



Twyford
CofE
Academies Trust

Document Title	Special Educational Needs Policy
Committee Responsible for Policy	Board of Directors (in consultation with Student Committees).
Review Frequency	Every 3 years
Last Reviewed	May 2020
Next Review Due	May 2023
Policy Author	Trust SENCO

Special Educational Needs Policy

Para xiii & xiv SEN Code of Practice 2015: 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.

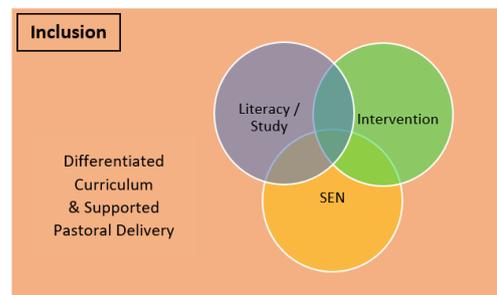
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

1 Statement of Principle

The Twyford Trust aims to be an inclusive educational environment. Its schools are fully comprehensive and therefore it expects to cater for a wide range of abilities and needs. Where possible, its schools expect to include all students within the same overall mainstream provision which is differentiated accordingly to address this context.

The Trust, however, recognises that at any time during a student's school career they may have or develop Special Educational Needs which may arise as a result of learning, communication, emotional, physical, sensory, behavioural or medical difficulties. All staff at Trust schools are committed to an inclusive approach to meet the range of students' Special Educational Needs, which includes SEN provision, behavioural interventions, literacy & study support. The whole school inclusive approach means that in line with the Special Educational Needs & Disabilities regulations 2014 and the 2015 SEN Code of Practice, within which “quality first teaching” of a differentiated curriculum and supported pastoral programme is the initial response for all students needing special help. It is the responsibility of the subject teacher in partnership with the Learning and Inclusion/SEN Team to ensure equality of opportunity of educational experience for all students. Co-operative teaching styles, setting within subjects and the provision of a differentiated curriculum, in order to ensure equality or access to the curriculum, underpin the success of this approach.



2 Criteria for the Successful Implementation of the Whole School Approach

Para 6.15 SEN Code of Practice 2015. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

- i) An assumption that all Staff have a responsibility to meet the Special Educational Needs of all students.
- ii) A clearly defined and systematic process of identification, assessment and provision, which seeks to be inclusive rather than exclusive. This means that initially all students are screened as a group and that when Special Educational Needs are identified these needs are met within a whole school setting and not in isolation.
- iii) Dissemination of relevant information of students' needs, via Copia and the school's information systems, including classroom strategies for students on the SEN list, access arrangements for exams; criteria for inclusion on the SEN list.
- iv) There will be a preventative and supportive approach to learning rather than a purely reactive one.
- v) All students will have full access to a curriculum, which reflects their needs, values and interests, and affords them the opportunity to achieve their personal potential, encouraging the development of the whole person. The Learning and Inclusion/SEN Teams will provide guidance for subject staff in relevant ways to access the curriculum.

3 Legal Position

3.1 Special Educational Needs and Disability Act 2014

The Directors of the Trust and the governing body of each school are required to ensure that schools follow the guidance set out in the "Special Educational Needs Code of Practice" 2015.

The Executive Headteacher must bring their school's SEN policy to the attention of pupils, parents and staff at least once a year.

The Executive Headteacher should ensure that the full written policy is available in the staff handbook.

4 Policy, Roles and Responsibilities

Overall responsibility for SEN resides with the Executive Headteacher. The Associate Headteachers ensure that the strategic plan for SEN is implemented by the Trust SENCO. The Trust SENCO is responsible for implementing the strategic SEN

vision and ensuring an effective operational model in each school. The leaders of SEN in each school (SENCOs/Head of ARCs) have responsibility for co-ordinating the day to day provision of education for students with SEN. This includes liaising with and advising fellow teachers, co-ordinating provision for children with SEN, maintaining the school's SEN records of all students with SEN, liaising with parents of children with SEN and liaising with external agencies, including the educational psychology service and other support agencies, health and social services and voluntary bodies.

Students with SEN but without an Education, Health & Care (EHC) plan or statement of SEN are admitted to the school through the normal school admission procedures. All relevant information relating to a student's SEN will be circulated to teaching staff as it is for students with an EHC plan, although students identified at Primary phase may not necessarily be on the SEN list at Secondary school.

The Trust SENCO and each school's SENCO/Head of ARC are assisted by a Learning & Inclusion/SEN Team. Each SLT will have an Inclusion lead reporting directly to SLT. This responsibility may sit alongside other pastoral responsibilities or may be a whole role, depending on the issues of capacity. The inclusion leads are required to have a thorough working knowledge of both SEN and pastoral intervention. All staff within the Learning & Inclusion/SEN Teams have a high level of expertise, training and experience in working with students with SEN.

