

Special Educational Needs & Disability SEND Policy 2019 – 2020 (updated September 2019)

- a) This policy applies to all Trusts managed by Wootton Academy Trust (WAT)
- b) This policy was adopted by WAT in **October 2014**
- c) This policy was reviewed in September 2019
- d) The next review is September 2020

Executive Leadership Team Lead:	Carrie McMorn
Designated Special Education Needs & Disabilities Co-ordinator (SENDCo):	Jessica Holmes
Directors Committee:	Wootton Academy Trust Board
Designated Director:	WAT Board
Designated Local Governor for SEND:	Judith Chandler WUS LGB Tim Waneford KC LGB
Designated Kimberley SEND Link:	Kay Everett, Associate Principal

Associated documentation:

Equal Opportunities
Curriculum Statement
Admissions Policy
Teaching and Learning Policy
Assessment, Reporting and Recording Policy
Safeguarding and Child Protection Policy
Complaints Procedure
Supporting Children with Medical Needs

Updated: September 2019

OFSTED evidence for:

Introduction

WAT is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of WAT, irrespective of ability, race, gender or need and should be respected and valued as individuals.

WAT will address the needs of different groups of learners and deliver high quality learning and teaching practices which will allow every learner to achieve their potential. Where required WAT will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners. WAT will seek to remove all barriers to learning and achievement.

Mission Statement

To support and challenge every learner at all times to achieve their personal best leading to improved life and career opportunities.

Values

- **Excellence** outstanding pupil progress and achievement
- **Enrichment** education of the whole child
- **Independence** nurturing initiative in pupils' attitudes to learning
- **Opportunity** success regardless of background
- **Equality** a safe place to value and celebrate diversity
- **Community** pupils, staff, parents, governors, directors and other local people working together
- **Partnerships** collaborative relationships with other organisations
- **Continuity** celebrating our traditions whilst embracing the new
- **Celebration** recognising pupil achievement
- **Integrity** in all that we do

Aims and Objectives

The aims of this policy and associated procedures are to ensure that:

- an inclusive approach to education is promoted at WAT
- high quality learning and teaching is promoted for all learners at WAT
- learners with special needs and/or disabilities join in the activities WAT
- together with those who do not have special educational needs and/or disabilities, so far as it is compatible with the efficient education of other learners;
- WAT meets its legal obligation to provide access to the curriculum for all learners whilst recognising their individual needs;
- where the Executive Principal or appropriate governor has been informed by the LA that a learner has special educational needs and/or disabilities, those needs will be made known to staff;
- all WAT staff are aware of the importance of identifying and providing for learners who have special educational needs & disabilities;
- the Executive Principal, staff and governors report annually to parents on the effectiveness of this policy and provision for learners with special educational needs & disabilities;
- **all** staff are clear regarding roles and responsibilities in the implementation of the policy.

WAT recognises that it has a responsibility to meet the needs of all learners in its academies and as such believes in early identification, clear assessment processes and appropriate provision for all learners.

Legal Framework

WAT ensures inclusion practices relating to special educational needs & disabilities meet the criteria set out in the following Acts and guidance:

SENDA 2001; SEND Code of Practice (2014);
Disability Discrimination; 1996 Education Act;
The Green Paper – Excellence for all 1997;
Meeting SEND Programme of Action 1998;
10/99 and 11/99 Social Inclusion Guidance;
Education Act 2001;
Removing Barriers to Achievement 2004;
National Service Framework for Children 2004;
Section 52 Children Act 2004 Looked after Children;
Youth Matters 2005;
The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005).
Every Child Matters; Equality Act 2010;
Working Together to Safeguard Children (2013);
Supporting pupils at school with medical conditions (2014);
Keeping Children Safe in Education para. 110 (2019)

Definitions:

WAT accepts the definition below of **SEND**, as set out in the Code of Practice (2014)

- xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means:

- xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

Disabled children and young people means:

- xviii. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ...

‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise:

‘long-term’ is defined as ‘a year or more’ and **‘substantial’** is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Pupil Voice:

A selection of pupils from across the range of year groups at the trust were consulted in the update of this policy in April 2018. A selection of their views on what they feel makes the very best quality of SEND Support at Wootton are below:

- *'I like how helpful the school is. And there are a lot of TAs to help.'*
- *'I am happy to go to Student Centre South at any time I need to. I have found my home there and the TAs are fun.'*
- *'I think support at this school is great due to all the resources and things like sentence starters and websites with mini video clips.'*
- *'We all have a key worker who we can go to if we need help.'*
- *'Resources like computers to help me because I struggle with writing.'*
- *'A safe place that I can go to at any time – the student centre.'*
- *'Support in lessons that gives us an equal chance at good grades.'*
- *'There is always someone ready to help and understand.'*
- *'Verbal instructions but other ways to explain stuff as well so you can see them.'*
- *'I have a reading pen and an overlay to help me.'*
- *'Everyone is very helpful and kind and easy to talk to.'*
- *'I like the fact that I am allowed to move around more when I need to physically, because I find it hard to sit still.'*
- *'I have a time-out card so I can calm down if I need to.'*
- *'The teaching assistants are all really helpful. They help me concentrate and if I'm stuck. They explain things if I'm confused so it's easy to understand.'*
- *'I enjoy my handwriting support sessions.'*

