



Ludus Admirandus

Academy@Worden

SEND Policy 2024

Academy@Worden Special Education Needs Disability Policy

Academy@Worden is a mainstream school. We aim to provide an inclusive education for all our students which accept the need to ensure all students reach their individual academic potential while also preparing for the adult world. The school is committed to providing equal access for all its pupils to the broad and balanced curriculum to which they are entitled, in line with the Equality Act of 2010. Academy@Worden will use best endeavours to ensure that necessary access arrangements and adaptations are put into place that are compatible with the effective education of all pupils in school. Students will gain self-efficacy and learn moral values in a safe learning environment.

This policy has been formulated with regard to, but not limited to:

- the SEND Code of Practice: 0 to 25 years (2015),
- Equality Act 2010: advice for schools DfE 2013,
- Keeping Children Safe in Education (2023),
- Safeguarding Policy,
- Accessibility Plan,
- Teacher Standards 2012,
- Working Together to Safeguard Children (2018).

If you require further information about the provision for SEND in the school, please contact the Special Educational Needs Co-ordinator (SENDCO) Mrs K Keane.

Aims and Objectives

The aim of Academy@Worden's approach to SEND is to raise the aspirations of and expectations for all pupils with SEND, and promote an inclusive environment where pupils of all abilities can thrive.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Head Teacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Headteacher, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs, via an update on the policy each year.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Academy@Worden aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEND. Our SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENDCO) and Learning Support team. Our approach follows Department for Education (DfE) definitions and guidance and reflects our statutory duties introduced by the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

Definition of Special Educational Needs and Disability

Section 20 of the Children and Families Act 2014 states:

- (1) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age has a learning difficulty or disability if he or she:
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

The Code of Practice identifies four broad categories of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/Physical Needs

The purpose of identification of need is to plan what action the school needs to take in order to meet a student's needs. SEND provision is educational provision that is **additional to or different from** that made for other children of the same age. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Principles

By SEND we mean a learning difficulty or a disability that prevents, hinders, or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, ADHD and some complex behavioural, emotional, or social difficulties, including syndromes such as Tourette's, and Autistic Spectrum Condition and mental health disorders are among the disabilities that might be classed as SEND if they have a significant impact on the student's ability to make progress and take a full part in school life.

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEN Code of Practice.

The Disability Discrimination Act 1995 (DDA) and the Disability Equality Duty Act 2010- (DED) introduced measures aimed at eliminating the discrimination often faced by disabled people and at Academy@Worden, we endeavour to promote the spirit of inclusion typified by these Acts.

Responsible Persons

The 'responsible person' for SEND is Mr A Hammersley (Headteacher), and Mrs M Woodall (Chair of Governors).

The person co-ordinating the day-to-day provision of education for pupils with special educational needs is Mrs K Keane (SENDCO).

Identification and assessment

Many students with SEND will have had formal assessments or diagnoses at primary school. Our Learning Support has developed links with our primary feeder schools and liaises with them to help identify students with special needs who will be coming to Academy@Worden and get relevant data. Students and their class teachers are visited in Year 6 and the SENCO takes part in Year 6 annual reviews of pupils with EHCP's or significant need if they will be transferring to Academy@Worden. In some cases, a student without previously identified SEND will not make adequate progress, or teachers may consult the SENDCO about other concerns. Learning Support will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such All Academy@Worden adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The School Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. The school operates an equal

opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with EHCPs and those others with less significant problems.

Provision

The school employs several strategies to provide for those students experiencing difficulties.

Amongst these are teaching in small groups, the differentiating of both resources and methods of delivery, the supportive pastoral network, and the involvement of outside agencies as appropriate.

If a student is falling behind, we will try wherever possible to take action to meet their needs ourselves. This is called School Support. If extra help is needed, we will involve outside agencies for advice and support. This is called SEN Support (K).

