



Special Educational Needs and Disability Policy

This policy should be read in conjunction with the Washwood Heath Multi Academy Trust's (MAT) Special Educational Needs Support Plan. This is available to parents on the MAT and academy website and forms a contributory part of Birmingham Local Authority's *Local Offer*. More information about the *Local Offer* can be found at www.mycareinbirmingham.org.uk.

SEND Definition:

In this policy, special educational needs and disabilities (SEND) refers to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him.

A child of compulsory school age or a young person has a learning difficulty or disability if he:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Legal Framework:

The SEND policy takes careful account of the statutory provisions covering SEND. They are:

- The Children & Families Act 2014
- Special Educational Needs & Disabilities Regulations 2014
- Special Educational Needs Code of Practice: 0-25 2014

Aims:

Washwood Heath MAT believes that each student has individual and unique needs. Your son/daughter is entitled to an education that is most appropriate to his ability and best suited to his individual strengths and needs. We aim to provide every student with a broad and balanced education, this includes the National Curriculum in line with the SEND Code of Practice (2014).

We aim to:

- Provide opportunities for every student to experience success
- promote individual confidence and a positive attitude
- ensure all students, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated
- give students with SEND equal opportunities to take part in all aspects of the school's provision if appropriate
- ensure that students with SEND have opportunities to express an opinion and that opinion will be taken into account in any matters affecting them

- identify, assess, plan, do and review student's progress and needs
- involve parents/carers in planning and supporting at all stages of their son's development
- work collaboratively with parents/carers, other professionals and specialist services
- ensure all staff and governors are accountable for the SEND Policy being implemented and maintained

Roles & Responsibilities:

At Washwood Heath MAT provision for students with SEND, in the classroom, is the responsibility of subject teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All staff are responsible for following the academy's procedures for identifying, assessing and making provision to meet those needs.

The **directors** will ensure that:

- SEND provision is an integral part of the school development plan
- necessary provision is made for any student with SEND
- staff are aware of the need to identify and provide for students with SEND
- students with SEND join in academy activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the SEND Code of Practice 2014
- they are fully informed about SEND issues, so that they can play a part in the academy's self-evaluation process
- they set up appropriate staffing and funding arrangements and oversee the academy's work for students with SEND
- the quality of SEND provision is regularly monitored
- to identify a governor to be the person responsible for SEND for this person to link with Learning Support staff

The **Head of Academy** has responsibility for:

- the management of all aspects of the academy's work, including provision for students with SEND
- keeping the governing body informed about SEND issues
- working closely with the Head of Learning Support/SENCO
- ensuring that the implementation of this policy and the impact on the academy is reported to governors

The **Special Educational Needs Co-ordinator** is responsible for:

- overseeing of the day-to-day operation of the SEND policy
- overseeing the provision for students with SEND
- organising and managing the work of the Teaching Assistants
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEND
- carrying out detailed assessments and observations of students with specific learning problems

- supporting subject teachers in devising strategies, drawing up Individual Education Support Plans, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- liaising closely with parents of students 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 the school's SEND register and records
- assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information
- contributing to in-service training of staff
- liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- developing good practice within a network of schools
- producing reports for the governors and an annual report for the 'Governors Report to Parents'
- ensuring the Washwood Heath MAT SEND Offer is maintained and up-to-date

Class teachers are responsible for:

- teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum
- making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND
- giving feedback to parents/carers of students with SEND

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- assist in making provision for the individual needs of students identified as having SEND, whether in class, or small group intervention
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

Admissions & Special Educational Needs & Disabilities:

The admissions' policy for Washwood Heath MAT is that of the Local Authority (LA). Allocation of places to the school is administered by the LA. Neither a student's abilities nor his learning difficulties feature in the admission of a student, unless he has an Education, Health & Care Plan (EHCP) which names a trust academy as the one he should attend.

SEND In-Service Training

Washwood Heath MAT recognises the area of SEND as an important area for in-service training and Continuing Professional Development. The academy's encourage and provides funds for:

- the SENCO, Learning Support Faculty to attend relevant courses and events
- the SENCO to share good practice with other network schools
- whole academy INSET to support good SEND practice in the classroom

Facilities for Students with SEND:

There is no funded specialist unit at any trust academy. However, the academy does have a Learning Support area. The Learning support area is used as a teaching base for small groups and one-to-one, as well as providing a place where students can socialise in a managed environment at breaktimes and lunchtimes. A range of alternative curriculum is available to SEND students to include homework clubs and social skills training.