SENCO: Each school will have a trained SENCO who has come through a teaching route, though the scope of this role will depend on the size and nature of the cohorts within the school. In the case of the schools with ARCs, the SENCO will also have responsibility for the running of these. The SENCO is responsible for the identification of SEN needs, the mapping of provision to meet these needs and the communication of both. S/he will also liaise with the LA over admissions, manage the team of HLTAs/TAs/Academic Mentors and provide training for the team and for all staff as required. S/he is accountable for the progress and progression of students identified as SEN.

HLTAs: will be responsible for running small groups

TAs/Academic Mentors: will be supporting individuals, often in-class.

The Teams are based in dedicated accommodation. All files containing confidential information are kept in a secure area. Teaching areas are well-resourced with a wide range of multi-sensory teaching materials as well as interactive whiteboards. There are computers both for staff and student use. The accommodation includes areas which are fully accessible with easy access to disabled toilets enabling admission of students with physical difficulties who are mobile. The SEN base should provide an alternative environment for highly vulnerable students who are being educated in the mainstream. Where the school has an ARC it is likely that the SEN spaces will be adjacent to the ARC and there will be some interrelationship between the sessions and the spaces.

The majority of the support is within the mainstream classroom. Support is allocated based upon the greatest need within a class. The lowest sets, within core

subjects receive more support than others. Small numbers of students receive small group withdrawal teaching for help with literacy, numeracy or social skills. Students with Education, Health and Care plans (EHC) or statements of SEN will also have 1:1 withdrawal tuition if this is written into their plan. The funds received from the LA for the purposes of Special Needs will be entered separately in the Trust's accounts to show that they have been spent on staff and resources needed by students with SEN.

Inclusion Teams and Spaces

Inclusion Lead: Each school will have an inclusion lead. In a small or growing school this may be linked to other pastoral responsibilities. The inclusion lead identifies need and maps provision, working closely with the SENCO to establish areas of effective overlap and driving efficiencies.

Intervention TAs/HLTAs: Schools may employ a full-time TA/HLTA to run part of the intervention programme, manage the focus room and work with families.

Other staff within inclusion/SEN may be used on an agency or employment contract basis eg Counsellors, Speech & Language Therapists, Clinical Psychologists, Educational Psychologists.

Identifying Need

Para xix (also 6.9) SEN Code of Practice 2015/The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- *They must not directly or indirectly discriminate against, harass or victimise disabled children and young people*
- *They must not discriminate for a reason arising in consequence of a child or young person's disability*

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The Learning and Inclusion/SEN Teams have several systems in place for identifying and assessing students with SEN, including, in the case of students with EHC plans, the process of annual reviews. In the first instance students are identified at primary/secondary transfer when information is collected from primary schools. This includes Year 6 results, information on SEN and language levels. Members of the Learning and Inclusion/SEN Teams and the Heads of Year 7 visit the main feeder primary schools in order to meet with class teachers and students with SEN. Relevant information is then circulated to all members of the teaching staff at the beginning of the new academic year. The entire new Year 7 intake sit a cognitive ability test during the induction prior to entry. They are also tested for a reading age and a spelling age.

Early identification of students' educational needs is a crucial aspect of the Trust's inclusion strategy. The following steps are taken routinely:

- i) Liaison with the LA over the naming of a Trust school in an EHC plan of students in yr 5/6.
- ii) Liaison with feeder primary schools over transition (for students with EHC plans/ LAC & PLAC students /Students with emerging patterns of disengagement or persistent disruptive behaviours.
- iii) Pre-transfer literacy-testing.
- iv) Weekly Vulnerable student meetings reviewing students' whose pastoral indicators (attendance/negative points/membership of an at-risk cohort) flag concern).
- v) Individual 'Triage' testing is used (ideally in Yr 7) where pastoral or academic indicators flag concerns.

Further concerns about students who appear to be underachieving should be formally raised by teachers with the Learning and Inclusion/SEN Teams.

It is recognised that there are often overlapping needs which will impact on a student's success within mainstream education. Clear diagnosis of these issues enables effective intervention.

Key Learning issues which inclusion teams are alert to:

- Literacy barriers (ranging from EAL to Dyslexia).
- Speech, Language & Communication issues.
- Processing Speeds.
- Anxiety leading to time out of lessons and in extreme cases school refusal.
- Complex medical needs.
- Attachment Issues (particularly in the case of P/LAC students).
- Extreme Social & Emotional Needs (particularly in the case of students who have been subject to abuse).
- Lack of home supervision.

