

## **SEND Policy**

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### **Our Ethos/Vision**

At Whetley Academy, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

### **Definition of SEN and Disability (SEND)**

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** 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.’

### **Aims and Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the academy
- To work in partnership with parents
- To work with the Academy Advisory Board (AAB) to enable them to fulfil their statutory monitoring role regarding the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils

### **Identifying children at SENS (SEN Support)**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored weekly at pupil progress meetings where children are identified as not making progress in spite of Quality First Teaching. They are discussed with a SEND Lead and a plan of action is agreed.
- Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than

expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which: - is significantly slower than that of their peers starting from the same baseline - fails to match or better the child's previous rate of progress - fails to close the attainment gap between the child and their peers

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN on our SEN register.

Although the academy can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or some other disability.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are welcome to make an appointment to review progress made, set targets and agree provision for the next term.

### **Paperwork for children at SENS (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Termly, an Individual Support Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special academy provision.

Children, who we think will manage in a mainstream academy, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the academy together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The academy has a range of interventions available which are listed and on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SEND Lead who monitors overall progress after the intervention.

- Interventions are planned in blocks of time
- At the end of each block, children's progress towards their targets are assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

### **Adaptations to the curriculum teaching and Learning Environment**

Whetley Academy is disability friendly. The academy is on different levels with all levels accessible via a stair lift or slope, corridors are wide and we have easy access toilets in both buildings. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc. It is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to extra-curricular activities**

All of our children have equal access to before academy, lunchtime and after academy clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class visits are part of our curriculum and we

aim for all children to benefit from them. No child is excluded from a visit because of SEN, disability or medical needs.

### **Staff Expertise**

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to courses, provision of books or guidance towards useful websites.

Some LSAs (Learning Support Assistants) and HLTA (Higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All LSAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the academy is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers from the SCIL team.

### **Children with social, emotional and mental health needs**

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Intervention with the family and support the child through that process.

If parents and the academy are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the academy offers a range of social skills or therapeutic interventions. These are generally delivered by a trained member of staff who develops good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The academy has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements - Transition into and within academy**

We understand how difficult it is for children and parents as they move into a new class or a new academy and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary Academy**



Transition reviews for pupils are held, where possible, in the Spring term of Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Academy Advisory Board (AAB)**

It is the statutory duty of the governors to ensure that the academy follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

### **Complaints**

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the academy's complaints policy and procedure.

### **Equal Opportunities**

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of academy. We promote self and mutual respect and a caring and non-judgmental attitude throughout the academy.

Teachers will consider the inclusiveness of all visits and activities before going ahead with planning. Teachers will meet with parents where necessary to discuss potential barriers and how they may be overcome. The health and safety of the child and others will take priority in the decision making process for the outcome of the trip/event.

**Appendix 1: Key Documentation** The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Bradford Metropolitan District Council's Children's Services for SEND - Local Offer <https://localoffer.bradford.gov.uk/Content.aspx?mid=26>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>