



Whitburn Church of England Academy

(SEND) Special Educational Needs and Disability Policy

Preface

The Academy Vision and Values can be found here

<https://www.whitburncofeacademy.org/about-us/academy-ethos.html>

This policy and its associated procedures are based on these key principles and values.

Policy Mission Statement

This academy is an inclusive school that values the abilities and achievements of all its students, regardless of gender, ability or circumstance, and is committed to providing the best possible learning environment for each student. All students are expected to become individual, independent learners and fulfil their potential through high attainment and achievement. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion with the school curriculum and participation in all aspects of school life. The academy adopts a 'whole school approach' to special educational needs (SEN). All staff work together to ensure inclusion of all students. The school is committed to ensuring that students with SEN can fulfil their potential and achieve optimal educational outcomes.

Definition of Special Educational Needs

A child has 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them.

The SEN Code of Practice (2014) says children have a special educational need 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 so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

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.

Whitburn Church of England Academy will have due regard for the **SEND Code of Practice 0-25 Years (January 2015)** when carrying out its duties towards all students with SEN and ensure that parents/carers are notified when SEN provision is being made for their child.

Aims and Objectives

Whitburn Church of England Academy aims:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a balanced, differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the rapid identification of all students requiring SEN provision as early as possible in their school career, in order to support academic progression and continued good physical health, emotional health and wellbeing.
- Ensure that students with SEN take a full part in all academy activities.
- Ensure that parents/carers of students with SEN are kept as fully informed of their child's progress and attainment via interim reports and formal reports (as displayed on Go for Schools), in line with the academy's reporting policy.
- Ensure that students with SEN are involved in decisions affecting their future SEN provision.
- To ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

We recognise that many students may experience SEN at some time during their school life. By implementing this policy statement, we believe students will be helped to overcome these difficulties.

Whilst many factors create such difficulties, we believe that they can be overcome by parents/carers, teachers and students working together.

Objectives

- Identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents/carers, the local authority, health and care services, primary schools and any agency working with the student prior to his/her entry into the school.
- Monitor the progress of all students in order to aid the identification of students with SEN.
- Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to make appropriate progress based on their prior attainment.

- Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the curriculum. This will be co-ordinated by the SENCo and supported by Heads of Subject and Pastoral Year Leads, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parent/carers 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 SEN procedures and practices, providing regular reports on their child's progress, and providing information, where necessary, on the provisions for students within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when the students' needs cannot be met by the school alone.
- Create a school environment where students feel safe to voice their opinions of their own needs. This means students have significant members of staff they can see such as Pastoral Year Leads and Inclusion Support Assistants. This will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will not only be reflected in decision-making, but also encouraged through wider opportunities for participation in school life. For example, membership of the House Council, Junior Leadership Team, clubs and other extra-curricular activities.

Responsibility for the coordination of SEN provision

The person co-ordinating the day-to-day provision of education for students with SEN is Mrs C Avary (SENCo). Mrs Avary is supported by Mrs Barker (Assistant SENCo).

As well as this, the SEN Learning Support Assistants support with the day-to-day running of the provision.

Arrangements for coordinating SEN provision

The SENCo and Learning Support Team will hold details of all students who require SEN support. The team will inform staff with relevant information for individual students as well as develop suitable targets and interventions, in conjunction with Heads of Learning, to monitor progress of students with SEN.

All staff can access:

- The Academy SEN Policy.
- A copy of the full Inclusion Register.
- Information and advice on supporting individual students' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities (SEND).

Information on the staff shared drive and Go4Schools means every staff member will have complete and up-to-date information about all students with SEN and their requirements which will enable them to provide for the individual needs of all students, helping to remove barriers in the classroom.

The academy welcomes further suggestions from parents/carers which may help improve the provision for students with SEND.

Local Offer

The governing body will cooperate generally with the local authority and local partners in the development and review of the local offer. The academy's SEN Information Report is also available for download or viewing on the academy's website.

Allocation of Resources for SEN

The Governing Body ensures that the appropriate amount of core per-student funding and notional SEN budget are allocated to providing SEN provision for all students requiring this and in meeting the objectives set out in this policy.

Personal budgets are allocated from the local authority's high needs funding block and the governing body will continue to make SEN provision from its own budget, even if a student has an EHC plan.

SEN funding is used in the following ways:

- To employ a primary school trained teacher, to teach those children who are working significantly below chronological age in English and to work closely with the SENCo.
- To provide a capitation allowance for teaching resources and equipment.
- To provide a team of SEN Support Assistants (SSAs), Inclusion Support Assistants (ISAs) and a Careers/Co-ordinator.

