



Woodlands Academy

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES POLICY

WHOLE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES POLICY

Policy Consultation & Review

This policy has been approved by the Head and the Governing Body of The Woodlands Academy. It takes into account the *Special educational needs: code of practice* (DfES/581/2001), Department for Education and Skills (DfES), November 2001 (the Code). The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs (SEN) decisions will be informed by the Code.

This policy applies to all students, parents and staff at the Academy. It is published on the Academy website referred to in our Woodlands Academy prospectus and is available on request from the Academy Office. The policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. This policy can be made available in large print or other accessible format if required.

This policy was last reviewed by the Quality and Standards Committee on 26/1/2012 and will be tabled to the Full Governing Body for approval on 22/3/2012. It is due for review during the Spring Term of 2013.

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

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1. PRINCIPLES

1.1 The Academy's approach to SEN and learning disabilities will operate within the following five principles:

- a child with SEND should have their needs met;
- the needs of children with SEND will normally be met in mainstream schools or settings;
- the views of the child should be taken into account;
- parents have a vital role to play in supporting their child's education;
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

1.2 The Academy and the Governing Body of the Academy will act in accordance with Appendix C of the Academy Funding Agreement.

2 DEFINITIONS

2.1 **Special Educational Needs:** Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

2.2 **Learning difficulty:** Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

2.3 **Special Educational Provision** means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

2.4 **SEN Coordinator (SENCO):** This is a member of staff in the Academy who has responsibility for co-ordinating SEND provision in the Academy. The SENCO is Jo Kovacs (telephone extension 110). The responsibilities of the SENCO include:

- overseeing the day-to-day operation of the Academy's SEND policy
- liaising with and advising fellow teachers
- managing the SEND team of teachers and learning support assistants
- coordinating provision for students with SEND
- monitoring provision for students with SEND through regular feedback from colleagues and parents and meetings as necessary

- overseeing the records on all students with SEND
- liaising with parents of students with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- co-ordinating the responsibilities in Appendix C of the Academy Funding Agreement.

3 SUPPORT FOR SEND

3.1 Students whose needs require additional support to that provided by the school through its differentiated schemes of work are placed on the register and will require a proportionately greater individual investment. These may be managed within conventional learning groups or within specific sets in some departments. Some sets have smaller numbers of students to allow for this. Some students may work individually with support staff or teachers in some circumstances.

3.2 All teachers have access to support from:-

- The SENCO and Student Support Centre Manager (specific advice on individuals - particularly on Stages School Action 2 and School Action Plus).
- Special Needs Links Teachers (practical advice on delivery of subject material) in all subject departments and Faculties.
- Curriculum Leaders (for general curriculum advice).
- Learning Leaders and tutors (for advice on students' background).

3.3 The Administration Manager (External Relations) co-ordinates all liaisons with feeder primary. The School takes students from most primary schools in the City. Transfer data on Special Needs is identified and the SENCO liaises directly with primary schools that have students transferring with either a Statement or an Individual Education Plan. If a student is known to have SEND when they arrive at the Academy, the Head, SENCO, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- use information from the student's primary school to provide starting points for the development of an appropriate curriculum for the student;
- identify and focus attention on the student's skills and highlight areas for early action to support the student within the class;
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning;
- ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme;

- involve the student in planning and agreeing targets to meet their needs;
- involve parents in developing and implementing a joint learning approach at home and in school.

3.4 On admission to the school all students in Year 7 are assessed via a series of tests of non-verbal reasoning, spelling, reading and numeracy. Students with very low reading age are given additional diagnostic testing administered by the SENCO. All students are tested at the beginning of each academic year for their reading age to assess progress and effectiveness of Special Needs and Literacy Strategies. The difference between their reading age and chronological age is calculated. Students whose difference indicates a lag of 2.5 years or over are identified for additional support and remediation strategies for this will change from year to year.

3.5 Data on needs is managed by the SENCO and disseminated within Departments by the Link Teachers. All data and the register is maintained centrally by the SENCO. Review of the register is carried out biannually.

3.6 **School Action 1.** Students are placed at this level of the register if additional strategies are needed which are not covered by the differentiated departmental schemes of work. Students in lower ability groups who are working to the scheme of work followed by the teacher are NOT TO BE PLACED ON THE REGISTER. The biannual review process is carried out by reaching a mutual agreement between Tutors and the SENCO, Teachers and the Head of Support and Guidance on those students who will be identified as School Action 1 on the register.