Roles and Responsibilities:**Designated Roles**

Person with strategic responsibility for SEND:	Executive Principal <i>[responsibility is further delegated to the Vice Principal (Pastoral and Inclusion) at Wootton Upper School and to the Principal of Kimberley 16 – 19 STEM College.]</i>
Director with responsibility for SEND:	WAT Board
WUS Local Governor with responsibility for SEND:	Judith Chandler
KC Local Governor with responsibility with SEND is:	Tim Weneford
WAT SENDCo is:	Jessica Holmes
Kimberley Leadership Link for SEND is:	Kay Everett, Associate Principal

Directors/governors

Directors and local governors must ensure that:

- WAT has a policy for identifying and supporting the SEND of learners;
- there are procedures for identifying and providing for learners' SEND;
- it has regard for the requirements of the SEND Code of Practice (2014);
- it is fully informed about SEND issues, so that it can play a major part in WAT's self-review process;
- it puts in place appropriate staffing and funding arrangements, and oversees WAT's work for learners with individual needs;
- it is, and ensures others are also, involved in the development and monitoring of this policy;
- there is a nominated director with responsibility for SEND;
- SEND provision is an integral part of Trust Improvement Plans;
- The quality of SEND provision is regularly monitored

The Executive Principal

The Principal must ensure that:

- the policies and procedure adopted WAT are fully implemented
- learners with special education needs & disabilities join in all academy activities alongside other learners, as far as is reasonable practical and compatible with their needs and the efficient education of other learners
- parents are notified if WAT decides to make special educational provision for their child
- sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for students with SEND
- the Trust board and local governing boards are informed of SEND issues
- the implementation of this policy is monitored and reported to directors and governors

Designated SENDCo

The SENDCo is responsible for:

- overseeing the day-to-day operation of this policy;
- co-ordinating the provision for individual needs of pupils;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and managing Student Centre South to identify learners with specific needs;
- liaising with and managing Pastoral Tutors at Kimberley College to identify and support learners with specific needs;
- arranging detailed assessments, observations and support of learners with SEND;
- overseeing the work of Student Centre South and Pastoral Tutors at Kimberley College in devising strategies, drawing up Pupil Profile Sheets (PPS), setting and reviewing targets appropriate to individual needs of the learners, and advising on appropriate resources and materials for use with learners and on their effective use of materials;
- liaising closely with parents of learners with SEND so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining WATs SEND register and records;
- assisting in the monitoring and evaluation of progress of learners with SEND through the use of existing school assessment information;
- contributing to the in-service training of staff in working with learners with specific needs;
- ensuring that all staff are given any necessary information in relation to behaviour management and other issues for particular learners;
- be fully aware of this policy and the procedures for identifying, assessing and making provision for learners with SEND;
- work with the Vice Principal at Wootton Upper and Leadership Link for SEND at Kimberley College to map provision and identify pathways and strategies for learners with SEND, set targets appropriate to individual needs of learners, and advise on appropriate resources and materials for use with them in the classroom;
- work with the Vice Principal at Wootton Upper and Leadership Link for SEND at Kimberley College to organise appropriate allocation of support for learners with specific needs in the classroom;
- be responsible for the administrative processes surrounding learners with SEND;
- liaise with the SENDCos in feeder schools, free schools and academies to ensure smooth transition

Teachers

All teachers in Wootton & Kimberley are teachers of learners with special education needs & disabilities and as such WAT adopts a whole-academy approach involving all staff adhering to a model of good practice. Learning tutors must ensure that they:

- are fully aware of this policy and the procedures for identifying, assessing and making provision for learners with SEND;
- are aware of the individual needs, including any SEND, of all learners they teach;
- include all learners in lessons, providing an appropriately differentiated curriculum;
- draw on the SENCo for advice on assessment and strategies to support inclusion;
- give appropriate feedback to enable progress to be monitored and effective reviews to take place.

Small group teachers

Any teachers who work with small groups of students must ensure that they:

- make themselves aware of WATs policy for Special Education Needs & Disabilities and procedures for identification, monitoring and supporting learners with specific needs;
- are fully conversant with the individual needs of all of their mentees;
- contribute as required to any review process;
- raise any concerns with the Vice Principal at Wootton Upper, Leadership Link for SEND or SENDCo as they arise.

