



SWB

SOUTH WOLVERHAMPTON & BILSTON ACADEMY



SEND Policy 2016-2017

RESPONSIBILITY: Jane Dickens, Deputy Vice Principal (Student Services and Safety)

REVIEW DATE: September 2017

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'LEARNING FOR LIFE, SECURING SUCCESS'

1.1 Policy Statement

All members of SWB Academy staff, in conjunction with the authorities, (Trust Board and LA) have a duty to ensure that every student has an equal opportunity to achieve their maximum potential in all aspects of Academy life. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Policy Aims

Curriculum Support (Provision) is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of Academy staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching/Classroom Assistants and teachers collaborate effectively.

1.3 Policy Terminology

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability *, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need. This area is managed by Jennifer Kiernan.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

* Throughout this policy, “parents” should be taken to include all those with parental responsibility, including corporate parents and carers.

*See ‘definition of disability’ at end of this policy.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.4 Key Personnel

The roles and responsibilities of Academy personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and Academy job descriptions.

SEND Coordinator	Sarah Woodbine
Assistant SEND Co	Anne Keen

Roles	Responsibilities
Governing Body	<ul style="list-style-type: none"> • In partnership with the Principal, the Governors have responsibility for deciding the Academy’s general policy and approach to meet the needs of students with SEN/D. • Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the Academy development plan, which includes provision for SEN/D. • Monitoring the policy through the Academy’s self-review procedures. • All governors are informed of the Academy’s provision, including funding, equipment and staffing. • Reporting annually to parents on the Academy’s policy through the website. • Ensuring funding from the LA is dissolved appropriately to the provision of SEND through the Principal and Finance Manager.
The Principal	<ul style="list-style-type: none"> • Setting objectives and priorities in the Academy development plan, which includes SEN/D. • Line-managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the Academy’s overall financial resources. • Informing the Governing body. • Ensuring funding from the LA is dissolved appropriately to the provision of SEND/D
SEN Coordinator	<ul style="list-style-type: none"> • Disseminating information and raising awareness of SEN/D issues throughout the Academy. • Is responsible to the Principal for the management of SEN/D provision and the day-to-day operation of the policy. • Managing and developing the roles of HLTAs, TAs and Progress Assistants, through training and Performance Management. • Screening and identifying students. • Co-ordinating provision for students. • Supporting the teaching and learning of students with SEN/D. • Keeping accurate records of all students with SEN/D. • Monitoring departmental delivery of the SEN/D Policy. • Recruiting and deploying the Academy’s Learning Support Team. • Being responsible and accountable for the whole-Academy SEN/D resources • Liaising with parents and carers of students with SEN/D. • Liaising with and advising fellow teachers and support staff. • Liaising with other establishments to support transition including feeder primaries

	<p>and specialist settings.</p> <ul style="list-style-type: none"> • Liaising with other SENDCOs, both locally and nationally. • Liaising with outside agencies. • Contributing to in-service training and external training (as appropriate). • Being involved in preparing the SEN/D report, which the Principal forwards to the Governors.
Subject Leaders	<ul style="list-style-type: none"> • Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work. • Ensuring appropriate teaching resources for students with SEN/D are purchased from departmental budgets. • Raising awareness of SWB Academy responsibilities towards SEN/D.
Other Staff	<p>“All teachers are teachers of special needs”</p> <ul style="list-style-type: none"> • Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support. • Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes. • Ensuring Pupil Passport and Wave 1 intervention strategies are considered in lessons. • Monitoring progress of students with SEN/D against agreed targets and objectives. • Be fully aware of the Academy’s procedures for SEN/D. • Raising individual concerns to SENDCO. • Jointly plan with support staff to ensure preparedness for support staff.
Teaching Assistants and Classroom Assistants	<ul style="list-style-type: none"> • Support students with SEN/D and the wider Academy population. • Plan and deliver individualised programmes where appropriate. • Monitor progress against targets using Pupil Passports and regular meeting with students • Assist with drawing up individual plans for students and supporting information sheet development, as required. • Contribute to the review progress, either in person or with a written report. • Work with small groups in or out of the classroom, under the direction of the class teacher. • Support students on Educational Visits, as required.
Other	<ul style="list-style-type: none"> • Communicate SEN/D issues to and from the Academy. • Raise awareness of SEND issues at Departmental / Academy. • Keep departmental documentation up to date. • Attend meetings as required.

Policy Specific Statements and Principles

Admission Arrangements

Admission arrangements are outlined in the Academy prospectus.

Inclusion

At SWB Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the Academy organisation and curriculum structure, its assessment and rewards systems, the arrangements made for careers’ education and work experience. Students with SEN/D are integrated and included fully into the life of the Academy as a whole, including its social and cultural activities.

The Academy believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;

- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

Complaints Procedures

Initially, all complaints from parents or carers about their child's provision are made to the SENDCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- The SENDCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments, outside agencies
- Number of complaints received.

In association with the Principal, the department produces an annual report which is included in the Governor's annual report to parents and carers.

Review;

When	How/What	Who
Annually July 2016	Review whole policy in line with Academy and National guidelines.	SWO JDI AkE
Termly October 2016 February 2016 May 2016	Review elements of policy and seek stakeholders response. Student Voice Parental feedback Staff voice	SWO JDI AkE

Identification, Assessment and Provision

Identification

The Academy uses the **graduated response** as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

New intake Students in Year 7

Primary Liaison

- Feeder primary Schools are visited and contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan is referred to the SENDCO. Contact is then made with the primary school.
- The LA notifies the Academy about students who are transferring with EHC plans in the spring of their year 6 placement. Where practicable, the SENDCO attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to appropriate staff before transfer in September.

