

## Special Educational Needs Policy

<b>Date Reviewed:</b>	July 2024	<b>Review Date:</b>	July 2025
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### Background

The UN states that education is a fundamental human right. However young people with SEMH continue to experience high rates of Academy exclusion. The Academy Council and staff at Wandle Valley Academy believe all children, including those with SEMH, have the right to education. Wandle Valley Academy is committed to allow pupils in the Academy to fulfil their potential:

- we have a clear ethos of respect for all
- as well as developing individuals' strengths
- and equipping them with effective supports to help compensate for any areas of difficulty.

Our Academy puts a significant emphasis on community-based learning, enrichment and therapeutic support to provide opportunities to generalise and rehearse functional skills in real life settings which enables our young people to participate in their local community.

We focus on developing functional academic skills, social communication skills, emotional literacy and independent learning skills to support our young people to make a successful transition into adulthood (pfa) with the necessary skills to live independently, to gain paid employment and to participate in their local community.

### Aims

- Ensure there are clear and effective systems in place to meet the needs of all pupils in order that they make the necessary progress to meet their potential
- Provide all pupils with their legal entitlement to a broad, balanced and relevant curriculum that is differentiated according to their individual needs.
- Ensure the teaching and learning environment is effective and improve the educational outcomes for all pupils including those with SEN.
- Ensure there are planned, robust and transparent systems in place, that are understood by everyone, to support an efficient and consistent approach to the identification and assessment of all pupils' special educational needs.
- Provide appropriate intervention programmes and resources to ensure the individual needs of all pupils are met.
- Ensure we work in partnership with parents/carers and maintain close links with external support services and professionals.
- Ensure the Academy environment and expectations of staff are designed to promote independence and provide appropriate level of challenge and support.
- Provide effective assessment procedures to ensure early identification of any areas of difficulty and inform intervention programmes
- Enhance self-esteem and celebrate the success of all pupils.

## **The Academy's Special Education Provision**

1. The objectives of the Academy Council in making provision for pupils with Special Educational Needs, are that the policy and practice within the Academy is based on the belief that all pupils are individuals, with individual needs, and that the Academy aims to use assessment to identify additional individual needs and take action to address these needs.
2. Wandle Valley Academy makes provision for pupils with social emotional and mental health difficulties (SEMH). The age range of pupils is from five to sixteen years.

The pupils at Wandle Valley Academy have an EHCP.

3. All pupils have the right to an inclusive education regardless of disability, ethnic background, language, culture, faith and gender. All our pupils will be respected and supported to achieve beyond what is expected and be empowered to make positive choices about their own lives.

Expectations for all pupils will be high. Our provision will support pupils to make a positive inclusive contribution to their community and equipping them with the 'tools' they will need for the different stages in their life. We will seek to improve the current and future lives of the pupils, their families and members of the local community.

## **Identification and Review**

1. The assessment of pupils needs and progress is monitored annually through the pupils' Annual Review of their Education Care and Health Plan (EHCP).

On entry to the Academy, the pupils' ECHP, together with information about previous assessments and previous Academy records will provide information about the physical, social, emotional and academic needs of individual pupils. Relevant and available information is identified and disseminated to staff by the tutor and Leadership Team.

All new pupils take part in WRAT testing and Boxall Profiling.

Pupils' physical, social, emotional and academic needs are the subject of continual monitoring by tutors, with the involvement of the pupils, whilst assessing progress made towards the pupils' targets.

2. All pupils have access to the curriculum of the Academy, which mirrors the National Curriculum. Resources are allocated to enable all pupils to follow the Academy curriculum, which is intended to be relevant and balanced. The enrichment programmes and SMSC/PSHE/PD/Careers/Wellbeing opportunities give the whole programme breadth. Pupils with individual needs may have access to additional resources through Pupil Premium.
3. It is the aim of the Academy to provide a broad, balanced and differentiated curriculum for all the pupils including adherence to the National Curriculum. As a special Academy catering for pupils with emotional and behavioural difficulties, emphasis is placed on the social and emotional development of the pupils. Pupils are encouraged to meet high expectations in terms of both their behaviour and effort. Pupils with a specific learning difficulty are accommodated by differentiation within the curriculum.