Admission and Inclusion

All tutors in Wootton & Kimberley are tutors of learners with special education needs & disabilities and as such WAT adopts a whole-academy approach involving all staff adhering to a model of good practice.

The staff of WAT is committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is regarded as crucial to the policy. WAT operates an equal opportunities policy for children with special education needs & disabilities who are afforded the same rights as other children. This includes both those children with statements of special educational needs or Education, Health & Care Plan (EHCP) and those others with less significant problems.

WAT will ensure that students with SEND are admitted on an equal basis with others in accordance with its admissions policy.

Where a local authority proposes to name WAT in a statement of SEND or Education, Health & Care Plan (EHCP) made in accordance with section 324 of the Education Act 1996, it must give WAT written notice that it so proposes. Within 15 days of receipt of the LAs notice that it proposes to name WAT in a statement or EHCP, WAT must consent to being named, except where admitting the learners would be incompatible with the provision of efficient education for other learners; and where no reasonable steps may be made to secure compatibility.

In deciding whether a learner's inclusion would be incompatible with the efficient education of other children, WAT must have regard to the relevant guidance issued by the Secretary of State to maintained WAT.

If WAT determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LAs notice, notify the LA in writing that it does not agree that WAT should be named in the learner's statement or EHCP. Such notice must set out all the facts and matters WAT relies upon in support of its contention that:

- (a) admitting the learner would be incompatible with efficiently educating other learners;
and
- (b) WAT cannot take reasonable steps to secure this compatibility.

Full details of the ensuing process are located in the admissions policy which is available from WAT or on WAT academy websites.

Specialist Provision – Wootton Upper School

Wootton Upper School is located in five different blocks. Three of the blocks – Mathematics, Humanities and the main school block have a first floor; there are no lifts. Where necessary, lessons are re-timetabled to ground floor classrooms to enable learners to access the full curriculum. It is possible to move around the entire exterior of the academy using the ramps which are in place. There are disabled toilet facilities. In line with the SEND and Disability Act 2001 the academy has an Accessibility Plan.

Specialist Provision – Kimberley College

Kimberley College is located in a three storey building. It was built in 2009 and it is DDA compliant. All floors of the building are accessible by lift.

Curriculum Access

WAT curriculum will be made available for all learners.

Where learners have special education needs & disabilities, a graduated response will be adopted. WAT will, in other than exceptional cases, make full use of classroom and WAT resources before drawing on external support. The curriculum will be differentiated to meet the needs of individual learners. Teaching styles and flexible groups will reflect this approach including the use of individual, small group or whole class contexts.

The provision for learners with special education needs & disabilities will match the nature of their individual needs; learning tutors and the SENDCo will keep regular records of the learners' special educational needs, the action taken and WAT outcomes.

Schemes of work will reflect whole WAT approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for learners who have marked learning difficulties.

All supervisory staff involved in learner support during break, lunchtime and enrichment will be made fully aware of the individual needs of learners and trained appropriately.

Procedures – A Graduated Response

Identification and Assessment

5.38 All settings should adopt a graduated approach with four stages of action: **Assess, Plan, Do** and **Review**.

Assess

WAT will use a range of methods to identify and assess the progress and needs of learners. This will include:

- Transition information
- Information from parents
- Information from external agencies
- Prior data from external measures
- Internal spelling and reading tests
- Diagnostic testing
- Ongoing monitoring and tracking systems
- Information from staff including reports, reviews and referrals
- Test scores

An Education, Health & Care Plan (Formal Assessment):

If progress is still not achieved despite “SEND Support”, the learner may be assessed in line with the LA guidance with a view to initiating a statutory assessment of Education, Health & Care Plan under the Code of Practice (2014). The appropriate forms will be used for recording and referral as necessary.

Plan

WAT will develop opportunities and strategies to support learners as is appropriate for their individual needs.

- **General intervention strategies for all:** Subject Leaders and tutors will:
 - ensure that schemes of work are differentiated and incorporate different learning styles;
 - make use of the ICT equipment and vary WAT outcomes of each lesson accordingly'
 - be required to set and monitor targets, discuss difficulties with the SENDCo and refer any learner who is not making progress.

