Special Educational Needs and Disabilities (SEND) Policy

Introduction

Wellacre is committed to providing the opportunity for all students to succeed and adheres to the principle that '**Every teacher is a teacher of SEND'**. Wellacre Academy will ensure effective and efficient provision for students with Special Educational Needs and will focus on raising the aspirations and expectations for all students with SEND and achieve positive outcomes for young people as opposed to measuring hours of provision/support.

Vision and Values

The vision, ethos and values of the school reflect our commitment to inclusive practice in the broadest sense.

- Our Vision: 'Working together to instill a sense of belonging for all so that every student thrives.'
- Our Ethos: Inspire, Achieve, Enjoy
- Our Values: Honesty, Pride, Respect, Resilience, Aspiration

Mission

We are committed to:

- Maintaining a school environment which is safe, welcoming and inclusive.
- Providing excellence in education and creating the opportunities for every student to fulfil their potential, whatever their background or need.
- Ensuring strong inclusive practices are at the heart of everything we do, promoting wellbeing and equity for all.
- Providing the right challenge and support at the right time so everyone can experience success.
- Creating confident and knowledgeable students and staff with a strong sense of identity and a common purpose.

Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for

pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

A copy of Wellacre's SEND Information Report is on the school website.

This policy should be read in conjunction with the following:

- Behaviour for Learning
- Equality Accessibilty and Action Plan
- Anti-Bullying Policy

Identifying special Educational Needs

The SEND Code of Practice says a child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

When determining if a child has SEND we will refer to the four broad categories of need as described in the SEND Code of Practice. These are:

- Communication and Interaction (including Autistism, Developmental Language Disorder, dysfluency)
- Cognition and Learning (including general learning difficulties, dyslexia, dyscalculia)
- Social, Emotional and Mental Health (including Attention Deficit and Hyperactivity Disorder, anxiety, depression, Obsessive Compulsive Disorder)
- Sensory and/or Physical needs (including physical disabilities, debilitating medical conditions and sensory processing disorders)

In addition to the four areas we will also consider what is not SEND but may impact on progress and attainment (including disability, attendance and punctuality, health and wellbeing, FSM6, English as an Additional Language, children who are looked after, children who have/had a social worker, Young Carers).

Roles & Responsibilities

The school will:

- Identify a SENDCo who will oversee the SEND Policy
- Identify and provide for students who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice
- Operate a 'whole student, whole school approach to the management and provision of support

for special educational needs
- Provide support, training and advice for all staff working with students with special educational needs
- Develop and maintain partnerships and high levels of engagement with parents/carers
- Ensure access to the curriculum for all students

The SENDCo is a member of the Academy Leadership team and receives appropriate training including registration for the National Award for Special Needs Co-Ordination.The SENDCo is responsible for:

- Keeping staff fully informed of the special educational needs of any students via the Inclusion Register and via regular staff updates including sharing progress reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND
- Ensuring that Teaching Assistants and interventions are deployed effectively to ensure that students are supported in making progress
- Evaluating the impact of support and interventions provided
- Helping staff to set appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- Coordinating the statutory assessment for EHC plans
- Monitor the progress of students with SEND
- Tailor SEND provision to the needs of individual students
- Monitor the access and engagement of SEND students in Co-Curricular, extra-curricular and student leadership opportunities.

Wellacre Academy has a team of qualified Inclusion Assistants to provide effective support for students. Trained staff provide reading interventions.

Provision for students with additional needs is a matter for all members of the school community.

All teachers and Inclusion staff have a responsibility for working to meet the needs of students with SEND. They should be aware of the school's procedure for identifying, assessing, monitoring and making provision for students with SEND. Each department must reflect the ethos of inclusion in its curriculum and teaching.

The Governing Body, in co-operation with the Principal, determines the school's general policy and approach to the provision for children with additional needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. The governing body is responsible for reviewing the SEND policy and has a designated member of the Governing Body with responsibility for SEND.

The Vice Principal has a strategic responsibility for overseeing the provision for children with additional needs and keeping the governing body fully informed. As such the Vice Principal is the line manager of the SENDCo and will set targets and specific criteria for the success of the SEND policy.

The allocation of resources within the school will be based on an annual audit of need.

Admission Arrangements for Students with Special Educational Needs

Primary schools are requested to pass on information on each of our prospective students outlining their current identified needs and provision.

The SENDCo will organise visits to specific students based on the information provided and additional transition visits will be offered where appropriate to support the student's transition.

