

1. Aims

- 1.1. This is the policy on special educational needs and disabilities of Great Western Academy (**Academy**).
- 1.2. The aims of this policy are as follows:
 - 1.2.1. to promote good practice in the detection and management of special educational needs and disabilities (**SEND**);
 - 1.2.2. to explain the support the Academy can provide for children who have learning difficulties and disabilities and the co-operation needed from parents and carers;
 - 1.2.3. to actively promote the well-being of pupils.
 - 1.2.4. To provide support and advice for all staff working with special educational needs students

2. Review

- 2.1. This policy will be reviewed annually and agreed by the Governing Body.

3. Scope and Application

This policy applies to the whole Academy

4. Regulatory Framework

- 4.1. This policy, which applies to the whole Academy, complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years and has been written with reference to the following guidance and documents:
 - 4.1.1. Education (Independent Academy Standards) Regulations 2014
 - 4.1.2. Education and Skills Act 2008
 - 4.1.3. Children's Act 1989
 - 4.1.4. Children and Families Act 2014
 - 4.1.5. Equality Act 2010: Advice for Schools DFE May 2014
 - 4.1.6. Technical guidance for Schools in England (Equality and Human Rights Commission, July 2014)
 - 4.1.7. SEND Code of Practice 0-25 years January 2015
 - 4.1.8. Statutory Guidance on Supporting pupils at school with medical conditions December 2015
 - 4.1.9. Safeguarding and Promoting the Welfare of Pupils Policy
 - 4.1.10. Teachers Standards 2012
- 4.2. The following Academy policies, procedures and resource materials are relevant to this policy
 - 4.2.1. Equal Opportunities Policy
 - 4.2.2. Safeguarding and Promoting the Welfare of Pupils Policy
 - 4.2.3. Risk Assessment Policy for Pupil Welfare
 - 4.2.4. Anti-bullying Policy
 - 4.2.5. Disability Policy

5. Publication and Availability

- 5.1. This policy is published on the Academy website.
- 5.2. This policy is available in hard copy on request.
- 5.3. A copy of the policy is available for inspection from Reception during the Academy day.

Policy Owner	Miss K Hughes – Senior Assistant Principal
Date of Last Review	November 2022
Date of Governor's Meeting	
Date of Next Review	November 2023

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5.4. This policy can be made available in large print or other accessible format if required.

6. Responsibility

- 6.1. The Academy's SENDCo has responsibility for co-ordinating SEND provision in the Academy. The responsibilities of the SENDCo will include:
- 6.1.1. overseeing the day -to-day operation of the Academy's SEND policy;
 - 6.1.2. co-ordinating the provision for children with SEND;
 - 6.1.3. liaising with the relevant Designated Teacher where a looked after pupil has SEND;
 - 6.1.4. advising on the graduated approach to providing SEND support;
 - 6.1.5. advising on the deployment of the Academy's delegated and other resources to meet pupils' needs effectively;
 - 6.1.6. ensuring liaison with parents/carers and other professionals (early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies) in respect of a child's special educational needs;
 - 6.1.7. being a key point of contact with external agencies, especially the local authority;
 - 6.1.8. liaising with potential next providers of education to ensure a pupil and their parents /carers are informed about options and a smooth transition is planned;
 - 6.1.9. advising and supporting other staff in the Academy;
 - 6.1.10. ensuring that appropriate IEP/ Pupil Profiles (Individual Education Plans / Pupil Profiles) / Provision mapping is in place and effectively implemented;
 - 6.1.11. working with the Principal and Academy Trust governors to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
 - 6.1.12. ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
 - 6.1.13. undertaking any other appropriate duties in accordance with the Code of Practice.
- 6.2. The SENDCo is Laura Winsbury who should, in the first instance, be contacted about all SEND matters. Laura Winsbury is a Qualified Teacher and holds the NASENCo award as well as the CP3TA certificate for Educational Testing. The SENDCo is managed by Katie Hughes, Senior Assistant Principal of Great Western Academy. The Academy will continue to appoint additional staff to SEND posts over the coming years with appropriate qualifications and provide continuing professional development to ensure that their qualifications remain appropriate for these posts. The Principal has overall responsibility for all matters which are the subject of this policy.

