

SPECIAL EDUCATIONAL NEEDS POLICY

Recommended by: Date:	Standards Committee November 2017
Approved by: Date:	Full Governors November 2017
Review Date:	November 2018

CONTEXT

Evidence states that one fifth of students in mainstream education may have special educational needs or disabilities (SEND) of some kind during their school lives. The SEND statutory 2015 Code of Practice now covers from ages 0-25 years.

This policy complies with the guidance in "Special Educational Needs and Disability (SEND) Code of Practice: 0-23 year's (January 2015). It has been written as guidance for staff, parents or carers, and students, with further reference to the following guidance documents: The Inclusion Statement, Aims and Objectives of Ossett Academy and the SEND Department, and Wakefield's Local Offer.

INCLUSION STATEMENT

- We endeavour to achieve maximum inclusion of all students whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the students within the academy and provide materials appropriate to students' interests and abilities. This ensures that all students have a full access to the academy curriculum.
- Special Educational Needs might be an explanation for delayed or slowed progress but is not an excuse, and we make every effort to narrow the gap in attainment between all identified groups of students.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning – and special educational needs.
 - Some students in our academy may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
 - Other students will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved schools budget.

POLICY AIMS

The aims of our Special Educational Needs Policy and practice in this academy are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs including reasonable adjustments as appropriate, to enable access to learning for all.
- To attain high levels of satisfaction and participation from students, parents and carers.
- To carefully map provision for all identified groups of students to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all students who have identified barriers to their learning.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014).

The Principal and the governing body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Principal and the governor with responsibility for SEN on the on-going effectiveness of the inclusion policy.

The SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of all students from ethnic minority groups.

The Designated Teacher for **Looked After Children (LAC)** has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in the academy have a responsibility for maximising achievement and opportunity of all students – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all students who have specific barriers to their learning and a positive and sensitive attitude is shown towards all students at all times.

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The Designated Teacher for Looked After Children is Gayle Rowe:
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The kinds of Special Educational Needs which are provided for in our academy:

As an inclusive academy we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in provision for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included students with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Hearing Impairment
- Physical Disabilities
- ADD/ADHD

In admitting students with special educational needs we would expect to have informative discussions with both the student's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the student' and the school's needs make that a necessity. As a mainstream academy, it would clearly be difficult for us to make provision for students whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a specialist provision. However, we do not rule this out and would make a careful assessment of the needs of each student in constructive conversation with other agencies.

WAVE 1: Well-differentiated, quality first teaching, including where appropriate, the use of small group interventions or 1:1.

- Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- Through the above it can be determined which level of provision the student will need going forward.
- If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge within the academy,
- The student is recorded by the academy as being under observation due to concern by parent, carer or teacher but this does not automatically place the student on the school's SEN register. Any concerns will be discussed with parents/carers informally or during parent's evenings.
- Parent's evening are used to monitor and assess the progress being made by student.

WAVE 1: Identification and Assessment

Children's needs should be identified and met as early as possible through:

- The analysis of all relevant data including profiles, scores and assessments, reading ages, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder schools on transfers
- Information from previous schools
- Information from other services
- Maintaining a provision map for all pupils identified with specific barriers to learning but which clearly identified students receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for Students with Additional Needs & Identified Barriers to Learning

Where students are underachieving and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- Teachers differentiate work as part of quality first teaching,
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Individual class support/individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources.
- Study buddies/cross age tutors.
- Homework/learning support club.
- One Page Profiles

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for students with specific additional needs is carried out in the following ways:

- Classroom observation by the SENCO and senior leadership team.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning/marking policy.
- Informal feedback from all staff.
- Student interviews when setting new targets or reviewing existing targets.
- Student progress tracking using assessment data (whole-school processes).
- Monitoring targets, evaluating the impact of outcomes and targets on students' progress.
- Attendance records
- Regular meetings about students' progress between the SENCO and the Principal.
- Principal's report to parents/carers and governors.

WAVE 2: Additional SEN Support

- Students will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the academy i.e. they have a special educational need as defined but the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of students being offered additional SEN support (but will be on the school's provision map).
- In keeping with all students with additional needs, intervention for students on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the students on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special education need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the academy can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a student within one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local offer.
- Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. SENCO will initiate 'My Support Plan' in line with LA SEN Caseload Worker.
- Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term One Page Profile is required.

- One Page Profiles provide practical strategies and guidance for teaching staff to best support SEND students within lessons. They are seen as a working document which can be constantly refined and amended when used.

WAVE 3: Statement of Special Educational Needs or Education Health and Care Plan

- Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our academy will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education, Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 9.125-10 of the Special Educational Needs Code of Practice and with Local Authority policies and guidance -particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Principal

- The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which maximise their opportunity to learn.
- The Principal and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- The Principal will be informed of the progress of all students (particularly those with specific additional needs and / or barriers to learning) and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system.
 - Maintenance and analysis of a whole-school provision map for students with specific additional needs and/ or barriers to learning (could be devolved to another member of the SLT and SENCO).
 - Student progress meetings with individual teachers.
 - Regular meetings with the SENCO.
 - Discussions and consultations with students and parents/carers.

Special Educational Needs Coordinator (SENCO)

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for students with specific additional needs.
- Identifying on this provision map a staged list of students with special educational needs -those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education, Health and Care Plans.
- Coordinating provision for students with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting students with specific additional needs.
- Overseeing the record on all students with Special Educational Needs.

- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all students with a statement of special educational need. Complying with requests from an Education, Health and Care Plan Coordinator to participate a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education, Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information of Year 6 pupils. Schools will need to customise this depending upon phase.
- Monitoring the academy's system for ensuring that One Page Profiles, where it is agreed they will be useful for a student with special educational needs, have a high profile in the classroom and with students (see section below on One Page Profiles).
- Evaluating regularly the impact and effectiveness of all additional interventions for all students in need of specific additional support (including those with special educational needs).
- Liaising and consulting sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the academy's SEN Governor, keeping him/her informed of current issues regarding provision for students with specific additional needs, including those with Special Educational Needs (nationally, locally and within academy).
- Liaising closely with a range of outside agencies to support all students.

Class Teacher

- Liaising with SENCO to agree:
 - Which students in the class are in need of additional support and / or who have barriers to learning.
 - Which students are underachieving and need to have their additional interventions monitored on the provision map - but do not have special educational needs.
 - Which students (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these students may require advice/support from an outside professional and therefore, a One Page Profile to address a special educational need (this would include students with statements/EHC Plans).
- Securing good provision and good outcomes for all identified groups of students by:
 - Providing quality first differentiated teaching and learning opportunities.
 - Ensuring there is adequate opportunity for students with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies.
 - Ensuring effective deployment of resources - including learning mentor support - to maximise outcomes for all identified groups of students.

Assessing and Reviewing Student's Progress

Assessing and Reviewing Student's Progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our students will be assessed and reviewed through:
 - Regular progress tracking of all students.
 - Review of progress generated through additional testing, SSRT, DASH and other assessment tools as directed by the SENCO
 - Evaluation of whether pupils in receipt of High Needs Funding and/or with Education, Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.

- Annual review of Statements/Education, Health and Care Plans are prescribed in the SEND Code of Practice (January 2015).

Enabling Children and Young People to Engage in Activities

How children and young people with SEN are enabled to engage in activities available with children and young people in the academy who do not have SEN.

- As an inclusive academy, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the academy.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing students and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved SEN budget through the Local offer, ensure that all curriculum experiences are available to all students in the academy (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents/carers is required for the activity to run. This is in compliance with the Equality Act 2010.
- Lesson planning seeks to address the learning needs of all students in the class; Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for all groups of students. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the on-going learning offer is inclusive.
- Students are encouraged to analyse how they themselves learn and there is an on-going dialogue about this in our classroom. Students are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. This may include sessions in the Learning Curve, or the Orchard Nurture Group.

Improving Emotional and Social Development

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying. Personal and social education (Life lessons) covers all aspects of emotional and social development. Our Staff are flexible in responding to issues as and when they arise (e.g. friendship problems, self-esteem issues). Anti-bullying strategies are well established. Students are involved in decision making and visioning through student leadership and student voice, values and 'Academy ethos' are promoted throughout the academy.

The Orchard is a nurture group, and the basis of a nurture group is that students attend sessions run by staff. The Orchard offers a short-term focused intervention strategy which addresses barriers to learning arising from social/emotional and/or behavioural difficulties. Research has shown that this supportive approach in an educational establishment can address the barriers to learning which results in both academic attainment and improved health and wellbeing.

Expertise and Training of Staff

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 84 of the SEND Code of Practice 2015, our Special Educational Needs Coordinator will be a qualified teacher working at our academy and they must achieve a National Award in Special Educational Needs Coordination within three years of employment.
- The SENCO and Designated Teacher for LAC will regularly attend local network meetings.
- All staff will be trained in how to best support all groups of students in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the academy from the open market, accessing as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our academy will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support students with specific additional needs will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our academy employs staff of the highest calibre.

Equipment and Facilities to Support SEN

Information on how equipment and facilities to support children and young people with special educational needs will be secured.

- All students with SEN will have access to Element 1 and 2 of a school's budget which equates to £10,000. Some students with SEN may access additional funding. This additional funding might be from a devolved budget, moderated by the Family of Schools (comprising of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding (Higher Level Needs - HLN) is retained by the Local Authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support students will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Consulting with Parents/Carers and Young People with SEN

Communication with parents/carers is at the heart of providing for students. We run an open policy and regularly invite parents to come in and meet with the SENCO. Parents/carers of students with a "MY Support Plan", an EHCP or a Statement receive regular contact with the SENCO by means of Annual Review, phone and email. Arrangements for consulting young people with SEN and involving them in their education are important to us and we meet regularly with students and discuss their needs and provision.

Partnership with Parents/Carers

The academy aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting students and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the academy will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the academy can help their child.

- Agreeing targets for all students. In particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress.

We endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- Self-review their progress and set new targets.

Involving Other Support Services and Organisations

How our academy involves other bodies, including health and social bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families.

- Our academy will identify sources of support as they develop and evolve as the Local offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:
 - CAMHS
 - Educational Psychology Service/LSS
 - Sensory Impairment Team
 - CGL (Change, Grow, Live)
 - SALT
 - CIAT
 - Local NHS services
 - Multi-agency safeguarding hub
 - CSIT (Children and Sensory Impairment Team)
 - SEMH Team
 - Early Help Hub
 - WESAIL - Support for parents
- In accordance with the SEND Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with special educational needs in our academy. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc.)
- We have a clear point of contact within the academy who will coordinate the support from outside agencies for each student. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

Supporting Children and Young People with SEN in Phases of Education

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition).

- We will ensure smooth transition into our academy from the previous phase of education and from our academy into the next phase of education.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education, Health and Care Plans will have next phase destinations and transition arrangement discussed at plan review meetings convened by the plan coordinator.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Students and parents will be encourage to consider all options for the next phase of education and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

Complaints

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the academy. If there are any complaints relating to the provision for students with SEN these will be dealt with within the first instance by the class teacher and SENCO, then, if unresolved, by the Principal. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Signature: Principal	 Alan Warboys
Signature: Chair of Governors	 Sonya Trafford
Date:	November 2017