3.7 **School Action 2.** Teaching staff and the SENCO review students' status to identify whether :

- Students at Stage: School Action (1) have not made progress and need special provision which will be recorded on Individual Education Plans (S.TAR.S – Student Target Sheet).
- Students at Stage : School Action (2) have made progress and can be reduced to Stage : School Action (1) or removed from the register.
- Students at Stage : School Action (2) have not made progress and should remain at this level, or if there is cause for concern initiate transfer to Stage : School Action (+) as a prelude for further provision often involving external agencies. (RSA – Request for Statutory Assessment).

3.8 **School Action Plus.** Outside agency support is given. If necessary, the SENCO collects evidence of student's difficulties and requests that the LA considers issuing a Statement of need and special provision.

3.9 **Statement of Special Needs.** The Statement is issued and the SENCO may be asked to set up special arrangements for the student. Class teachers are asked to liaise closely with the students and SEN Teaching Assistants, to make the curriculum more accessible to the student.

3.10 Parents are kept informed by SEN Co-ordinator on the status of their child on the register and are encouraged to be active partners in the support of their child's education. Consultations with parents are made on normal Parents' Evenings, and by telephone. Parents/carers are informed by post if their child is on the school's SEN Register annually in the Autumn Term.

4 RESOURCES AND DEPOLYMENT

4.1 The school site is dispersed and has many blocks on different levels of grounds and classrooms on upper floors. The school can adequately accommodate students with most needs, (those in wheelchairs would require significant alteration to school building and site).

4.2 Special Needs Department is situated in the Student Support Centre. Most Special Needs provision is delivered in the separate department blocks, except for special SEN groups, which are taught in Workroom 1.

4.3 The Centre includes a classroom teaching area and smaller rooms for individual support or private counselling, as well as INTERIM (Internal temporary exclusion room for improvement), the school's internal exclusion facility.

5 INDIVIDUAL EDUCATION PLANS

5.1 If the parents and the Academy decide that a student should receive SA, receive SA+, apply for a statutory assessment or a statement of SEND, the Academy will work with the parents and other agencies if appropriate in order to employ strategies to assist progress. Such strategies which will be written in an IEP, will include:

- the short term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and / or exit criteria
- outcomes (to be recorded when the IEP is reviewed).

5.2 IEPs will be reviewed at least twice a year.

6 STATUTORY ASSESSMENTS AND STATEMENTS OF SEN

6.1 **Statutory Assessments (Assessment):** The Academy (as well as the parents) can ask the LA to arrange an Assessment of the student. The Academy will always consult with parents before exercising this right. If the LA refuses to make an Assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

6.2 **Provision under the Statement:** Where a prospective student has a Statement of SEND, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the Statement can be delivered by the Academy. We will co-operate with the LA to ensure that annual reviews of Statements are carried out as required.

7 WELFARE AND EXAMINATIONS

7.1 **Welfare needs:** The Academy recognises that students with special educational needs or learning difficulties may be at risk of being bullied. The Academy has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

7.2 **Concerns and complaints:** We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure.

7.3 **Examinations:** Children who have been diagnosed as having SEND may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's tutor in good time with respect to this.

8 RECORD KEEPING

8.1 Primary schools are required to transfer to secondary schools records for all students within 15 school days of students ceasing to be registered at the school. The Academy will make full use of this information in determining the provision for students with learning difficulties or SEND.

8.2 The SENCO has responsibility for ensuring that records are properly kept and available as needed.

9 MONITORING, EVALUATION AND REVIEW

9.1 The Governing Body will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of children with SEN. They may wish to consult support services used by the Academy, other schools and parents. The governing body will advise the Academy as to whether any amendments to the policy are required.

9.2 The governing body will continue to monitor the success of the education of pupils with SEND by comparing their examination success at KS4 and KS5 with the overall cohort.

9.3 Any member of staff may formally express concern and inform the Link Teacher or SENCO about a student and request a review. Student reports allow the tutor to identify lack of progress. Through regular assessment the subject teacher is able to assess the effectiveness of the learning strategies provided for any student and may adjust the provision accordingly. At regular points throughout the year staff are required to review all the students on the register and the level of provision offered.

9.4 The Student Support Centre Manager, SENCO, Learning Managers, tutors and Learning & Behaviour Support Service staff will liaise with parents and inform them of progress against stated needs. Parents have the right to express concern over provision which in the first instance will be dealt with at House level and by the SENCO.