

Special Educational Needs and Disabilities (SEND) Policy

Status	Statutory
Created by	Jeremy Ricketts
Version	V1
Date created/amended	November 2016
Date agreed	November 2016
Ratified at the Local Governing Body Meeting	
Signed	Glen Allott
Position	Principal
Date	7 th November
Next review date	November 2017

DfE Guidance from Statutory Policies for Schools, February 2014

Review frequency: Governing body free to determine.

Approval: Full governing body.

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

Academies and free schools – Section 1(8) of the Academies Act 2010.

Also see The Special Educational Needs Code of Practice.

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1. Aims

Wayland Academy is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Wayland Academy is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis. Wayland Academy is committed in its duties under the Equality Act 2010 toward individual disabled young people, providing a welcoming and inclusive setting free from discrimination.

Wayland Academy will do its best to ensure that all students with Special Educational Needs and/or Disabilities (SEND):

- Reach their full potential
- Are provided with appropriate support
- Are taught by staff who are aware of their needs
- Are fully included within the Wayland Academy community and can join in the activities of the school together with non-SEN students, so far as is reasonably practical and allowing for the efficient education of all students
- Can transfer successfully between educational establishments

All teachers at Wayland Academy are teachers of SEND students.

2. Definition of SEND

Students have SEND if they have a difficulty which calls for special education provision to be made for them e.g. which is in addition to or different from areas differentiated curriculum plans. Wayland Academy regards students as having a SEND if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age
- Have a disability which prevents or hinders students from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA
- Students will not be regarded as having a learning difficulty solely because the language or form of language of the student's home is different from the language in which they will be taught

3. Roles and Responsibilities

Governing Body

- Have responsibility for the strategic overview and the implementation of the SEND Policy
- Will ensure that they are up-to-date and knowledgeable about Wayland Academy's SEND provision
- Will review and monitor Wayland Academy's SEND Policy

The Principal

- Has day-to-day responsibility for the management and organisation of SEND

SENDCO

- Oversee the day-to-day operation of Wayland Academy's SEND Policy
- Co-ordinates provision for SEND students
- Manages the SEND team of TAs on a daily basis
- Liaises with and advises colleagues on all matters relating to SEND
- Contributes to the continuing development and training of Wayland Academy staff on SEN
- Organises and maintains the records of all SEND students
- Oversees the review and maintenance of Statements and records for all SEND students
- Liaises with parents/carers of SEND students in co-operation with progress tutors and subject teachers, TAs and others as appropriate.
- In collaboration with the Principal, SLT and Board of Governors, determines the strategic development of the SEND policy and provision at Wayland Academy with the ultimate aim of raising the achievement of students with SEND
- Collaborates with SENDCOs in partner federation and ...schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support
- Liaises with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

4. Identification, Assessment and Provision

Graduated Approach (replaces School Action and School Action Plus)

Wayland Academy will adopt a graduated approach to meeting special educational needs that requires the initial use of classroom and Wayland Academy resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, Wayland Academy will take action to remove the barriers to learning and put effective educational provision in place based on earlier decisions and actions, these are revisited, refined and revised with a growing understanding of the individual needs and what best supports the making of good progress and secures good outcomes for the individual student.

Assess

Regular assessment by the subject teacher working with the SENDCO, drawing on teacher assessment and experience of the student, their previous progress and attainment and information from the Wayland Academy core approach to student progress, attainment and behaviour. This assessment will be regularly reviewed to ensure barriers to learning are identified and supported and intervention is matched to best suit need. Where external professional agencies are involved Wayland Academy will liaise to inform the assessment.

Plan

Where it is decided to provide a student with SEN support the student and parents/carers will be informed and involved in consultation regarding adjustments, interventions and support to be put in place. There is an expectation that parent/carers will reinforce and contribute to the progress of the planned support at home.

Do

The subject teacher will remain responsible for working with the student on a daily basis. Interventions involving group or one to one learning are still the responsibility of the subject teacher. The teacher will work closely with Teaching Assistants to plan and assess the impact of support and interventions and how they are best linked to classroom teaching. The SENDCO will support the subject teacher in further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of support and interventions and their impact on the student's progress will be reviewed in line with an agreed date. The impact and quality of support and interventions will be evaluated along with the views of the student, parent/carers. The subject teacher working with the SENCO will revise the support in line with student progress and development, deciding on any changes to the support and outcomes will be in consultation with the student, parent/carers.

Where, despite Wayland Academy having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made the expected progress, a consideration requesting an Education Health and Care assessment (to replace the statementing system) based on all evidence of action taken by Wayland Academy to support the individual student's SEN, will be discussed and considered with the student and parent/carers.

5. From Statement to Education Health Care Plan

Students with a current Statement of SEN will continue to have an annual statement review in which their views and those of the parent/carers can be expressed along with those of relevant external agencies and Wayland Academy, in relation to learning progress, barriers to learning, social and emotional wellbeing and personal action plans. Transfer from statement to EHC plan will happen through a transition review. Local authorities will have regard to the revised 0-25 SEND Code of Practice when writing new plans and will work with the student and parent/carers to agree the proposed transfer. Annual EHC plan reviews will be completed each academic year.

6. Assessment, Planning and Review

Identification

SEND students may be identified through teacher observations and assessment, standardised assessments (Baseline, SATs, etc.) progress checklists, target setting, parental / carer concerns or the students own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the PLP.

All students identified with SEND have a Personal Learning Plan and teachers use these to plan their lessons. The individual students refer to their PLPs to help develop unique learning strategies. PLPs are updated annually and parents receive a copy.

PLPs inform about the students:

- exam dispensations,
- SEND information,
- difficulties,
- personal help strategies,
- teaching strategies.

Review Process

PLPs are reviewed annually, with input from the student, parent/carers, teachers, learning assistants and outside agencies.

Student Voice

Statemented students and those with EHCPs are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies.