



The South Wolds Academy  
& Sixth Form

## **Special Educational Needs Policy**

Adopted: September 2014

Review date: September 2017

**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

## **Mission statement**

The South Wolds Academy and Sixth Form – SEND Policy September 2014 Mission statement The South Wolds Academy and Sixth Form is committed to providing a high quality education for all of the children in our school. We believe that all children are entitled to have access to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion commensurate with meeting individual needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school.

At South Wolds we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve or surpass to his or her full academic and social potential.

## **Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education.

Our aims are:

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with special educational needs.
- To ensure that pupils with SEND are perceived and treated positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

### **Objectives**

- Identify the needs of pupils with SEND as early as possible by gathering information from parents, education, health and care services and primary schools or early years settings – where applicable - prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers, leaders and the Learning Support Team will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have appropriate access to the Academy's Curriculum. This will be co-ordinated by the Assistant Head Teacher – Curriculum with the Subject Performance Leaders and the Learning Support Team. Provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provision for pupils within the school as a whole.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

### **Responsibility for the coordination of SEND provision**

- The team responsible for overseeing the provision for children with SEND is the SEN Leader and Inclusion Manager. Their work is overseen by the SENCo.
- The person co-ordinating the day to day provision of education for pupils with SEN is the SEN Leader

### **Arrangements for coordinating SEN provision**

**The Learning Support Administrator will hold details of all SEND Support records such as provision maps, SEND student support plans, SEND reviews or structured conversations for individual pupils.**

#### **All staff can access:**

- The SEND Policy;
- The SEND code of Practice;
- A copy of the full SEND List;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Learning Needs' Profiles on SIMs and their SEND requirements;
- Information available through Nottinghamshire's SEND Local Offer

### **Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The school will work in partnership with parents, specialist services and other settings to make transition arrangements that meet the individual needs of the child. The SEN Leader will create an appropriate transition plan that is achievable within the resources of the school.

Parents of children with SEND, who do not attend a linked primary school, who are applying for admission into South Wolds should contact the Inclusion Manager in the first instance.

### **Facilities for pupils with SEND**

*Once a child's specific needs have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as practicable possibly. For example:*

- *Physical environments*
- *Assistive technology*
- *Increased access to the curriculum and assistance during examinations*
- *School transport for curriculum activities*

### **Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of the Academy's budget. Most students with a SEND will be able to access teaching and other opportunities as result of teachers making the necessary adjustments as set out in the Learning Needs' Profiles.

Some pupils with SEND may access additional funding. This additional funding might:

- be from a budget (Additional Family Needs) which is devolved directly to the academy from the LA; or
- for those with the most complex needs, additional funding is retained by the local authority. If the Academy identifies that the students need access to this funding then we will make 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 type of funding.

**The process for allocating resources within the school setting follows this pathway:**

- 1. Many students with a SEND will be able to access teaching, make good progress and participate in other opportunities in the Academy without the need for additional resources. All staff working with these students will receive the high quality information and training that they need to enable them to make appropriate adjustments.**
2. In some instances additional resources will be required, to meet the needs of the pupil, to enable them to access teaching and to participate in other opportunities. The SEN Leader will allocate any available Additional Family Needs Funding to this student.
3. When additional resources have been allocated but the pupil has not progressed as expected, the SEN Leader will consider requesting input from external agencies and or seeking advice and support from the South Wolds Family SENCo Group and at the Springboard meetings. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of the provision.
4. Pupils identified with more complex needs who have been moderated by the Family of Schools as HLN (Higher Level Needs) will be referred to a multi-agency panel for further funding consideration.

## **Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Subject teachers will receive high quality information and training to enable them to make adjustments to their teaching that will aid all pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. If

academic progress is still below expectations the class teacher will be supported by the SEN Leader in monitoring progress and engagement.

- c) If the pupil is then identified as having Special Educational Needs the SEN Leader will put in place appropriate support and strategies whilst continuing to evaluate impact and progress. In this instance the pupil will be recorded on the SEND list and staff notified accordingly with details recorded on SIMS.
- d) The SEN Leader will inform parents/carers of pupils with SEND, informing them of any concerns and the circumstances under which pupils are being monitored. Parents/carers are encouraged to share information and knowledge with the school.
- e) Pupil progress meetings with the appropriate member of staff within the Learning Support team are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made (students review days and parents evenings will form part or all of this process).

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil added to the SEND list. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teachers, Learning Support Team and parents if appropriate, to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the

support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEN Leader.

## **Review**

Reviews will be undertaken in line with agreed dates and will include student review days and parents evenings as all or part of the process. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the or appropriate member of the Learning Support Team will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. For the majority of students class teachers and tutors at parents evening and student review days will complete this process. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a EHCP will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:  
**0115 948 2888**

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum provided by the school. After considering all relevant information the school will determine the appropriate curriculum.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEN Leader or Inclusion Manager will consult with the child's parents for other flexible arrangements to be made.

### **Inclusion of pupils with SEN**

The Head Teacher oversees the school's work on inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the AHT- Curriculum to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub, family SENCO meetings and the feeder Primary.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This can include through: parents' evenings, review meetings, structured conversations, pupil interviews, parent questionnaires. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SEN Leader or Inclusion Manager. If the concern is not resolved then parents/carers can follow the complaints procedure which is available on the school website.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Learning Support Team) attend relevant SEND courses, Family SENCo meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues The Deputy Head Teacher – Teaching ensures that training opportunities are matched to Academy Improvement Priorities

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

### **Working in partnerships with parents**

The South Wolds Academy and Sixth Form believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Links with other agencies and voluntary organisations**

The South Wolds Academy and Sixth Form invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN

- Nottinghamshire Education Psychology Service
- CAMHS
- Social Care
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- NCC Targeted Support services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and