



**East Whitby Academy**

**Policy for Special Educational Needs and Disabilities (SEND)**

**Reviewed and agreed by governors May 2019**

**Review date May 2020**

**This policy is in line with the SEND Code of Practice, (1st April, 2015)**

**Abbreviations used:**

<b>CoP</b>	<b>Code of Practice</b>
<b>EHCP</b>	<b>Education, Health and Care Plan</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>IPM</b>	<b>Individual Provision Map</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>IES</b>	<b>Inclusive Education Service</b>
<b>SPA</b>	<b>Single Point of Access</b>
<b>TA</b>	<b>Teaching Assistant</b>
<b>CPD</b>	<b>Continuing Professional Development</b>

## **Academy aims and values statement**

*Professionals who work with the fifth of children and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community.*

*(Vision statement, SEND Code of Practice 2015)*

## **Objectives of the policy**

- To work within the guidelines set out in the SEND Code of Practice, 2015.
- Maintain the compassionate nature of the East Whitby Academy and ensure there is a whole school approach to any child who has a special educational need.
- To ensure that all staff recognise each child as an individual, ensuring that all children's achievements and contributions are valued and celebrated by staff, children and themselves.
- Maintain and develop each child's innate desire to interact with all of their peers through mutual concern and respect for each other
- For feelings of self-confidence and a positive wellbeing to be promoted
- To ensure all children are given an equal opportunity to take part in all learning opportunities offered by the Academy.
- Provide a broad and balanced curriculum while emphasising the need to develop literacy, numeracy and basic key skills.
- For a differentiated curriculum to be provided to ensure positive learning opportunities for all children.
- To assess children's learning and monitor achievement to ensure all children make progress.
- Follow Academy procedures that ensure early identification of children who need support that is 'additional to' or 'different from' a normal differentiated curriculum.
- To follow school procedures that ensures a graduated response, of 'assess, plan, do, review', in order to provide the correct level of support, whatever the level of need.
- For a range of SEND provision to be provided based on Quality First teaching and aspirational outcomes, using specifically identified interventions, good differentiation,

specific intervention programmes and SMART Targets through individual programmes of support.

- Identified interventions are delivered with fidelity, using a pre and post assessment process to measure accelerated progress and ensure efficacy of the programme.
- For quality SEND provision to be assured through provision management and a robust “Graduated Approach” (assess, plan, do, review) procedure.
- Continue to develop and maintain positive relationships with parent/carers, with a termly meeting to discuss desired outcomes and provision.
- To be part of an effective multi-agency network in order to combine services around the needs of the children and their families.
- If an issue arises where changes occur, this must be in consultation with the SENCO.

Effective planning will help parents, children and young people express their needs, wishes and goals and should:

- focus on the child or young person as an individual, not their SEND label;
- be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
- highlight the child or young person's strengths and capacities;
- enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future;
- tailor support to the needs of the individual;
- organise assessments to minimise demands on families; and
- bring together relevant professionals to discuss and agree together the overall approach.

### **Philosophy**

*“If a child cannot learn in the way we teach, then we must teach in a way that the child can learn”*

***(Ignacio Estrada)***

### The Academy community believes that:

- All pupils are equally valued and the Academy has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum, which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with Special Educational Needs and Disabilities.
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

*"We've had more support from school than any other professional"*

**(Parent: SEND Policy Consultation, June, 15)**

### Principles

A child is defined as having Special Educational Needs and/or a Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is **additional to, or different from**, the provision made generally for children of the same age in a mainstream school. (CoP 2015)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

## **Procedures**

**The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision and arrangements for coordinating Inclusion and SEND provision is as follows:**