For students with SEND our provision mapping also:

- Identifies additional or different provision
- Links provision to individuals
- Monitors and reviews provision

Special provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. It may also entail in class work or targeted group interventions by Learning Support staff, Progress Managers or departmental intervention programmes. A small number of students with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These students may be assisted in class by Learning Support staff, or withdrawn from class for special teaching or social development or skills programmes such as:

- Literacy and numeracy catch-up groups
- Social Skills group work
- Academic and pastoral mentoring
- Following a 1-1 programme based on Specialist Teacher advice such as Precision Teaching, phonological awareness training or reading programmes
- IDL Literacy and Numeracy– Indirect Dyslexia Learning (Multisensory computer program)
- Homework club

This is done to teach skills, address learning gaps, boost achievement or exploit strengths. Many students with SEND also have special (access) arrangements in exams, such as extra time, a reader, a scribe, rest breaks, prompts and or access to a word processor. In many cases, students with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress. We use these reports to inform our provision planning.

Students with SEND who have difficulty managing their behaviour may go on school report with targets agreed by both student/parents and Behaviour Managers/Heads of Year or in some cases a Pastoral Support Plan (PSP) and if so, it will include an outline of their strengths and difficulties,

special provision and targets, and be used for monitoring and reviews in conjunction with staff, parent/carers and the student.

Some students who have a disability will have a Care Plan prepared with the help of the student and his or her parents or carers and will involve the School Nurse, health services, and other involved professionals including the school's SENDCO. Care plans detail support arrangements contact numbers and procedures and are reviewed at least annually.

The SEN Register is managed by the SENDCO. A Pupil Passport is shared with all staff which highlights pupil's needs and how to support their difficulties in class.

5. Resources

Funding for students with SEND is allocated according to a funding formula which changes from time to time. Additional 'exceptional needs' funding is available for the most severe levels of need in mainstream schools. The majority of this funding is already allocated to schools for existing named pupils and so any allocations made throughout the year are intended primarily for students with newly identified needs or who have recently entered the school system.

6. Partnership with parents, carers and students

Academy@Worden emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress. Involvement might include:

- Discussions with teachers, pastoral staff, Teaching Assistants and the SENDCO
- Inputs to the type of support required by student
- Sharing details of external reports and assessments
- Participation in reviews and parent's/carers' meetings
- Students will have the opportunity to feedback on their support annually when they attend their annual review meeting and are encouraged to be actively involved in the review process, including the agreeing of targets.

7. Monitoring and evaluation

This SEND policy is reviewed and the SENDCO meets with the SEN Governor.

- Education Health Care Plans continue to be monitored through Annual Reviews where the views of parents, teachers and students will be obtained. The SENDCO will lead on this meeting ensure all paperwork is sent to LCC.
- Students and families will be involved in the support process for the student through parent meetings, and through dedicated meetings with the SENDCO.
- School Support has now replaced School Action and School Action Plus. Class teachers will liaise with parents during Parent Meetings and Heads of Department may ask to meet with parents if there are concerns about a student's progress. Parents may also request a meeting if they have concerns. In addition, there will be termly interim reports allowing parents, staff and students to monitor progress.
- SENDCO will monitor the effectiveness of interventions offered through regular assessment and feedback from students.

- All schools and Local Authorities have published a 'Local Offer' stating what and how provision is allocated. Academy@Worden's 'Local Offer' is published on the school website.

Liaison

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies for students on School Support and those with EHCPs:

- Educational Psychology Service
- Social Care
- The Hearing Advisory Service
- The Vision Advisory Service
- Health Service
- Children Looked After service
- Special Education Needs officer
- Child Adolescent Mental Health Service
- Speech and Language Service
- Physical Disability Service
- Inclusion and Disability Support Service
- Parent Partnership

Arrangements for the Treatment of Complaints:

The procedure for managing complaints will follow the school complaints policy.

Parents also have the right to raise their concerns with the SEND Governor and the Chair of Governors, Mrs Woodall.

Our time target for responding to a complaint in the first instance is within 24 – 48 hours.

Parents can also contact Lancashire SEND Partnership (email SENDpartnership@lancashire.gov.uk) or Lancashire SENDIAS, telephone 0300 123 6706 Monday to Friday 8am- 5pm .

Or Lancashire County Council SEN department - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>