

WEATHERFIELD ACADEMY

To become the best person you can be.



SEND Policy

Head Teacher
February 2020

To be reviewed: February 2024

Special Educational Needs & Disability (SEND) Policy

At Weatherfield Academy the aim of our Special Educational Needs & Disability (SEND) Policy is to ensure that: -

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.* (SEND Code of Practice: 0-25 years, 6.1. 2015).

Definition

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. (SEND Code of Practice: 0-25 years, xiii, p.15 2015).

Core Values

The governing body, Headteacher, Special Educational Needs Co-ordinator (SENCO). Class Teachers and Teaching Assistants will make effective provision for children with special educational needs in accordance with the principles set out in the SEND Code of Practice:0-25 years (2015) and Central Bedfordshire Council Special Educational Needs policy (November 2015).

The principles of the Equality Act (October 2010) alongside with the Disability Equality Duty within the Disability Discrimination Act will be adhered to.

We work in line with the Public Sector Equality Duty (PSED, April 2012). We show due regard to, i) the need to remove or minimise disadvantages, ii) take steps to meet different needs.

We welcome any child, regardless of their Special Educational Needs and Disability, whose parents wish for them to attend the school, within the constraints of the criteria set out in our admissions and accessibility policies, and the staffing and relevant resources which we have available for that particular child.

In meeting the SEND of each individual child, the school works together with the pupil and their parents. All the teaching staff, supported by the Senior Leadership Team, SENCO and Teaching Assistants (TAs), support children with SEND.

The aim of the SEND policy is to ensure:

- We meet the requirements of the SEND Code of Practice: 0-25 years (2015).
- The participation of children and their parents in decision making.

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- The early identification of children and young people's needs and early intervention to support them
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.
- That a child with SEND gets the support they need – this means doing everything we can to meet children's SEND.
- That children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Successful preparation for adulthood, including independent living and employment.
- That children with disabilities are not being treated less favourably than others.

Stages of SEND Provision

In accordance with the SEND Code of Practice: 0-25 years (2015), children at our school on the SEND register are identified using the Central Bedfordshire Council agreed criteria. As with all pupils, children with SEND are assessed on the evidence of what they know, understand and can do within all areas of the National Curriculum.

Identifying a pupil's needs will involve using a range of data in order to establish a baseline. Analysing this information will help to establish the pupil's strengths and identify possible reasons for underachievement. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

- Adequate progress can include progress which:
- Is similar to that of peers starting from the same baseline;
- Matches or betters the child's previous rates of progress;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

For the majority of pupils, their needs can (and should) be met through the normal whole-school processes for assessing, planning, teaching, target setting, tracking and monitoring progress. However, where analysis shows that a pupil's needs require them to access provision that is significantly different and more specialised than the majority of their peers, then that is the point at which the SEN framework comes into play.

For those pupils who require support or intervention that is additional to those normally provided as part of the differentiated curriculum, they will be given special educational provision as part of the '**SEN support**'.

SEN Support

Where a pupil has been identified as requiring SEN support, we will ensure that the following are in place:

1. A review of the quality of the day-to-day teaching the pupil is receiving and any changes required.

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2. Detailed and accurate assessment of the pupils' needs, starting with information gathered as part of the whole-school assessment, tracking and monitoring processes.
3. Opportunities for pupils and parents to be fully engaged in the process right from the start and agreement reached on how needs will be met.
4. An Individual Education Plan' (IEP) will be devised and updated termly, which focuses on what outcomes are expected and the support that the school and parents will provide.
5. Effective communication with, and support for, any staff involved in implementing the plan.
6. Regular review meetings, at least once a term, with parents and the pupil, where appropriate. As part of these meetings outcomes, progress against targets, and the responsibilities of the parent, pupil and school are discussed. These reviews will be in addition to the twice yearly parent-teacher meetings.
7. Where relevant, external services and providers working in partnership with schools to meet the needs of the pupil.

Education, Health and Care Plan (EHCP)

A further Stage is involved when either the school or parents wish to request an assessment by the local authority to assess whether an **Education, Health and Care Plan (EHCP)** is appropriate. This may or may not result in an EHCP being issued. Children who have EHCPs will have their provision formally reviewed annually in line with statutory guidelines. Parents are encouraged to attend and contribute to the annual review meeting. Where appropriate, children may attend all, or some of the meeting to present their views.

Outside Agencies

Short term support and advice from an outside agency may also be sought for children requiring SEND support. This is designed to ensure that support is focussed on individual need and personal outcomes rather than classification or labels. We adhere to the referral criteria and procedures pertinent to the individual partner agency.

Assessment, use of Data and Record Keeping

We follow the requirements of the Data Protection Act 1998. The provision made for pupils with SEN is recorded accurately and kept up to date.

- All staff will plan, monitor and review pupils' progress through writing and reviewing personalised learning plans termly.
- The SLT will monitor IEPs and programmes of support termly.
- A whole school register of pupils will be updated termly and maintained by the SLT.
- The SLT will ensure that all information from outside agencies is shared appropriately with relevant members of staff and parents.
- The SLT and class teachers will liaise across Key Stages including transition points from entry through to the end of KS5.
- Copies of all letters, referrals, reports and correspondence will be kept by the Academy Office.
- The Senior Leadership Team will ensure the policy is adhered to across the school.

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Complaints

Parents of children with SEND follow the same procedures as parents of other children in the school. However, if a parent has a complaint about the provision for their child with SEND they are encouraged to speak to their child's class teacher first. (The school's Complaints Procedures are laid out in the school's website). If further discussion is needed, the SLT will be involved and ultimately the Head Teacher and Governors.

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