7. Philosophy and Vision

Every teacher at the Academy is a teacher of every young person including those with SEND. All staff, in conjunction with the authorities (Governing Body and Local Authority) have a responsibility to ensure that every student, including those students with SEND, will flourish and achieve their true potential academically and socially alongside that of their peers regardless of SEND need. They will go on to become confident, capable citizens who take an active role in their wider community which will be built at the Academy through the inclusive culture of the school. Students are entitled to a broad and balanced academic and social curriculum that incorporates personalised provision, high expectations and aspirations for all. Students' progress will be recorded regularly to ensure their needs are met, valued and regularly reviewed. No child will be left behind and we will be a truly inclusive school.

8. Identifying Special Educational Needs

8.1. Definition of Special Educational Needs

- 8.1.1. Students have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.

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

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him/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

(DfE (2014b) Special Educational Needs and Disability Code of Practice: 0 to 25 years, pp. 15-16)

- 8.1.2. A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support. Please see the Academy's English as an additional language policy.
- 8.1.3. A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.
- 8.1.4. Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

8.2. Categories of Need

- 8.2.1. Student need can be broken down into 4 broad categories of need and these give an overview of the range of needs that should be planned for. These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

8.3. Identification

- 8.3.1. The purpose of identification is to ensure appropriate action is taken and not to fit the student into a category. We, at Great Western Academy, identify the needs of learners by considering the whole child which will not include just the special educational needs of the child.
- 8.3.2. Special Educational Provision may be triggered by teaching staff when students fail to achieve adequate progress, despite having had access to a differentiated teaching and programmes of study. A SEND concern form may be raised to look at the presenting difficulties of a student and this will be closely monitored in conjunction with parent/carer and student input to ensure all views are taken into account.

8.4. Non-SEND concerns

What is not considered as SEND but may impact on progress and attainment

- 8.4.1. Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality Legislation - these alone do not constitute SEND)
- 8.4.2. Attendance and punctuality
- 8.4.3. Health and Welfare
- 8.4.4. E.A.L
- 8.4.5. Pupil Premium
- 8.4.6. Looked After Children

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8.4.7. Being a child of a serviceman/woman

Behaviour itself is not considered a special educational need but instead should be considered as an underlying response to a need which we will endeavour to recognise and identify.

9. A Graduated Response to SEND Support

9.1. Wave 1: Curriculum Support/Quality First Teaching

9.1.1. All teachers are teachers of SEND

9.1.2. All teachers will provide stimulating and engaging lessons that are accessible to all learners and differentiated for all levels to provide appropriate challenge. High quality teaching, differentiated for individual students, is the first step in responding to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

9.1.3. Teaching Staff will:

- Devise strategies and identify appropriate differentiated methods of access to the curriculum
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes into account a wide range of abilities in every classroom considering the interests and aptitude of the learners in their classroom
- Ensure they are aware of, and are utilising, student profiles
- Monitor progress of students with SEND against agreed targets and objectives
- Be fully aware of the school policies surrounding SEND
- Raise individual concerns through the use of a SEND Concern form
- Utilise learning mentors, where appropriate and agreed with the SENDCo, to ensure all learners make progress

9.2. Wave 2: Interventions and additional support

9.2.1. Criteria for Wave 2 may include:

- Low literacy and/or numeracy scores
- Low levels in KS2 SATS
- Teacher observations showing that additional support is needed
- Concerns from staff or parents/carers

9.2.2. This then forms part of an Assess, Plan, Do, Review process where data and observations are gathered together including parent/carer views; a plan is put together to try and close the gap between that of a student and their peers; interventions are put in place to support; these are then reviewed to check progression. Interventions may then include:

- Additional learning programmes such as literacy or numeracy in a small group
- Smaller group sessions in a range of skills that need support
- Appropriate teaching groups/sets
- Group support on a regular basis
- Additional staff training

9.3. Wave 3: External agencies, SEND Support and potential EHC Plan applied for

9.3.1. Where a student fails to make adequate progress, despite additional provision at Wave 2, the school may will then consult with external support services; timetables may be more individualised; specific learning and social groups may be embedded; specialist assessments may be sought; specialist materials and strategies may be used; short term support and training for staff may be given.

9.3.2. Should the above strategies identify that a student has a significant cause for concern, additional funding may be sought or the school and/or the parent/carer may then decide to request that the

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Local Authority undertakes a Statutory Assessment of Need which may result in an Education Health and care plan (EHCP) being issued.

- 9.3.3. The SEND team is responsible, on a daily basis, for providing support and mentoring as needed. The process of target setting, monitoring and reviewing remains the same as per Wave 2 and all staff are still fully involved.

