



# **The Park Federation Academy Trust Western House Academy**

## **Special Educational Needs and Disabilities Policy**

# Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young & Mrs C Snowden
<b>Date of approval</b>	September 2022
<b>Date of review</b>	September 2025
<b>Next review</b>	September 2026

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## **Introduction**

Western House Academy provides a curriculum that is accessible to all pupils across a range of abilities. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs and disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of difficulty experienced by the child.

## **Aims and Objectives**

The aims of this policy are:

- to enable all children to have full access to all elements of the school curriculum;
- to ensure all children are given equal opportunities to reach their full potential;
- to ensure those special educational needs of children are identified,
- assessed and provided for as early as possible;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to create an environment that meets the special educational needs of each child.

## **Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- providing opportunities for children's full participation in learning, and in physical and practical activities;
- helping children to manage their social and emotional needs and take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate and scaffold work appropriately, and we use assessment to inform the next stages of learning. Through discussion, and where appropriate, children also assess their own progress.

Learning Plans which employ a SMART target approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have a Learning Plan which is reviewed by the class teacher and shared with children and their parents every term.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or individually outside the classroom.

### **Special Educational Needs and Disabilities (SEND)**

Children with SEND have learning and/or physical difficulties that call for special provision. All children may have special needs at some time in their lives. Special Educational Needs and provision can be considered as falling under the four broad areas:

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

Western House Academy follows instruction from the Code of Practice 2015 and distinguishes between different stages of assessment. The stages are as follows.

- Monitoring
- SEND Support
- Statement of Special Educational Needs/Education, Health and Care Plan (EHCP)

In our school the Special Educational Needs Coordinator (SENDCO) is **Mrs Jessica Costelloe**

### **The role of the SENDCO is:**

- manages the day-to-day operation of the policy;
- coordinates the provision for children's special needs and disabilities;
- supports and advises colleagues through appropriate training and by contributing to in-service training days;
- maintains the school's SEN register and the school's Local Offer
- contributes to and manages the records of all children with special educational needs and Disabilities and ensures these are kept up-to-date
- completes the documentation required by outside agencies, The Park Federation Academy Trust and the Local Authority (LA)
- acts as an additional link with parents and ensures that parents are informed as soon as possible and are kept up-to-date with new information
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies and other support agencies
- monitors and evaluates the Special Educational Needs and Disabilities provision and reports to the Academy Council
- manages a range of resources, human and material, linked to children with Special Educational Needs and Disabilities
- tracks progress of pupils in SEND groups and liaises with teachers to discuss progress at pupil progress meetings and following the completion of intervention programmes
- ensures that, where children transfer to another school, all relevant information about the child's special educational needs and provision are sent as soon as possible.

### **The Role of the Academy Council**

The Academy Council does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the policy of the school for children with special educational needs and disabilities.

The governing body has decided that children with SEND will be admitted to the school in line with the agreed admissions policy of the school.

### **Allocation of Resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN/ Education, Health and Care Plans.

The Principal informs the governing body of how the funding allocated to special needs has been employed.

The Principal, senior leaders which includes the SENDCO meet annually to agree on how to use funds related to SEND provision.

## **Assessment**

The school uses a three-stage model to respond to children's special educational needs and/or disabilities.

### **Stage One: Monitoring**

Early identification and intervention is vital. The class teacher informs parents of any concerns at the earliest opportunity and enlists their active help and participation.

When a child's progress is causing concern and it is believed that a Special Educational Need could be the reason, the class teacher will complete a Cause for Concern form which will be shared with the Inclusion Team. The Deputy Principal will also be informed if the child is eligible for Pupil Premium.

At this stage, the class teacher takes the lead, with support and advice from the Inclusion Team. They assess and monitor the children's progress in line with existing school practices (Pupil Progress meetings, SEND reviews, inclusion surgeries).

Stage one is an early intervention stage and does not hold SEND status. A child is not classed as having a special need at this stage. This stage is monitored termly and decision to remain at this stage or move to stage two is made in conjunction with the SENDCO and parents.

### **Stage Two: SEND Support**

If in class support and intervention are not successful and do not support the child to close the gap in their learning, it should be considered that they have a Special Educational Need. At this stage further investigation into the potential need should be explored. This could be through internal assessments, SALT referrals or referrals to other external partners.

Parents/carers should be kept fully informed and records kept at meetings. The class teacher and SENDCO should also provide advice on how to help their child at home.

Triggers for intervention is a child, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches and in class provision are targeted particularly in a child's areas of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- presents persistent emotional and social difficulties, which are not improved by behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

- require referral for additional assessment, advice and support from outside agencies, for example, Speech and Language Therapy (SALT), Educational Psychology Services, Social Emotional and Behavioural Outreach Services (SEBDOS), Services for Autism Spectrum Disorder (ASD), Child and Adolescent Mental Health Services (CAMHs).

The class teacher and YTL remain responsible for working with or allocating Key Worker time for working with the child and for planning and delivering an individualised programme set out in the Learning Plan. It is the class teacher's responsibility to ensure that the Key Worker knows which children have learning plans and the targets described. The Key worker must record interventions and provisions in the child's yellow folder and evidence must be uploaded to Provision Map by the CT.

