

Samuel Ward Academy

Policy Statement for Special Educational Needs and Disability (SEND)

and Additional Needs

July 2014



SENCO: Rosie Smithson

rsmithson @samuelward.co.uk

(Agreed by governors: To be reviewed July 2015)

SLT member with responsibility for SEND: Pat Stalker

p.stalker@samuelward.co.uk

Legislative Compliance

This policy has regard to the Children and Families Act 2014

The Code of Practice for SEND: 0-25 2014

Equality Act 2010

Ofsted SEN Review 2010 'A Statement is not enough'

Procedures for admission

Although the Academy will decide its own admissions, the local authority co-ordinates all admissions in its area, and will communicate all admission decisions to parents.

Procedures for applying to Samuel Ward are explained in the publication Admission to Schools in Suffolk.

Section 1

Inclusion – policy and practice

Vision

The Samuel Ward Academy Trust's vision is:

Difficulties mastered are opportunities won

Samuel Ward Academy Trust strives to ensure that all students leave their settings as confident, resilient individuals, positive about their future and equipped to deal with challenges – having a learning difficulty or disability is not seen as a barrier to making progress. There is a belief that all students can achieve. We encourage students to constantly strive to gain independent learning skills and have the courage to take risks and develop personal responsibility in order to make a successful transition to adulthood.

Inclusive Practice

In the Samuel Ward Academy Trust schools, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing.

Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Objectives:

Samuel Ward Trust schools use their best endeavours to ensure teachers in the school are able to identify and provide for those pupils who have SEND. The Trust Schools have high aspirations of and expectations for all pupils with SEND. The focus is on outcomes for young people – not just hours of provision or support.

Key objective – to enable all pupils to participate in lessons fully and effectively.

In order to achieve this we will:

1. work in partnership with parents/carers who play a fundamental role in enabling young people with SEND to achieve their potential.
 - a. All schools in the trust recognise and value the unique knowledge and experience that parents have which can contribute to a shared understanding of how to meet children and young people's needs.
2. include the views of young people about what sort of help they would like to make the most of their education.

- a. Pupils will be included in all decision making processes, reflecting on their learning needs.
3. identify at the earliest opportunity any pupils who are not making expected progress.
 - a. Class and subject teachers are responsible and accountable for the progress and development of the pupils in their class
 - b. High quality teaching, differentiated for individual pupils is the first step in responding to those who have or may have SEN
 - c. The school follows the SEND Code of Practice 2014: 0-25 years' graduated approach with regard to the identification and review of pupils with special educational needs: The four key actions are:
 - i. Assess
 - ii. Plan
 - iii. Do
 - iv. Review
4. ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
 - a. Special educational provision is underpinned by high quality teaching
 - b. The SENCO is responsible for providing professional guidance and support to class/subject teachers
5. work closely with external support agencies, where appropriate, to support the needs of individual pupils.
6. communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND.

Section 2

Identification, assessment and provision for pupils with special educational needs

Identifying SEN

The Academy welcomes students with or without a Statement/Education, Health and Care Plan. We will do our best, in partnership with parents, to meet the special educational needs of all pupils.

A young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority 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

(P4 xiv)

The four broad categories of need identified in the SEN Code of Practice are:

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

Disability and Equality

Some young people who have SEN may have a disability under the Equality Act 2010:

... a physical or mental impairment which has a long-term adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments affecting sight, hearing and long-term conditions such as asthma, diabetes, epilepsy and cancer.

English as an Additional Language

Pupils who speak English as an Additional Language are not automatically considered to have a special educational need. National guidelines on expected progress of pupils new to English are used to support the identification of underlying learning difficulties if concerns are raised by teachers and/or parents/carers.

Samuel Ward Academy Trust schools comply with The Children and Families Act 2014 regarding supporting young people with medical conditions. Provision is planned and delivered in accordance with healthcare plans.

Under-achievement

The Academy recognises that progress may be affected by factors other than SEN. The school's pastoral support system includes small tutor groups with a Learning Coach responsible for dealing with day to day concerns. The Learning Coach gets to know pupils in the group very well. Concerns can therefore be identified and dealt with quickly.