At the new student intake evenings and Open Evenings, the SENDCo is available to speak with

students, parents and carers.

In the event of disruption to the process of transition from Year 6 into Year 7, parents and carers will be invited to meet remotely with the SENDCO to support transition as necessary, and students with EHCPs will be invited in prior to their official start date in order to tour the building, meet the SEND team and discuss any queries they may have.

Where students are admitted in-year, a meeting will take place prior to admission to determine whether the student will need additional SEND support. Wherever possible, the child's previous setting will be contacted for further advice and information to best support the child's transition and integration into the academy. The admission arrangements for all students are in accordance with national legislation, including the Equality Act. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Wellacre strives to be a fully inclusive environment and, where appropriate upon transition, children with identified needs will be supported through liaison meetings with key staff from both settings.

Identification, Assessment and Provision

Please refer to the definition of Special Educational Needs at the start of the policy for Wellacre's approach to identifying students with SEND.

The below circumstances may impact upon a child's or young person's attainment and progress but will not automatically be identified as SEND: -

- Disability
- Attendance and punctuality issues
- Health and Welfare issues
- English as an additional language
- Being in receipt of Pupil Premium/Free School Meals
- Being a Looked after Child

A student having behaviour issues will not necessarily be identified as SEND. However, behaviours resulting from unmet needs will be explored.

A graduated approach: 'Every Teacher is a Teacher of SEND'

Quality First Teaching: 'The baseline of learning for all students'

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties/barriers.
- Subject teachers remain responsible and accountable for the progress and development of the students in their class with SEND.
- High quality teaching, adapted support for individual students, remains the first step in responding to students who have or may have SEND.
- The subject teacher will take steps to provide learning opportunities that aid the student's academic progression and enable the teacher to better understand the provision and teaching approach that needs to be applied.
- The SENDCo will be consulted as needed for support and advice.
- Through the above actions it can be determined which level of additional provision the student may need.
- If a student has recently been removed from the Inclusion Register they may also fall into this category as continued monitoring will be necessary.

- Parents/Carers will be fully informed at every stage of their son's development and the circumstances under which they are being monitored. They are encouraged to share information and queries with the school and contribute to their son's Passport if they have one.
- The student is monitored if concerns are raised by parent/carer or teacher but this does not automatically place the student on the academy's Inclusion Register. Concerns are discussed with parents/carers. It is recorded by the Academy as an aid to further progression and for future reference.

SEND Support

Where it is determined that a student does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the Academy Inclusion Register. The aim of formally identifying a student with SEND is to help the Academy to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENDCo, will carry out a clear analysis of the student's needs. This will draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent and child. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing. This analysis will be regularly reviewed to ensure that support and intervention is matched to need; barriers to learning are clearly identified and interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Access Arrangements for Exams and Assessments

Some students with Special Educational Needs and/or Disabilities may also receive Access Arrangements for their assessments and exams. This is to ensure that students with additional needs are not disadvantaged in accordance with JCQ guidelines. Information regarding Access Arrangements is passed on from primary schools or in some circumstances, students are assessed by teachers and learning support staff during Key Stage 3 and professional judgements are made to establish what Access Arrangements are needed. At the end of Y9 or start of Key Stage 4, students in receipt of Access Arrangements are additionally tested by an external specialist. The results of these tests and the evidence from Key Stage 3 to show each student's 'usual way of working' forms the basis of the application for Access Arrangements with exam boards.

The SENDCo ensures that all staff are informed of those students with Access Arrangements in and also works with the Exams Officer in submitting completed Access Arrangement applications to the awarding bodies. The SENDCo works with the lead Teaching Assistants to timetable the rooming and invigilation for Access Arrangement candidates, along with the Exams Officer.

The school will take every available step to ensure that students with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:

- Students who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. Rooms will be found on the ground floor and will be appropriately set out to comply with exam regulations.
- The Exams Officer should be notified if there are any exceptional health issues.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Recruitment of invigilators will follow normal Academy policy with regards to disabled applicants.
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.
- Should the student require any access arrangements this will be processed by the SENDCo and the Exams Officer as soon as they are made aware of the need.
- Specialist equipment will be provided by the Academy should there be a need, for example, computer access.
- Should the disability require the aid of a scribe or a reader, this will be provided by the Academy.