When assessing if a child has special needs, the following strategies may be used:

- use of standardised tests such as PhAB2;
- Dyslexia and Dyscalculia screeners:
- use of PUMA, PIRA and GPS termly assessments;
- SDQs;
- classroom observation;
- analysis of pupil's work;
- analysis of rate of progress;
- Boxall Profiles
- Assessment of reading age
- External agency assessment
- discussion with parents

For those children who are making the expected progress and have received provision that has had a positive impact on their learning and/or social emotional development, support will continue for another term (12 weeks). A Learning Plan will be in place for that term/12 weeks and reviewed at the end of this time. During this time, opportunities for independent learning and application of skills taught will be implemented to enable the SENDCO to ascertain that the child no longer requires SEN support. If this is not the case, the support will continue and will be reviewed termly.

If the child has continued to make good progress and can show that they are applying independent learning skills within a whole class environment, SEND support will cease, parents will be informed and the child will be taken off the SEND register. For one further term, the child will be monitored by the class teacher via Provision Map.

### **Stage 3: Application for an EHCP if it is felt that the school needs additional support to meet the needs of the pupil**

If at SEND Support, school is providing the equivalent support that is over and above £6,000 and is still not sufficient in supporting a child's needs and access to the curriculum, the SENDCO and class teacher will consider gathering evidence for an Education, Health and Care Plan. Parents will be informed and consent will be gained.

***Decisions to move between stages must be discussed and agreed with the SENDCO and SLT.***

## Learning Plans

When a child's needs are appropriate for SEN Support or an EHCP, a Learning Plan must be written. The Learning Plan should only record that, which is additional to or different from the differentiated curriculum plan, provision outside of ordinarily available provision, which is in place for all children.

The Learning Plan will:

- be dated
- Identify the nature of the pupil's learning difficulty (e.g. writing and spelling or hearing impairment)
- set the maximum of 2 – 3 SMART targets
- detail the action to be taken (what, how often and by whom)
- help to be sought by parents /carers
- review arrangements and dates

Learning Plan's will be used as a working document by class teachers and support staff and will be updated as appropriate to assist assessment and review process. Learning Plan's will be formally reviewed termly and shared with parents/carers.

## Parental and Pupil Involvement

Pupils are:

- involved in the target –setting and writing their Learning Plan's (where appropriate)
- their views are sought and recorded at reviews

Parents are:

- involved from the beginning when a teacher may first raise concerns
- informed of their child's targets and how they are expected to support and help their child at home
- invited to attend review meetings and their views are sought and recorded

## Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEN system in the school. The SENDCO provides the Academy Council with regular summaries of the impact of the policy on the practice of the school.

The SENDCO supports teachers in the writing of Learning Plan's for children. The SENDCO and the named governor with responsibility for special needs hold termly meetings.

At the end of each academic year or when leaving the school, teachers will pass information and Learning Plan's to the next teacher via Provision Map. Teachers are expected to discuss any children on the SEND register with their new teacher. The SENDCO will also provide additional information particularly for pupils with an EHCP.

The Academy Council reviews this policy annually.

## **Intervention Groups**

Intervention groups work on a half termly basis unless otherwise stated. Their aim is to support targets and provision as set out in the Learning plans so that the gap between the child and their peers is reduced. Progress is monitored through an initial baseline assessment of current knowledge and skills and is then reassessed at the end of the intervention in order to assess impact. Following the outcome of the intervention group, next steps are planned appropriately.

## **Outside Agencies**

The school will seek to provide the best provision for the children by seeking advice and help from other agencies and schools. The SENDCO works with the following external agencies:

- Educational Psychology
- SEBDOS
- Child and Adolescent Mental Health Services (CAMHs)
- Slough Speech and Language Service (BHFT)
- Autism Advisory team
- School Nursing Team
- Occupational Therapy
- Specialist Teacher

## **Transition**

Every effort is made to ease the transition of special needs pupils to secondary school by liaising in the summer term with their designated school. Files and records are forwarded to the new school. The school provides help to parents, where appropriate, with their application to the most suitable secondary school and any other support they may require. Persons responsible for this role are: Principal, Vice Principals and SENDCO.

## **Staff Training**

It is the responsibility of the SENDCO to attend training and Special Needs Conference days provided by The Park Federation Academy Trust and from providers within the Local Authority. There will be at least two staff training sessions a term designated to Special Needs training and issues. Support staff meet at least twice a term for training and/or to discuss SEND issues.

The SENDCO will support staff in the training needs by running staff meetings and identifying appropriate outside courses.

The Special Needs Governor will attend courses with the SENDCO (where appropriate) and have opportunities to develop.

## **Promoting Positive Mental Health**

The school is committed to helping pupils succeed and part of this is supporting pupils to be resilient and to develop and strengthen every pupils' sense of self-esteem, this in turn promotes our pupils' mental health. All staff maintain a culture within the school that values pupils, allows them to feel a sense of belonging; and make it possible to talk about problems in a non-stigmatising way. Furthermore, the school provides Nurture Interventions to pupils as well as access to our child and family support worker. The school recognises that factors which can affect mental health and behaviour are cumulative. The school is able to refer to Early Help support for pupils and families who may be experiencing challenging times for a variety of reasons. This helps families gain support from other agencies and professionals as necessary. In addition, the school has two Mental Health First Aiders Mrs Reid (Receptionist & Key Worker) & Mrs Gregory (Child & Family Support Officer) Mrs Costelloe is a qualified Mental Health Youth First Aider and a Senior Mental Health Lead.

## **Partnership with Parents**

The school website and governors' annual report contains details of our policy for SEND in our school. Parents can also research the suitability of the school and the provision it provides in the Local Offer which can also be found on the schools website. The school's Inclusion Pathway is a detailed document outlining the graduated support to SEND, which can also be found on the school website. A named governor takes special interest in special needs and disabilities and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents and children fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Accurate records are kept from initial meetings with parents to avoid them having to repeat the history of concerns/medical conditions to multiple staff members.