 2020 (V6) November 2019 (V5) November 2018 (V4) November 2017 (V3) November 2016 (V2) July 2014 (v1)</p>
<p>Other Policies linked to this policy: Safeguarding Children Equal Opportunities All Curriculum Policies Admissions Managing Medicines</p>	<p>Next Review Date: November 2022 (V8)</p>
<p>Governor Committee Responsible</p>	<p>Shelagh Keogh FGB</p>

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a learning difficulty or Disability and they need special educational provision (SEP) to be made for them. SEP is defined as any educational or training provision which is additional to or different from that generally made for others of the same age in mainstream schools.”

(Children and Families Act 2014 section 20)

Special Educational Provision means that children ‘achieve the best possible educational and other outcomes’:

(Children and Families Act 2014 section 19)

Principles underpinning the Code of Practice

- The views, wishes and feelings of the child or young person, and their parents, the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Involving children, parents and young people in decision making

- Parents have statutory rights to contribute to the decision making process about their child's education.
- Children have a right to be involved in making decisions and exercising choices.

Support for children and young people with SEN

Special educational provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Where a SEN is

identified, appropriate evidence-based interventions are put in place. These are provided as part of a graduated approach, which includes regular reviews of the progress made and adaptations to the support provided as required.

- Plans for the use of support relate to a clear set of expected outcomes, which should include relevant academic and developmental targets.
- Support should be planned and reviewed by the class or subject teacher, in collaboration with parents, SENCO, and, where appropriate, the pupil themselves.
- When there is special educational provision for a child or young person without an EHC plan the SENCO must tell the child's parent or the young person that such provision is being made.

Provision for children who fall into the four broad categories of need:

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

Whilst these four categories identify aspects of primary need, for the needs of children individual needs will be assessed by considering the needs of the whole child and not just their SEN.

There are areas of need which are not categories as SEN but may impact on progress and attainment:

- Attendance and punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being a child of a serviceman/woman
- Being a looked after child

WNA is clear that behaviour is not a way of describing SEN but that challenging behaviour is an underlying response to a need which should be recognised and managed by the school.

Aims

All children are valued and treated as unique individuals. We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including outdoor education and extra- curricular activities where appropriate. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Our aim is that all children with special educational needs achieve as well as their peers by making very good progress.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To provide a graduated approach to SEN provision by ensuring there is quality first teaching and SEP within the classroom setting;
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map and where necessary ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Individual Education Plans;
- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them; and
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Roles and responsibilities

Governors' Role

The Governing Body must:

- Use its best endeavours to ensure that SEP is made for any child who has special educational needs;
- Ensure that where the responsible person – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEP is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs and Disability Code of Practice (2014) when carrying out its duties towards all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out in the Education Special Educational Needs Information England Regulations 1999 (reproduced in the SEN Code of Practice);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus;
- Include in the prospectus the name of the person responsible for coordinating SEP in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEP, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Development Plan and the school's self-evaluation process;
- The quality of SEP is continually monitored;

- The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.

In addition as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish Three-year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy –Access Plans). The Act says that a responsible body for the school discriminates against a disabled child if:

- for a reason relating to the child's disability, it treats him or her less favorably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- it cannot show that the particular treatment is justified.

SENCO's role

Initially the SENCO is the head teacher who is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Day -to -day operation of the SEN policy;
- Providing advice to staff supporting, liaising with them and where necessary the completion of Provision Maps and Individual Education Plans;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;
- Coordinating the range of support available to children with special educational needs;
- In conjunction with class teachers, liaising with parents/carers of children with special educational needs;
- Being responsible for managing Pupil Premium and Looked after Children funding.

Class Teacher's Role

- To provide quality first teaching and intervention for children with SEN;
- To assess all children as unique individuals and write and share Individual Learning Plan for each child;
- To provide additional SEP as needed;
- To write and review Provision Maps and IEPs termly in consultation with the SENCO and then share these with parents and children.

A Family-Centred System

- Parents, children and young people are involved in discussions and decisions about every aspect of SEN.
- Involving children, young people and parents in decision making.
- Planning should start with individuals and take account of their wishes and aspirations
- 'Person-centred planning' ensures that everyone is involved in all aspects of planning and decision making.

The needs of the majority of children will be met in the classroom and every teacher is a teacher of SEN. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's co-ordinated arrangements which appear in a Provision Map. A Provision Map details the various programmes and arrangements that we operate to meet identified needs. The SENCO and Governor/s will normally oversee this provision to ensure it meets the objectives of this policy.