### **Role of the SENCO/ SEND Leadership:**

- In line with the Code of Practice, 2015 the Head teacher has overall responsibility for managing the Special Educational Needs Policy.
- The SENCO, meets regularly with Head teacher and other Senior Leaders.
- The SENCO is Miss Sarah Teasdale and she has day-to-day responsibility for operating the policy.
- In consultation with class teachers and the SENCO, the Teaching Assistants (TAs) support children or groups of children throughout the Academy. Some of the Teaching Assistants are assigned to pupils with an Education, Health and Care Plan (EHCP). At all times, the primary focus of the TAs is to support the children to become independent learners. Timetables are flexible and dependant on the changing needs of the children and the Academy.
- Midday Supervisory assistants may also be involved in the care and welfare of children with special educational needs.
- All staff members respond sensitively and appropriately to all children in order to meet their individual needs
- Class teachers aim to use a range of teaching styles in order to meet the learning styles of all children
- Through termly assessment and on-going teacher assessment/observations, class teachers will:
  1. Ensure that the curriculum is suitably differentiated to allow all children the opportunity to access learning opportunities that are challenging and achievable at their level.

2. Identify children who are working above the year group expectations and those who are working below
3. Use suitable assessments to identify appropriate next steps for those children working significantly below KS1 expectations.

### **In Liaison with the SEND Governor:**

The SEND Governor role will support and challenge the SENCO as a critical friend, as the SENCO leads on the following:

- Current numbers (**but not names**) of pupils on the SEND List who require graduated provision and those with Statements/ Education, Health and Care Plans.
- Identification procedures for pupils with SEND
- Staffing arrangements for pupils with SEND
- Staff training
- Use of resources
- Ways that pupils with SEND are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the Academy Improvement Plan relating to SEND
- Progress with the implementation of the SEND policy
- Whether statutory reporting requirements are being met
- Liaison with external agencies and support services
- Links with special/mainstream schools
- Communication with parents

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is part of the continuous cycle of assessment and review.

### **Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- All staff have appropriate access to up to date information about pupils with additional needs

- The SENCo and other outside agencies will offer advice on differentiation, next steps and SMART targets to all staff
- A graduated response ensures that pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Regular meetings with staff, parents and pupils ensure that there is a graduated response to meet individual need and enable the child achieve their personal outcomes and, as far as possible, to become an independent learner.
- The training budget for staff is transparent and negotiated with the Senior Leaders in line with identified needs from performance management and the whole school development plan. SEND continuing professional development (CPD) is constantly reviewed with Senior Leaders
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Access arrangements are made so that all pupils can demonstrate their full potential in SATs tests and assessments
- East Whitby Academy uses the Local Authority's 'local offer' to inform the school of provision they must offer. This is published on the Academy website.

**Pupil progress meetings will inform possible need for intervention for a child. This will be discussed with parents at an individual meeting each term.**

**Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from other outside agencies and professionals when necessary.
- Dependent upon need, some pupils will have a risk assessment or health care plan. Some pupils may be allocated a key worker/supporting adult.
- Parents' meetings will be held termly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- All children on the SEND register have a Graduated Approach document outlining their desirable outcomes and the provision to achieve the outcomes. This is written



in conjunction with parents and reflects their view and the views of the child. This document is reviewed termly.

- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support specific need
- The SENCo is a qualified teacher, is working towards the SENCo Accreditation Award, and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current Academy community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The Academy will follow the latest statutory guidance, currently the SEND Code of Practice, 2015, Equality Act, 2010 and Children and Families Act, 2014.

### **Monitoring and evaluating performance:**

#### **‘All teachers are teachers of children with SEND’ (SEND CoP 2015)**

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole Academy system, to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place.

This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the graduated approach and strategies listed on individual graduated approach documents.
- Annual financial returns (e.g. part 7)
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Termly analysis of data examining the progress of different vulnerable groups.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, Headteacher, SEND governor
- Detailed discussions with families and pupils

- Progress through a variety of transitions
- Attendance and exclusions analysis, in conjunction with Head teacher and senior leaders
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

**The governing body evaluate the work of the Academy by:**

- Appointing a SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

Reviewed: May 2019

Approved by governors: May 2019

Review date: May 2020

***\*SEN information report***

*The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must relate to provision set out in the local offer.*

**SEND Code of Practice, 2015: 6.79**