Admission arrangements (also see Admissions Policy)

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEN; those with Education, Health and Care (EHC) plans and those without. The school aims to be as inclusive as practically possible. Some parents/carers of students with SEN opt for them to attend the school even though a place was available for them at more specialised provision within the borough.

All SEN paperwork and relevant information will be gathered by the SENCo, Excellence and Inclusion Manager and KS3 Progress Leader from Primary feeder schools and any agencies working with the student as soon as possible. Information for students making the transition the academy is also available on CPOMS for many students, where feeder schools have chosen to use the CPOMS system.

If the student is making a transition from another school, a meeting may be set up between the feeder school and the academy's SENCo to aid the smooth transition of the student, and discuss arrangements to be made, as well as any other important information relating to that student's needs. Where face-to-face meetings are not possible, contact will be made via telephone, online meetings and/or e mail to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the student's school year. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Identification of students' needs

See definition of special educational needs at start of policy

Early identification of students with SEN is considered a priority. To aid identification the academy will use appropriate screening and assessment tools. To further assist with the identification of SEN the academy will ascertain student progress through reference to:

- Evidence arrived at by means of teacher observation/assessment
- Referring to their performance against national standardised assessments.
- Standardised screening/assessment tools
- Key Stage Two (KS2) liaison carried out by SENCo and KS3 Progress Leader – in the case of students transferring to Whitburn Church of England Academy at the end of Year 6
- Baseline Data (End of Y6 Scaled Scores/FFT data)
- STAR Reading assessments
- Teacher referral
- Parental query
- Ongoing monitoring
- Go 4 Schools behaviour log, Call out, Reflection and Exclusion data

Initial identification of children with SEN is as a result of consultation with primary schools, which is carried out by the SENCo towards the end of the term before admission. When invited, the SENCo will also attend the Annual Reviews of Year 6 students with EHC plans who will be transferring to us in the following academic year. The SENCo collates all available information and disseminates this to staff along with any suggested strategies in the Year 7 Inclusion Register.

Student KS2 data and information gathered prior to entry will determine the level of initial intervention. This should help identify all children with SEN who have not been identified already.

Students in other year groups who are not identified as needing SEN support but who are causing concern are referred by their subject teachers to the SENCo, who will give advice to the teacher about possible strategies to be used with the student. If this does not help then the student's teachers will be asked to provide written comments and further tests assessing reading, spelling and processing speed may be carried out.

English as an Additional Language

The school recognises that most EAL students needing additional support do not have SEN requirements. However, should SEN be identified during assessment, then EAL students will have equal access to the school's SEN provision.

Assessment

As well as standardised testing, all students with SEN experiencing literacy difficulties should have their reading aloud and a sample of their writing analysed by the SENCo in conjunction with their English teachers. Students and their parents/carers should be canvassed about their needs.

Provision

At Whitburn Church of England Academy we have adopted a whole school approach to SEN Policy and practice. Students who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the academy.

All staff are responsible for identifying students with SEN and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is seen as the process by which students with SEN can be identified. Whether or not a student is making at least appropriate progress is seen as a crucial factor in considering the need for SEN provision.

Appropriate progress is defined as that which:

- Narrows the attainment gap between the student and their peers.
- Prevents the attainment gap increasing.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves the student's previous progress rate.
- Ensures full curricular access.
- Shows an improvement in self-help, social or personal skills.
- Shows improvements in the student's behaviour.
- Will be likely to lead to Further Education, training and, or employment.

The academic needs of students are met within departments, where they have access to the expertise of subject specialists and support staff if required. All students have equal access to the full range of the curriculum and departments monitor the appropriateness for all. All students follow the same timetable pattern according to their age group.

As most examinations offer differentiated papers, students are guided towards the appropriate tier of entry. Differentiation is the responsibility of all departments. Schemes of work recognise the need to adapt work, materials and teaching styles accordingly. Students with social, emotional and behavioural difficulties remain the responsibility of all staff.

The amount of provision made for each student depends on the severity of their need. The aim of the support is to target students in response to curricular requests and identified need, aiming to be as flexible as resources allow.

SEN Support

Once a potential SEN is identified, four types of action will be employed as part of a graduated response to ensure effective support is put in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the student's needs and of what supports the student in making good progress.