Admission Arrangements

Admission arrangements are in line with the agreed admissions policy of West Newcastle Academy (WNA). We strive to be a fully inclusive school. All children will be treated according to their needs in

line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHC, or has been receiving extra support from LA centrally funded resources or a personal budget in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Storing and Managing Information

IEPs, Provision Maps and reports are stored in the children's files in a locked filing cabinet in the school office. Access to this filing cabinet is restricted to the head teacher, class teachers, business manager and administrator.

Specialist facilities

We will make available specialist care facilities as required by individual children, e.g. we will ensure there are discreet changing facilities available for young children who need assistance in this area.

Resources

Provision for pupils with SEN is made by direct allocation of funding received for pupils with an EHC plan of SEN and funding allocated from the school budget for those at School Action or School Action Plus. Most of the resources used by children having special educational needs will be available within the classroom. Any requests for further additional resources should be made to the SENCO.

Identification and assessment arrangements and review procedures

WNA follows the guidance contained in the Special Educational Needs and Disability Code of Practice (2014). This recommends a graduated approach. Where possible we will try to meet every child's needs within the classroom environment through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed.

Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through School Action.

SEN Support

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Has physical or sensory problems and despite specialist equipment being provided continues to make inadequate progress;
- Has communication and/or interaction difficulties which lead to them making inadequate progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents/carers and the child, the next strategy for action. This may involve engaging the child in an appropriate programme as part of our Provision Map. Any provision made and the progress made by your child will be discussed at Parents Consultation Evenings or through our normal channels of communication.

Where, despite all of our best efforts, the child still continues to make inadequate progress in relation to the targets set, or is working at attainment levels significantly below those of his/her peers we will move to School Action Plus.

SEN Support

This is similar to School Action, but will involve us in contacting external support services including those provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An IEP will be written to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

An Individual Education Plan will provide for:

- The child's strengths and weaknesses;
- The date the IEP is written;
- The names of staff and/or outside agencies involved with the targets;
- Short-term targets;
- Specific teaching strategies;
- Any extra provision;
- When we will monitor and review the plan;
- How we will judge progress (success criteria) including the exit criteria
- Any outcomes after a review; and
- The signature and comment from both the child and parent.

All IEPs are reviewed at least three times a year and targets are discussed at Parents Consultation Evenings and/or individual appointments.

Assessments and Education, Health and Care plans.

The majority of children and young people with SEN will have their needs met within schools. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

Requesting an assessment.

An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school or post 16 institution.

Considering whether an assessment is necessary.

Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

Where a child has a EHC plan we will carry out an Annual Review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one:

- An analysis of all teachers' planning by Subject Leaders/headteacher/SENCO ensures that a differentiated approach is taken and that the learning objectives in Individual Education Plans are identified and reflected in planning;
- Parents/carers are involved with individual targets set with children by discussing, receiving and having their views recorded; (particularly relevant if used with Individual Education Plans for their child);
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Individual Education Plans;
- Individual Education Plan targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the Individual Education Plans and are involved in their development;
- The School Prospectus shows the success of the policy or any changes needed for the subsequent year;
- The School Improvement Plan and Evaluation Document priorities which include the provision for SEN;
- Undertaking a value for money review of our Special Educational Needs funding;
- Any external evaluation or inspection.

Success criteria will be:

- All planning reflects IEP targets and any previously identified need;
- All of those children identified and needing IEPs reach their expected target as judged through objective testing and/or teacher's professional judgment and/or no longer need additional support;
- All IEPs include written/recorded comments from parents/carers and children, and where necessary outside agency involvement.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher in the first instance. If this proves inconclusive the matter should be referred to the headteacher, who may involve the Responsible Governor. Should the matter still be unresolved the parents/carers should submit an official complaint to the governing body defined by the complaints policy, and this complaint will be investigated according to the procedures defined within that policy.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENCO, with the headteacher (or CPD coordinator), will identify any particular professional development needs of the staff, including the SENCO. This will, where appropriate, be linked closely to the school's Development plan and/or performance management objectives. Staff who attend further courses or conferences will feedback through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

Links and use of other professional agencies

Close links are maintained with appropriate external support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact other agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include an Educational Psychologist, Learning Support Team, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Behaviour Support Team, Health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/ or construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Individual

Education Plan. The school will also update parents/carers with relevant information. We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective children during their school years. In this school, we encourage children to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools/ agencies

Parents will be informed of the local Authority arrangements for the provision of Parent Partnerships, and also the provision for dispute resolution, as required by the SEND Code of Practice. A copy of the Code of Practice will be made available to parents on request. Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings where appropriate. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools will be fully informed of each child’s unique educational needs, and the SENCO of the receiving school invited to the review of the child’s Education Health and Care Plan prior to admission.

Date of review

This policy will be reviewed annually in _____ and reported on in the school prospectus.
Agreed at the governing body meeting on

Date



Signed (Chair of Governors)