Do

- **WAT - SEND Support (K):**

Where a learner fails to make the expected progress and shows signs of difficulty in some of the following areas:

- acquiring literacy and numeracy skills;
- presenting persistent behavioural, emotional and social difficulties;
- has sensory or physical problems; or
- communication or interaction difficulties,

WAT will place the learner on SEN Support K on WAT Special Needs Register and support that is additional to and different from the differentiated curriculum will be provided in a range of ways including:

- Key worker or Pastoral Tutor support sessions
- Alternative classroom organisation and management
- Personalised classroom strategies based on individual needs
- Specialist learning support during lessons
- Use of specialist equipment

The resources allocated to learners who have non-statemented/non-EHCP special educational needs will be deployed as outlined in the SEND code of practice (2014). Parents will be informed and learners involved in decisions taken at this stage. Provision in place for all learners requiring SEND Support or with EHCPs will be communicated via an individualised Pupil Profile Sheet

Review

All learners' progress will be monitored through the normal process of ongoing formative and summative assessment. In addition to this the following reviews will take place for learners placed on WAT's SEND Register:

- **SEND Support Learners:** Outcomes on each learner's Pupil Profile Sheet will be reviewed with the Key Worker or Pastoral Tutor and their provision will be updated accordingly. This will be co-produced with the learner and parents/ carers at Wootton Upper School and with the learner themselves (unless parent/ carer support is necessary or requested) at Kimberley College.
- **EHCP Learners:** Learners with formal statements or Education, Health & Care Plans will have an annual review as required by legislation which will involve learners, parents and appropriate representation from WAT and other agencies.

Further Provision Mapping will take place as required during each review.

Record Keeping

Detailed records will be kept of all learner progress and all additional provision made to address their SEND. Those learners receiving support will be identified on the Special Educational Needs Register.

Liaison and Other Support Services

As far as is practicably possible WAT will liaise with its feeder schools, free schools and academies for learners with special needs to ensure that the transition is as smooth as possible. This will also allow the SENDCo to gather as much information as possible to help arrange the required provision.

WAT will hold an agreement with the Local Authority to buy into traded services as required ensuring that appropriate provision and arrangements can be made. The following external agencies are available for support as required for students (this list is not exhaustive):

- SEND Support Services
- Educational Psychology Service
- Behaviour Support Service (BSS)
- Social Care
- The Hearing Support Service
- The Visual Support Service
- Education Welfare Service
- Child Adolescent Mental Health Service

Managing Parental Complaints

With regard to special educational needs provision and arrangements, parents who have queries or concerns should contact Jessica Holmes, designated SENDCo, who will ensure a response is received by the end of the third working days, where the first day designated as the day after the response is received.

It is the intention of WAT to maintain open and regular communication with parents at all times to ensure that all provision and arrangements receive full parental support and agreement.

If parents are not satisfied with WAT's outcome of such discussions, then they should pursue WAT Complaints Procedure as detailed on the Trust's websites.

Training and development

Training requirements for all staff will be identified within WAT's plans for development in conjunction with an analysis of the needs of learners at WAT. This will be enhanced by WAT outcomes from line management and performance management processes.

All staff will receive a special educational needs & disabilities awareness session as part of their induction programme, targeted towards the needs of the cohort of students at WAT.

The SENDCo will undergo the necessary statutory training to undertake the role within the appropriate timescales.

It is acknowledged that there will be occasions where bespoke training is required to support learner with specific conditions or needs of an individual learner; this will be arranged by liaison with the appropriate external agencies.

In addition to that described above, voluntary training sessions will be held throughout each academic year to maintain an ongoing awareness of strategies for supporting learners with special needs.

Parental Partnerships

Parental involvement in supporting and encouraging learners with special needs & disabilities is actively sought at all stages of the process from referral to assessment through to review as it is a crucial factor in achieving success.

For post 16 learners, parents/ carers will be kept informed but, in most cases, the learner will be more accountable for decisions regarding their provision as they become more independent and take steps toward adulthood. However, if staff, the learner or parents/ carers themselves feel it is more appropriate for them to be more involved then more close involvement will be sought as deemed appropriate for each learner's individual needs.

Parents/ carers are encouraged to raise any concerns by contacting the designated SENDCo. Parents will be kept informed consistently in accordance with the recommendations of the Code of Practice (2014).

Parents will also be able to contribute to the development of WAT through the parental forum which will include opportunities to discuss the support given to learners with special educational needs.

Learner Participation

Learners will be encouraged to participate fully in decisions made regarding their education and as such all learners, regardless of their particular circumstance, will be invited to meetings where their needs, potential provision and any arrangements are being discussed. There will also be opportunities through Student Voice for the learners' perspective to be gathered on WAT provision for all learners.

Monitoring and Evaluation

The success of this policy will be monitored using a range of evidence, including:

- progress of learners towards targets outlined in the ongoing systems used by WAT and review meetings for learners with special needs;
- staff awareness of learners needs;
- improved behaviour of learners where appropriate;
- increased inclusion of all learners in the whole WAT setting as a percentage of time;
- number of students involved in enrichment catch up sessions for numeracy and literacy;
- learner attendance;
- exclusions;
- evidence gained from learning walks;
- reports to governors;
- parental forum feedback;
- Student Voice feedback;
- external reviews of provision.

This policy will be reviewed annually.

Date of Policy review: September 2019 Version 1

Reviewers:

SENDCO

Vice Principal Pastoral and Inclusion

Executive Principal