The three Pupil Review Days enable Learning Coaches to meet with parents/carers on a regular basis to discuss progress, and if necessary, support arrangements.

The Academy's five Inclusion Officers provide additional pastoral support, liaising with Achievement Directors, Learning Coaches and parents/carers. Where pupils present with behavioural concerns, the Academy's holistic approach is to try to identify the underlying causes of the behaviour and then put in place support strategies through the SEN and/or pastoral systems.

Health

The School Nurse supports pupils with health-related concerns. Drop-in sessions are available but also regular appointments can be made. The School Nurse will meet with parents/carers of pupils with medical needs and support the setting up of healthcare plans. Training sessions for staff ensure students' support needs are understood, ensuring correct management.

Two school counsellors are available to support students who have social and emotional difficulties.

The Inclusion Officers and a school counsellor run training sessions for staff on supporting pupils' emotional health.

Section 3

Responsibilities and Resources

The Special Needs Co-ordinator (SENCO) takes responsibility for the day to day operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents/carers and other agencies. The SENCO also provides professional guidance to colleagues to ensure students with SEND have full access to the curriculum.

The Trust's executive head and the Academy's Head of School have responsibility for the overall management of provision for all students.

The Achievement Manager with specific responsibility for inclusion (behaviour, safeguarding and attendance), line manages and works closely with the SENCO. The philosophy of SEND and inclusion being linked enables a holistic understanding of students' needs and appropriate support strategies to be put in place.

The SEN Governor regularly meets with the SENCO, ensuring that policies and procedures meet statutory requirements.

The duties of the Governing Body are set out in the SEN Code of Practice 2014.

The current SEND Governor is Linda Maidment.

Specialisms

The SENCO has the National Qualification for SEN Provision and an MA Ed (Special Education). A comprehensive programme of continuing Professional Development for SEN and Disability (SEND) is undertaken. The SENCO is currently undertaking the OCR Level 5 Diploma for Specific Learning Difficulties.

Identification, Assessment and Review

The School follows the SEND Code of Practice: 0-25 years' graduated approach with regard to the identification, assessment and review of students with special educational needs.

The four key actions are:

Access:

The subject teacher is responsible for tracking all students' progress. Where a student is under-performing, a teacher will implement differentiation through teaching and learning strategies and resources. If no progress is evident, the teacher will liaise with their Head of Department to discuss current provision within the department. Further differentiation will be applied and continue to be monitored. If, after a second cycle of support has been implemented, there is no or very little progress, the subject teacher will refer the student to the SENCO for further assessments to identify specific areas of difficulty.

Plan:

Following assessments, the SENCO will feed back to teacher and parents. Further strategies for support will be agreed. The student will be involved in this process of identifying what helps them to learn best

Do:

The Subject teacher should remain responsible for the progress of all students. Where interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning. Achievement Managers track the longer-term progress across all subjects for the students they have responsibility for within their House team.

Review:

The effectiveness of the support will be reviewed through termly Progress Checks as well as through assessments within subject areas.

SEND and Additional Needs Register

All students with a Statement/EHC Plan will automatically be placed on the school's SEND register.

Students may be placed on the school's SEND register as 'supported' if within-class support has not impacted positively on progress. This will be done in consultation with students and following parental consent.

Students may be placed on the school's 'Additional Needs' register if there are on-going concerns, not relating to SEND, which all staff should be aware of, for example medical concerns as well as where students may be at risk of underachievement.

The progress of all students on the register is monitored and reviewed regularly. The numbers of pupils who are considered to need support or to have additional needs changes according to need.

Education, Health and Care Plans

Education, Health and Care Plans (EHC Plan) will replace Statements of SEN. (For students who already have a Statement, there is an expected three year transition period from September 2014 to convert to the new EHC Plan.)

Students whose progress is considerably below age-expected levels may be referred for an assessment for an EHC Plan. Person-centred County guidance is followed, and parents/carers and pupils are fully involved in this process, designed to be child and family-friendly.

In addition to the school's usual system of reporting progress, pupils with an EHC Plan will have an annual review to evaluate outcomes from interventions and other support strategies. Teaching Assistants may attend these reviews along with other invited professionals on a needs basis.

Tracking Progress

In school, the tracking of progress is on-going.