The four actions are:

1. **Assess:** the class teacher and SENCo will clearly analyse a student's needs before identifying a child as needing SEN support
2. **Plan:** parents / carers will be notified wherever it is decided that a student is to be provided with SEN support
3. **Do:** the subject teacher will remain responsible for working with the child. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the student
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date

Assess

Before identifying a child as needing SEN support the class teacher, working with the SENCo, will establish a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, as well as information recorded on Go4Schools about student progress, attainment, and behaviour. It should also draw on the child's development in comparison to their peers, the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing.

This assessment will be reviewed on at least a termly basis. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENCo will contact them if the parents/carers agree.

Plan

Where it is decided to provide a student with SEN Support, the parents/carers **must** be notified. The teacher and the SENCo should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on SIMS and Go4Schools.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Strategies used to enable the student to progress will be recorded in the SEND Register. The SEND Register will consist of information about:

- Teaching strategies to employ and guidance for teaching and support staff.

Do

The subject teacher will remain responsible for working with the child. Where the interventions involve group or one-to-one teaching away from the subject teacher, the teacher will still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo will support the subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided will be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Review

The effectiveness of the support and the impact on the child's progress will be reviewed in line with the agreed date. Progress will be reviewed termly, with one of these reviews coinciding with the relevant Parents Evening for the student's year group.

The impact of the support provided, along with the views of the student and their parents/carers, should feed back into the analysis of the student's needs. The subject teacher, working with the SENCo, will revise the support in light of the student's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and student.

Involving Specialists

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the academy will consider involving specialists, including those from outside agencies.

The academy may involve specialists at any point to advise them on early identification of SEN and effective support. The academy will always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEN support. The child's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent/carer and teaching staff supporting the child in the same way as other SEN support.

The SENCo and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Where a student is receiving SEN support, academy staff will meet parents/carers at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the suggested responsibilities of the parent/carer (see below), the student and the school.

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the Pastoral Year Lead or the SENCo. This meeting will provide an opportunity for the parent/carer to share their concerns and, together with the teacher, agree their aspirations for the child. These meetings will allow sufficient time to explore the parents/carers' views and to plan effectively. The views of the child will also be included in this planning; the child will either be involved in all or part of the meeting, or his/her views will have been gathered in advance as part of the preparation for the meeting.

To support their child at home with their learning, parents/carers should:

Read regularly with their child and ask questions about what the child has read. The academy suggests students should read on five occasions each week at home, for thirty minutes at a time.

Check their child's planner each day and ask questions about what they have learned at school. Support their child with homework tasks.

Check their child's Go for Schools homepage to see which homework tasks have been set by staff.

Ensure their child has completed their planner pages correctly and added their subjects to each page.

Sign the planner at the end of each week.

Ensure students have at least a pen, pencil, ruler, reading book and their planner in their school bag.

Use the planner to ensure children have the right ingredients for Food Studies and the right equipment for PE.

Referral for an Educational, Health & Care Needs Assessment

If a student is experiencing significant difficulties, they may undergo an EHC Needs Assessment which is usually requested by the school, but it can also be requested by a parent/carer through the local authority. An EHC plan will only be issued if the panel who consider this referral is satisfied that the school has taken every step possible to support the student but is unable to provide the level of support needed alone.

In order to carry out the EHC Needs Assessment the school will have the following information available:

- The action followed with respect to **SEN support**.
- The student's previous targets.
- Records of regular reviews undertaken and the outcomes.
- Information on the student's health and relevant medical history.
- End of KS2 assessment data and literacy/numeracy attainments.
- Other relevant assessments from specialists i.e. Support teachers/educational psychologists.
- The views of both parents/carers and child.
- Any involvement by other professionals.
- Children's Services/Young People's service.

An EHC plan will normally be provided in situations where, after an EHC Needs assessment, the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer. The EHC plan will include details of targets set for the student.

EHC Plans

- a) Following EHC Needs Assessment, if approved by the Panel, an EHC plan is provided by South Tyneside LA or Together for Children (Sunderland LA). If it is decided that the school cannot provide for the student's needs on its own, the panel/LA may decide to place the student in specialist provision.
- b) Parents/carers have the right to appeal against a decision regarding an EHC plan for their child.
- c) Once the EHC plan is completed it will be kept as part of the student's formal record and reviewed annually by the academy, parents/carers, any relevant professional and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Annual EHC Plan Review

The school will review each EHC plan annually and the SENCo will invite:

- The child's parent/carer.
- A representative of the LA.
- Relevant outside agencies.
- Any other person the Principal thinks appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to targets.
- Review the provision made for the student in the context of life skills, the National Curriculum and levels of attainment in basic literacy/numeracy.
- Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year and whether or not to cease, continue or amend the existing plan.
- Set new targets for the coming year.
- Determine whether the EHC plan is to be maintained.