10. Managing student's needs on the SEN register

10.1. Identification

- 10.1.1. Primary Liaison - Feeder primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a learning need, be that SEND Support or EHCP is then referred to the SEND team. Where possible, Year 6 Annual Reviews are attended and in some cases Early help meetings may also be attended by a member of the SEND team where possible to ensure smooth transition.

10.1.2. Initial Screening

- On entry to Secondary school the SEND team will review all KS2 data and identify students that may need further investigation.
- Screening tests (such as CATS) will be undertaken with all new students in year 7
- Additional tests may be undertaken by the SEND team as identified

- 10.1.3. Staff observation - Staff will also consult the SENDCO if they notice students who may need specialist helps during the school year. A SEND Concern form is filled out to ensure specific areas of need are focussed on to target support and ensure that concerns are evidenced. Additional diagnostic assessment may then be undertaken

- 10.1.4. Parental referrals - A student's parent may also raise a concern. Information is gathered, following the same process as per staff concerns. All parental referrals are acted upon.

10.2. Provision

- 10.2.1. **Pupil Profile Sheets** - Teaching and supporting students with SEND is a whole school response. Pupil profile sheets will be written in conjunction with students, parents/carers and staff to ensure they represent the needs of the student as a whole. This sheet will include access arrangements; teaching strategies; motivations; additional provision to be included and triggers for behaviours. These sheets will then be given to all staff to ensure that they meet the needs of students with SEND.

- 10.2.2. **Monitoring** - Continuous monitoring will take place to ensure progression is regularly checked. Additional support and interventions will also be closely monitored in terms of their impact.

- 10.2.3. **Curriculum development** will take into account the National curriculum in ensuring that all individual departments meet the requirements for provision for SEND students in their lessons with the support and guidance of the SEND department if needed. This may include:

- Planning support
- Selection and design of individual materials
- Selection and design of teaching strategies to support
- Planning appropriate schemes of work
- Preparation of relevant and differentiated materials
- Team and individual teaching
- Helping to facilitate a wide range of learning and teaching styles
- Evaluating and reviewing what has been achieved

- 10.2.4. **Withdrawal** - Some students may be withdrawn from some lessons for 1:1 or small group work sessions. The withdrawal of students will be kept to an absolute minimum in accordance with the inclusive ethos of the Academy.

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10.2.5. **Review** - Regular meetings and/or reviewing of data will be undertaken to determine effectiveness of provision and decide upon next courses of action. It is also important to note that Learning Mentors/Teaching Assistants are not available in all classes and not all students with SEND will have access to support even though this may have occurred in primary school. The department provides for support for students in other ways. These include:

- Use of the "Safe Havens" before school, break and lunch
- Provision of passes for early exit for lunch or bus queues
- Use of a disabled toilet
- Access to lunchtime clubs

11. Examinations

- 11.1. Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.
- 11.2. Parents are asked to liaise with their child's teachers in good time with respect to this.

12. Criteria for exiting the SEND register

All students at the Academy are supported to achieve their true potential in every lesson and in every aspect of they're schooling. Where students start to make expected progress and intervention strategies are not deemed necessary then consideration will be given to removing the student from the SEND register. This decision will be taken in consultation with teachers, teaching assistants, parents/carers and students. In some cases, it may be that a student is no longer in need of additional SEND support. In cases such as this we would:

- 12.1. Look at why a student was placed on the SEND register in the first place and consider if that need is still there
- 12.2. Have every confidence that a student will be able to achieve their identified outcomes as a result of Quality First Teaching.

13. Supporting students and families

13.1. Parents/Carers

At the Academy we will actively seek to work closely with parents/carers and value the insight and contribution they make. Parent/carer views form an integral part of the Academy's processes in ensuring we can meet the needs of every student in our care.

- 13.1.1. The Local offer will be available for all parents/carers on the Local Authority Website
- 13.1.2. There will be a yearly SEND information report on our website
- 13.1.3. Parents/carers are asked to provide the Academy with a copy of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere with the last 12 months. Confidential information of this kind will only be shared within the Academy on a "need to know basis".
- 13.1.4. Transition support will be available via email or meetings
- 13.1.5. We will guide parents/carers towards local agencies to support families and the student
- 13.1.6. Access arrangements testing will be in place and reviewed regularly. The main testing will take place at the end of Year 9 by a Specialist Assessor with a Level 7 qualification
- 13.1.7. Parents/carers are actively encouraged to help their child
- 13.1.8. Parents/carers views are recorded as part of annual review procedures
- 13.1.9. Parents/carers are encouraged to attend parents evenings where their child's progress is discussed with subject teachers
- 13.1.10. Effective communication is achieved through regular contact with home either through email, telephone, letters or student planner.