Please refer to the 'Curriculum Statement of Intent' documents for full detail of what the Academy offers at each Key Stage and to gain a full understanding of the Transition Groups with in year7.

4. Members of the Academy Council have a close working relationship with the Academy. It evaluates the success of the education provided for the pupils by frequent visits to the Academy and from the Head Teacher's Report. Teachers are invited to meetings in order to inform the Academy Council about their subject or area of specialisation.
5. Complaints from parents/carers of pupils concerning the provision made by the Academy are initially referred to the Head Teacher. In the event of further dissatisfaction complaints may then be referred to the full Academy Council.

### **Staffing Policies and Partnership with Outside Agencies**

1. All staff are encouraged to increase their expertise through a wide range of Academy based and external training. Staff training/CPD is an integral part of the Academy's appraisal process.
2. Wandle Valley Academy maintains partnerships with a wide variety of outside agencies. We are committed to breaking down stereotypes of children with emotional, social and mental health needs and therefore welcome outside professionals to visit the Academy.

Link courses at a variety of outlets including local colleges are available for pupils in Year 9 and above. Additionally, the pupils also have access to other provisions such as R2S courses alongside mainstream pupils. Courses are generally tailored to support the child and the needs.

The Academy has a number of partners for support: The Educational Psychology Service, Child and Adolescent Mental Health Service alongside other agencies eg Speech and Language and Occupational Health, who work with the Academy and the children. The Safeguarding Lead and Academy DSLs, are in contact with pupils' social workers and attend Child Care Planning meetings. The Academy also has links with the Sutton Youth Awareness Programmes. Regular visits from a variety of outside agencies is an integral part of the co-operative, multi-disciplinary approach of the Academy.

The Academy premises are used by a variety of community groups and organisations, both during the day and in the evenings.

3. Parents/carers are encouraged to visit the Academy. We aim to welcome them as essential partners in their child's learning and to help them to feel positive about their child's education. We believe that only through the partnership of all concerned can the best be achieved for each and every pupil.

Parents/carers are asked to support and invited to comment on their child's Education Plan and they are invited to attend Parent/Carer Evenings to discuss their children's progress. At other times they are encouraged to contact and to visit the Academy, both to inform the staff of any relevant information affecting their child's education and to regularly monitor the pupil's progress.

Parents/carers are encouraged to make an appointment to ensure that a member of staff is available.

The Academy has well-established links with several mainstream Academies where Wandle Valley pupils have undertaken successful reintegration programmes. The Academy remains committed to the reintegration of pupils where possible and appropriate.

4. The Academy carries out a Careers Advice Programme and has a dedicated member of staff for this role. The Academy is also visited by outside advisers for Work Experience and Careers Information Events. These support advisers interview and advise pupils and parents/carers and support them in their applications for post-16 Education alongside the Academies dedicated staff member.

Links have been made with local employers who offer work experience placements to our pupils in years 10 and 11. Initially this requires a great input, but is a very successful and rewarding experience for our pupils.

5. The Academy provides in-service training for colleagues in other Academies/Schools.

Wandle Valley Academy staff are encouraged to make links with mainstream Academies/Schools for the purpose of curriculum and personal development.

### **References:**

- Schools Standards and Framework Act 1998
- Education Act 2011
- SEN and Disability Act 2011
- Discrimination Act 2005
- SEN Code of Practice 2014
- Article 24 of UN convention of rights of people with disabilities

The following legislation was used to develop this policy: Maintained Academies, academies and free Academies – The Children and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014

Also see The 0-25 Special Educational Needs and Disability Code of Practice.