The Year 9 and subsequent reviews will be significant in preparing for the student's transition to employment, further education, work-based training, higher education and adult life and will draw up/review the Transition Plan and involve the Connexions Service.

Access to the curriculum, information and associated services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the needs of the individual. The systems in the academy provide, in the main, for students with SEN to be educated alongside their peers in a mainstream classroom through high quality teaching. However, the systems also allow for other flexible arrangements to be made for withdrawal of students for individual or small group work. The school curriculum is regularly reviewed by the Principal and subject departments to ensure that it is accessible to students of all levels and abilities, and supports the learning and progress of all students as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential.

The academy does this by:

- Keeping staff fully informed of the SEN of any students in their charge, including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up-to-date with teaching methods which will aid the progress of all students including those with SEN.
- Making use of all class facilities and space.
- Using support effectively to ensure that the curriculum is differentiated and accessible.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.

- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

Record Keeping

The school will record the steps taken to meet students' individual needs, the SENCo maintaining the records and ensuring access when required. In addition to the usual school records, the SEN student's profile will include:

- Information from the primary school.
- Information from parents/carers.
- School information on progress and behaviour.
- Student's own perceptions of difficulties, when appropriate.
- Information from health/social services.
- Information from other agencies e.g. Educational Psychology Services

SEN records are kept in the child's main pastoral folder. Specific guidance regarding individual needs is always issued to staff.

In service training (CPD)

All staff members are encouraged to acquire skills appropriate to working with students with SEN. The SENCo's role in academy based INSET is crucial in developing awareness of SEN issues and for practical procedures for use in teaching students with SEN. The development of the Governing Body with regards to SEN will be regularly reviewed and training needs addressed. The needs of ITTs and SSAs will be considered on a regular basis in terms of their roles in supporting students with SEN. The SENCo will attend relevant courses and facilitate/signpost relevant SEN-focused training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCo ensures that training opportunities are matched to development priorities. The academy's INSET needs will be addressed through Appraisal and School Review.

Evaluating the Success of the Academy's SEN Policy

The Governing Body will consider annually on the success of the policy.

The policy will be monitored on a number of levels:

- By the SENCo, in consultation with AHT, DHT and Pastoral Year Leaders.
- By the Principal during subject reviews, including progress on identified targets in the Academy Development Plan.
- Via feedback from parents/carers at Parents' Evenings, progress review meetings and EHCP Annual Review meetings.
- Via feedback from students when reviewing progress with tutors and assigned mentors.

Student progress is overwhelming evidence of the success of the SEN Policy and this will be analysed carefully through:

- Achievement of targets.
- Progress from Key Stages 2 to 5.
- External examination results, including GCSE and GCE results.
- Improvement in reading and other standardised test results.
- Improvement in attainment in English, Maths and all other subjects.
- Movement of students on the SEND Register. This includes adding students' names to the register as this shows the academy is identifying concerns and moving students onto different stages of the SEND Register as this indicates monitoring and intervention.
- The progress of students with SEN will be analysed across each Key Stage.

Complaints Procedure

The Academy's complaints procedure is outlined in the academy prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these measures will be explained to parents/carers who contact the LA.

Special Educational Needs and Disability Policy		
Linked to:		
Managing Medications and the Medical Needs of Students Policy Statement		
Creation Date	Version	Status
20 th November 2007	1.0	Approved by the Governing Body
Revision Date		
24 th June 2008	2.0	Approved by the Governing Body
7 th July 2009	3.0	Approved by the Governing Body
28 th June 2011	4.0	Approved by the Governing Body
9 th July 2013	5.0	Approved by the Governing Body
8 th July 2014	6.0	Approved by the Governing Body & the policy is to be finalised in September 2014 to match current legislation
16 th September 2014	7.0	Approved by the Governing Body
1 st December 2015	8.0	Approved by the Governing Body
11 th October 2016	9.0	Approved by the Governing Body
3 rd October 2017	10.0	Approved by the Governing Body
2 nd October 2018	11.0	Approved by the Governing Body
8 th October 2019	12.0	Governors requested that this be referred to Termly in December to be approved
3 rd December 2019	12.0	Approved by the Governing Body
10 th November 2020	13.0	Approved by the Governing Body
17 th November 2021	14.0	Approved by the Governing Body
15 th November 2022	15.0	Approved by the Governing Body
21 st November 2023	16.0	Approved by the Governing Body