- At transition in Y7, SATs results and records from your child's previous school are available to staff to enable progression.
- The SENCO meets with the Year 6 teacher and/or SENCO in all feeder primary schools to gain information about more vulnerable students. A Pupil Information

Profile (PIP) is created which outlines students' specific needs – along with strategies/arrangements required to support full inclusion and access to the curriculum.

- Students with a PIP will be asked to add their views and agree progress targets when they move to SWA. These are reviewed and updated regularly – at least twice a year.
- Shortly after entry to SWA, all students complete both a reading and a spelling assessment. Any student with scores significantly below the average range will undertake further assessments to identify areas of difficulty - which then informs decisions about future support arrangements.
- Subject teachers monitor students' progress through classwork, homework and assessments – referrals to the Curriculum Support Department are made for students not making progress despite classroom-based support strategies being put in place.

Support arrangements

In addition to the SENCO the Curriculum Support Department has four highly experienced part-time teachers who offer interventions in literacy, numeracy and social and emotional development. The outcomes of interventions are evaluated.

Quality first teaching, appropriately differentiated is the first step in responding to pupils who may or may not have SEN. If pupils do not make progress despite a variety of teaching strategies and approaches being in place, then the SENCO will undertake additional assessments to identify if pupils have any underlying learning needs.

Following discussion with subject teachers, pupils and parents/carers the most suitable support arrangements will be put in place. This may include Teaching Assistant (TA) support. TAs work with individuals and small groups on focused learning tasks under the direction of teachers.

TAs are department-based. This ensures they develop good subject knowledge, enabling them to support teaching and learning. They impact positively on pupils' learning through creating resources and personalising aspects of learning.

TAs run small group and one-to-one literacy, numeracy and study skills interventions - under the direction of subject teachers or the SENCO.

Breakfast Club and Enrichment intervention sessions are run – providing additional support to take place outside of the curriculum.

Life skills are developed through PHSE curriculum for all students. In addition, ASDAN and Employability Skills are offered which specifically supports work-related learning and preparation for adult life.

Travel training is offered to vulnerable KS4 students who are moving on to college post-16 .

Exam Access Arrangements

For public exams, Exam Access Arrangements are put in place for students meeting the Joint Council for Qualifications' criteria. Access Arrangements include the use of a reader, scribe, laptop or having extra time. For some students, voice activated software is provided.

Students and parents/carers are asked for consent before requests to exam boards are requested. Assessments are carried out by the SENCO and applications processed by the school's Exams Officer. Access Arrangements are only granted to students when this is their 'normal way of working'.

Working with other agencies

The school works in partnership with professionals from a range of other agencies – including County Advisory Service, Educational Psychology Service, Health and Social Care - on a needs basis.

ACCESSIBILITY

The school's accessibility plan is reviewed regularly. Environmental alterations are made to accommodate students with physical and sensory needs. Individual evacuation plans are in place for all wheelchair users.

There are disabled toilets in all areas of the school, one with a hoist. Manual Handling training is updated regularly for Teaching Assistants and other support staff.

BEHAVIOUR

Behaviour

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

Principles

The Behaviour Policy forms an integral part of our school curriculum, for at Samuel Ward we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values, whether in or out of school, at weekends and after school hours.

We appreciate that for some of our younger pupils positive behaviour still needs to be fully developed and we are committed to supporting them to become responsible, resilient, well behaved young people. This policy, therefore, includes a degree of differentiation in and support given in recognition of our less mature students.

Racial, Religious and Sexual harassment and Bullying

At Samuel Ward we wish to promote equality and eradicate all forms of bullying. Harassment and bullying will not be tolerated at Samuel Ward. Adults are advised to follow reporting procedures as outlined in the anti-bullying policy. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances, and in some cases the police will be contacted.

COMPLAINTS

Complaints

The Academy' Complaints Policy can be found on the school website.

There is a clear staged approach to complaints, however the Academy expects that before seeking to use the formal policy the

complainant:

a) will have raised the matter with the pupil's Learning Coach, if the matter relates to a pupil;

b) will have made reasonable attempts to seek an informal resolution.

The Chair of Governors shall have a discretion, which will be exercised reasonably, not to allow a complaint to be pursued where this precondition has not been met.