Provision for students with SEN is an integral part of the Trust which aims:

"To develop the full potential of every student, with careful regard for all kinds and levels of ability, including academic ability, technological awareness, aesthetic appreciation and physical and emotional development".

All teachers have targets and classroom strategies for all students with SEN and are expected to take students' individual needs into account when planning and delivering lessons. A range of teaching strategies should be employed. The curriculum should be differentiated to meet the needs of all students. The Learning and Inclusion/SEN Teams play a key role in liaising with subject teachers, advising on both appropriate teaching styles and strategies, as well as differentiating the curriculum through the role of the Teaching Assistants.

Students with SEN, including students with social, emotional, mental health, behavioural, physical or sensory difficulties are fully integrated into all aspects of the school life, including lessons, meal and break times, extra- curricular activities and school trips. Learning and Inclusion has a core curriculum of Literacy and Numeracy at KS3. This ensures early intervention and maximises the chance of students making the extra progress needed to be able to access the curriculum in line with their peers at KS4.

Additional provision is carefully audited to ensure it provides good value for money:

- i) In some cases students may have additional in-class support (eg from a TA) as a result of extra resource set out in an EHC plan.
- ii) In some cases students with an EHC plan may have the need for specialist provision in a small group which is paid for by their additional resource.
- iii) Students with severe Medical needs /Physical Disabilities may need special arrangements to avoid disadvantage.
- iv) Students are also identified internally as needing additional support/intervention or alternative provision if concerns are triggered by the pastoral or academic indicators eg
 - Low attendance.
 - High Negative behaviour points.
 - Underachievement against target.

Designing Additional Provision

The school's additional provision offer will be designed to best meet the needs of students with SEN and those who are at-risk of exclusion.

In some cases a specific intervention may be suitable to meet the needs of students identified as vulnerable for a range of reasons (e.g. SEN support (K), LAC/PLAC or persistently disruptive)

Examples of intervention groups are:

- Literacy Intervention.
- RAC cohorts (Raising Achievement Cohorts) for PP (Pupil Premium) students (overseen by form tutors).
- Well- being initiatives – peer mentoring; breakfast clubs.
- Lego club (ASD).
- KS4 Life skills/Study options.
- Study Club/Homework club.

The criteria for the implementation of the schools' SEN policy as set out at the beginning of the policy will be used to assess the success of the schools' policy in providing an education for students with SEN. The criteria will be reviewed regularly and the effectiveness of each criterion will be detailed in an Annual Report to the Local Governing Bodies. Each Local Governing Body will identify a Governor with responsibility for SEN.

Parents are actively involved in working with the Trust SENCO and Learning and Inclusion/SEN Teams and other members of staff to support their child's needs. Parents are informed and consulted when their child has been identified with a special need, as is required by the Code of Practice (2015). For children on the SEN list they are involved in drawing up a support plan and the setting of targets with the relevant member of staff and their child. Parents are encouraged to be pro-active in supporting the needs of their child and are encouraged to contact the school SENCO if they have concerns regarding the needs of their child.

All members of the Teams are regularly encouraged to take full advantage of in service training which provides opportunities for professional development and will complement and enhance the work of the whole team. The Trust SENCO and Learning & Inclusion Leadership Teams liaise and hold regular meetings with the Pastoral Teams, including Heads of Year. External agency liaison includes the School's Educational Psychologist, the Supportive Action for Families in Ealing team (SAFE) the Speech & Language Therapy service (SALT) as well as attending SENCO meetings organised by the LA.

The Learning and Inclusion/SEN Teams have regular contact with a number of outside agencies and liaise closely to seek advice in relation to students with SEN. Regular Multi-Agency meetings take place. The schools have support to promote well-being and manage mental health.

The Trust draws on specialist external support as part of its offer e.g.

- Educational Psychologists.
- Speech & Language Therapists.
- Counsellors.
- Mentor or Behaviour Consultant.

The teams work closely with feeder primary schools through close liaison before the primary/secondary transfer period. There are also outreach links with Special Schools, particularly Springhallow. The transition planning from Year 9 onwards for EHC plan students ensures that careful consideration is given to suitable options and careers for the future. Year 9 EHC plan students have the opportunity to produce a person centred review which is central to their Annual Review meeting. Non-EHC plan students with SEN are also advised on future career choices in school. Post-16 Pathway advice is an ongoing process that takes place at Annual Reviews; Parents' Evenings and Individual review meetings.

Mapping of Need against Provision

The needs of individual students will be mapped against this provision in order to ensure efficient delivery. Delivery may be modified termly to address the changing needs of school cohorts. The overlapping needs of students (eg those with identified learning difficulties, those with specific and potentially complex home backgrounds and those whose behaviour puts their learning at risk requires careful co-ordination between key members of staff (eg SLT Key Stage/WSLT Inclusion Leads and SENCOs). Responsibility for the additional provision (particularly costs and outcomes) lies with

the Associate Headteacher alongside parallel responsibility for mainstream provision.