13.2. Students

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At the Academy we recognise that the students' role in their learning is integral to achieving high aspirations for themselves.

13.2.1. Students are actively encouraged to attend all meetings in respect of Early Help Records (EHR) and Annual Reviews

13.2.2. Students' views are recorded as part of the Review process and their views are valued and listened to

14. Additional welfare needs

14.1. The Academy recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The Academy's anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

14.2. If parents/carers are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

14.3. Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The Academy is mindful in particular that:

14.3.1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;

14.3.2. pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

14.3.3. there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

14.4. Any safeguarding concerns will be dealt with in accordance with the procedures set out in the Academy's Safeguarding Policy.

15. Supporting students at school with medical conditions

15.1. At the Academy we recognise that students at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

15.2. Some may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

16. Disability

The Academy recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents/carers are referred to the Academy's disability policy.

17. Monitoring and evaluating of SEND

17.1. Evidence of the effectiveness of this policy with regard to progress in learning or improvements in behaviour for children with SEND will be shown by:

17.1.1. ongoing teacher and learning mentor observations of the students in the daily classroom setting.

17.1.2. differentiated short-term planning by the subject teacher to meet the student's needs

17.1.3. records and evidence of the student's work showing progress towards curriculum objectives

17.1.4. evidence of progress towards targets on interim assessments

17.1.5. more age appropriate scores on standardised testing

17.1.6. discussion at an appropriate level with the student about their progress

17.1.7. discussion with parents/carers about their child's progress

17.1.8. discussion with outside agencies about the students' progress.

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17.2. **Evaluating** - Criteria for evaluation of the policy will be identified through:

- 17.2.1. the extent to which the policy has been translated into department procedures and practices, which differentiate teaching and assessment procedures.
- 17.2.2. the extent to which targets identified are achieved
- 17.2.3. the perceived progress reported at interim review meetings
- 17.2.4. parental/carers satisfaction

17.3. **Success** - The success of the policy will result in the needs of all children with SEND being met by:

- 17.3.1. having the systems in place to identify students with SEND as early as possible
- 17.3.2. making use of good practice in planning for, teaching and assessing students with SEND
- 17.3.3. providing additional intervention if progress is not adequate
- 17.3.4. having a positive and effective partnership with parents/carers
- 17.3.5. encouraging a multi-disciplinary approach whenever possible

17.4. **Annual Review** - The Governing Body will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of children with SEND. They may wish to consult support services used by the Academy, other schools and parents. The governing body will advise the Academy as to whether any amendments to the policy are required.

17.5. **SEND Information report** - The Academy Trust will, in accordance with the Special Educational Needs and Disability Regulations 2014 publish information on the Academy's website about the implementation of this policy. The information will be updated at least annually.

18. Training and resources

18.1. **Allocation of Resources**

- 18.1.1. Provision mapping will be undertaken to ensure all resources are allocated to support the needs of all our students with SEND in line with our core budget and additional funding for specific needs. Funding for specific students in line with EHCP and additional needs funding will also be allocated accordingly to maximise impact
- 18.1.2. The SENDCo is allocated a departmental capitation each financial year. Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

18.2. **Staff Training**

- 18.2.1. All staff will have regular training on all aspects of SEND on a regular basis.
- 18.2.2. The school's SENDCo will regularly attend the LA's SENDCo network meetings in order to keep up to date with local and national updates in SEND.
- 18.2.3. Regular staff observations will take place to ensure student needs are met and where this may not be the case additional training and support will be given.
- 18.2.4. All teachers and support staff will undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the schools' SEND provision and practice to discuss the needs of individual students.
- 18.2.5. GWA will have written copies of all staff training.

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19. Storing and managing information

All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

19.1. **Records from previous schools**

Primary schools are required to transfer to secondary schools records for all pupils within 15 school days of pupils ceasing to be registered at the school. The Academy will make full use of this information in determining the provision for pupils with learning difficulties or SEND.

19.2. **SEND records**

The SENDCo has responsibility for ensuring that records are properly kept and available as needed