Initial Screening

- KS2 assessment results from primary schools
- Reading tests on entry
- CAT tests to identify ability through analysis of Standardised scores
- Tests undertaken by the SENDCO and Teaching Assistants as identified

Screening in other year groups

- Other screening tests are administered when required.

Individual Diagnostic Assessments

- Individual diagnostic assessments are used for students who are we require further information about, including Cognitive Ability Testing 4.

Staff Observation

- Members of staff consult with their Director, who then liaises with the SENDCO, if they agree on students who may need specialist help during the Academy year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENDCO may then ask for additional diagnostic assessment to be undertaken.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are actioned and outcomes fed back to parents.

Provision

Teaching students with SEN/D is a whole Academy response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at SWB Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEN/D. Types of support are provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

- CA/TA in class targeted support
- Intervention groups for Maths and English

Wave 2 – Is initiated where students have failed to make adequate progress as identified by the SENDCO through the assessment arrangements.

Criteria for Wave 2 may include any of the following:

- Low Numeracy / Literacy scores
- Low reading age scores from Year 7 intake tests
- Low mathematical age scores from Year 7 intake tests
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents
- Diagnosis of a Specific difficulties/medical conditions
- Key worker support

Provision from within the Academy's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions, such as Rapid Reading, Rapid writing, Phonics, Numicon, Rapid Maths
- Appropriate teaching groups / sets.
- In class support on a regular basis.
- KS3 Numeracy, Literacy and science intervention classes, where appropriate.
- Additional staff training.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the Academy seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.
- Recommend most appropriate actions to provide most targeted support that meets needs of students

The Pupil Passport is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the Academy will apply for additional resources. The application will be evaluated against criteria established by the LA.

Statutory Assessment / Statements

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the Academy and / or a parent / carer may decide to request that the LA undertakes a Statutory Assessment. This may lead to the student being provided with an EHC plan.

The SENDCO is responsible, on a daily basis, for providing support and monitoring, allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching/Classroom Assistants are fully involved.

Pupil Passport and Reviews

Not all students with SEN/D have a Pupil Profile. All SEND students' progress is closely monitored in line with Academy monitoring procedures.

Contents of the information sheet include:

- Access Arrangement information
- Suggested strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Pupil Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Pupil Passports are reviewed and updated at every Progress day with parents. Prior to review, teaching staff may discuss individual targets, evidence, and new targets with CA/TA support and students and in doing so consider the following information:

- The steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously and individual reviews, screening tests and through procedures described in the Academy's Assessment Policy.

Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEN/D is regularly reviewed and revised.

It is the responsibility of individual department at the Academy to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Department.

Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

Curriculum development

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

Support teaching

This is achieved by working collaboratively with a subject teacher. The SENDCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with SWB Academy inclusive ethos. Students will only be withdrawn in Year 7 and 8.

In-service Training

- The SENDCO provides INSET for NQTs and other new staff
- Individual departments can ask for INSET from the SENDCO as required, for specific purposes or generic training
- Whole-Academy INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Allocation of Resources

The Academy is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation

- The SENDCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Partnership

In Academy

- The SENDCO liaises closely with individual SLT, Progress Leaders. Information and concerns are always discussed with the appropriate member of staff.
- Academy systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

Parents

SWB Academy actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to attend informal coffee morning to discuss individual concerns and needs
- Parents are encouraged to attend Progress Days where their child's progress is discussed with Form Tutors and any relevant other staff
- Parents are provided with reports pertinent to SEND (Wave3) at each Progress day
- Effective communication is achieved through regular contact with home either through letters, telephone calls, student's planner, or coffee mornings held every term.
- New parents can attend the Open Evening in the winter term prior to transfer.

Students

SWB Academy acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.
- Student voice data is regularly sourced and SEND identified as a particular group, this then forms part of any necessary DSRE and Development plans.

External Support

The Academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by the Academy are (*this is not an exhaustive list*):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- (Connexions) Service for Young People
- The Academy Nurse
- The Educational Welfare Officer
- Ethnic Minority Service

- Speech and Language Service
- Occupational Therapy Physiotherapy
- The Parent Partnership
- BASE 25

Between Academies

The SENDCO liaises with other SENDCOs:

- At LA run 'SENDCO-network' meetings.
- On the transfer of a student with SEND.
- Through the national DfE hosted 'SENDCO-forum' mailing system.

Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between education establishments. The SENDCO deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEN/D and vulnerability factors.
- The records of students who leave at the end of Year 11 are kept and stored at the Academy.
- Documentation relevant to the last Review is forwarded to Post 16 placements.

Definition of Disability

Discrete SEN	Both SEN and Disability	Disability
<ul style="list-style-type: none"> • Mild dyslexia • Emotional Behavioural Difficulties – social factors) • Mild Dyspraxia • Minor speech impairment • Mild learning difficulties 	<ul style="list-style-type: none"> • Long-term motor impairment • Learning difficulties • Hearing impairment / deaf • Visual impairment / blind • Incontinence • Significant dyslexia • Epilepsy • Non-verbal • ADHD • Autism • (other factors – medical / mental health) 	<ul style="list-style-type: none"> • Asthma • Diabetes • Cancer recovery • Mental health issues • Disfigurement • Eating disorders • Lack of limbs • Sickle cell anaemia • Gross obesity • Very short stature