Progress and Progression

- The impact of provision is monitored in weekly 'vulnerable student' meetings.
- The progress of all students is monitored carefully by all teachers, form teachers and HODs. Attention is drawn systematically to key at-risk cohorts.
- It is recognised that issues of progression can become more acute for at-risk students in the upper school, when the focus is strongly on outcomes and progression pathways.
- Inclusion & SEN leads will give specialist IAG to students from Year 9 onwards over the selection of appropriate pathways and transition post-16.
- All background factors (SEN/P/LAC and Pupil Premium) are flagged to pastoral and academic staff to ensure that the individual needs of these students are met. These cohorts are also monitored in relation to the whole cohort to ensure under-performance is addressed.

In the event of any complaints about the schools' Special Needs practices the complaint will be dealt with through the usual Trust complaints procedure. In the first instance the school SENCO should be contacted who will be supported by the Trust SENCO as required. If the complaint cannot be resolved satisfactorily the complaints policy has a clear hierarchy of escalation which will be followed

The school is guided by the principles of safeguarding and Learning and Inclusion/SEN staff work with our students to ensure they are healthy; stay safe; enjoy and achieve; make a positive contribution in school and have a planned course of study, training or employment after they leave our schools.

Under the achievement of pupils the Twyford 2012 Ofsted report included the comment that "The progress of disabled pupils, those with special educational needs and those known to be entitled to free school meals is excellent". The William Perkin 2015 Ofsted report included the comment that "The achievement of disabled students and those who have special educational needs is exceptionally strong".

5 Strategic Vision for Learning and Inclusion

Maximising learning potential through inclusion and support:

"Children of God...in which you shine like stars in the Universe" Philippians 2.15

Trust schools have a very wide ranging student community. A small number of the school communities have EHC plans, including Autistic Spectrum Disorders and Specific Learning Difficulties. The school's mission statement underlines that the school is a 'learning community.....which values the gifts of all its members'. The primary aim of the Learning and Inclusion/SEN Teams is to ensure that this is the case especially where students are vulnerable or at risk of exclusion.

In addition to ensuring that the EHC plan students have individualised programmes which match the requirements identified in their EHC plans and annual reviews, the

Trust also has a clear policy of early intervention targeted at years 7 & 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disaffected. This is implemented through a range of small group provisions which aim to ensure all students will be able to access a differentiated core curriculum offer by the time they reach year 9. The GCSE curriculum model includes within it strands targeted at less able or hard to reach students.

Broadly, the types of provision led from within the Learning and inclusion/SEN Teams are as follows:

- Specialist individualised provision – EHC plan students.
- Targeted KS3 Curriculum – Literacy and Numeracy.
- Targeted KS4 Curriculum – Study Skills and Life Skills.
- Exam Support and administration.
- Differentiated curriculum offer -through streaming and setting.
- Support in mainstream – In class support.
- 1:1 intensive support provided in liaison with outside agencies (Child & Adolescent Mental Health Service CAMHS, SALT, SAFE etc.).
- Universal – Study Club/ Homework club.

There is also provision for one to one counselling and for mentoring and peer mentoring organised on a shorter term time-frame. This support is overseen by the Inclusion lead who may be supported by a Lead Learning Mentor or Intervention Manager.

The ARC

The (Twyford/William Perkin) ARC is a place to be inspired and keep growing.

ARC: a part of a circle, a part of the whole.

This is an additionally resourced provision, financed from high needs SEN funding. Places are jointly allocated by the Trust and the LA. Admission criteria is that students must have ASD and another SEN need. The students must however be able to benefit from inclusion in the mainstream school.

The ARC has an inclusive ethos and students are with mainstream peers in tutor time, assemblies and in many curriculum subjects. A programme to support social skills, communication and life skills is provided by the ARC staff working in conjunction with outside agencies like SALT. Enrichment subjects like Cooking, gardening, additional PE, Music or Art are also offered, dependent on student need, staff skills and are all carefully tailored to the students' abilities.

6th Form Principles

It is essential to note that all 6th forms within the Trust are academic and level 3 or 'A' level courses are offered. Students have met high entry criteria and are expected to manage the knowledge and understanding required for their courses and to be able to organise their own independent learning. Teachers of each subject are the specialists who will differentiate the work and offer additional support to individuals if needed.

Depending on need, the following will be offered to students:

- Individualized provision such as 1:1 work with a Teaching Assistant during Study periods – EHC plan students.
- Targeted mentoring or counselling.
- Access examination arrangements if the student meets the criteria set by the Joint Council for Qualifications.