The Access Arrangements provided may include:-

- Alternative room
- Use of permitted assistive technology
- 1:1 Invigilation
- Reader
- Scribe
- Laptop
- 25% extra time
- Regular breaks
- Prompt
- Enlarged print
- Provision for deaf students
- Overlays

Plan

When it is decided to provide a student with SEND support, parents/carers will be informed. Planning will involve consultation between subject teachers, Heads of House, SENDCo, Inclusion Assistants and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.
Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought via combination of the Inclusion Register and individual student passport.

Do

Subject teachers and Heads of House remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the timetabled classes. They will work closely with Inclusion Assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses,

problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of student progress will be made at regular academic data checks (2 times per year). The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of student progress and development; make any necessary amendments going forward, in consultation with parents and teachers.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo and Heads of House if applicable. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/Carers
- Teachers/Teaching Assistants
- Heads of House
- SENDCo
- Social Care
- Health professionals/other outside agencies
- Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the Trafford SEND Local Offer: www.trafford.gov.uk

Or by;

- speaking to an Education, Health and Care Plan Coordinator on: 0161 912 515
- contacting Trafford SENDIASS (SEND Information Advice and Support Service) via sendias@trafford,gov.uk

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, this will be Trafford Borough Council (if you are a resident in Trafford), if it is decided that the needs of an individual are not being met by the support that is ordinarily available. The school SENDCO and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

For further information please contact the SENDCo.

Access to the Curriculum for Students with SEND

The school curriculum will be regularly reviewed by the Principal and the Academy Leadership Team to ensure that it promotes inclusion of all students. Students with SEND will be given access to the curriculum and offered specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.
Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND are provided both within the school and via external training providers.

Training

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENDCo attends relevant SEND courses and all Inclusion assistants are offered training opportunities as identified through the SEND Development Plan. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Academy Leadership Team, ensures that training opportunities are matched to Academy development priorities and those identified through the use of provision management. The SENDCo, in partnership with the Vice Principal, will consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

Partnership Working

Wellacre continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our Academy.

Partnership with Parents/Carers

Wellacre believes that a close working relationship with parents/carers is vital. We aim to promote co-operation between parents and carers, the school and the Local Authority by:

- Ensuring all parents are made aware of the school's arrangements for SEND
- Informing parents of their son's inclusion on the Inclusion Register and the reasons why
- Inviting parents to all appropriate reviews
- Holding regular termly Inclusion Drop in Events
- Maintaining a website which provides useful information and signposts to support and advice
- Using the weekly communications to share important news, events and updates in school and those across the authority.

Partnership with Students

Wellacre encourages students with SEND to participate in their own learning and reviews by:

- Attending Passport reviews and becoming involved in target setting
- Endeavouring to incorporate their views in aspects of their education
- Encouraging students to work independently and develop high self-esteem

- Encouraging students to take responsibility for their own learning

Evaluating, Monitoring and Reviewing the Success of SEND Provision

In order to make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students over the course of the academic year. Student progress will be monitored on a termly basis in line with the SEND Code of Practice, and will include evaluation of individual Passports. A formal evaluation of the effectiveness of the Academy SEND provision and policy culminates in a Special Educational Needs and Disability Information Report provided to the Governing Body every Autumn. The evaluation is carried out by the SENDCo in consultation with the Principal and link SEND governor and published by the governing body on an annual basis in accordance with the Children and Families Act. It can be found in the policies section of the school website.

Complaints Procedure

- The vast majority of concerns and complaints can be resolved informally and within 48-72 hours of contact being made with the subject teacher.
- We aim to ensure that parents feel able to raise concerns with staff without undue formality. All concerns in the first instance should be raised by email to the class teacher or Form Teacher. Emails are shared at the start of the school year. Alternatively, email admin@wellacre.org who will forward the concern on your behalf.
- A preliminary discussion with school staff will usually clarify the issue and help parents to decide whether they wish to take the matter further. If the concern continues then the Curriculum Middle Leader or Head of House will meet with the parent to formulate a strategy for resolving the issues discussed. Mrs O'Neill (SENDCo) will usually be involved at this stage or will provide specialist input.
- The resolution of a complaint can be an opportunity for the school to improve its practice and develop stronger partnerships with parents.
- It is acknowledged that most complaints are 'genuinely felt' by the complainant.
- Confidentiality is important in securing the confidence of all concerned. However, the parties to a complaint need to be aware that some information may have to be shared in order to carry out a thorough investigation. Parents need to feel confident that a complaint will not disadvantage their child.
- Procedures should be as speedy as possible, consistent with fairness to all.

The Complaints Policy is available on the school website https://www.wellacre.org/our-academy/wellacre-academy-policies/