Disability Access:

Although a basic level of disability access is in place at trust academies, the academy's architectural design means that some of the main academy buildings remain unsuitable for access to students with significant physical disabilities and mobility difficulties, such as those using wheelchairs (please see Access for All policy). Ramped entrances to the front of the school are now in place but access to the upper storeys of the academies is not possible.

Identification, Assessment Arrangements & Review Procedures:

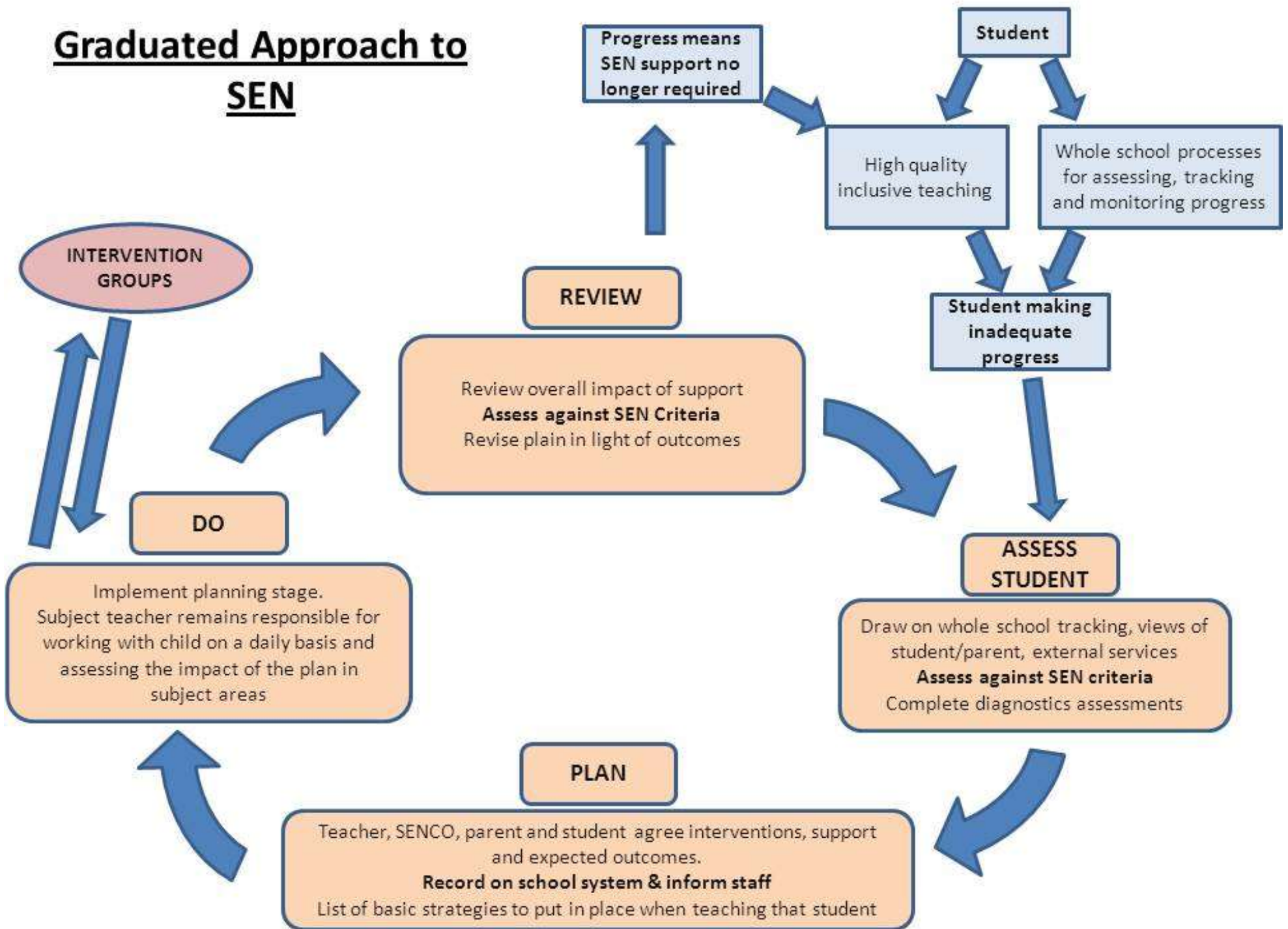
Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the academy about the student's progress, alongside national data and expectations of progress.

Regular assessments of students' progress will allow identification of students who are making less than expected progress given their age and individual circumstances. 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 student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the **graduated approach**.

Graduated Approach to SEN



Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the academy will consider requesting an **Education, Health and Care (EHC) needs assessment**.

To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the school. The academy will provide:

- evidence of the student's academic attainment and rate of progress
- information about the nature, extent and context of the student's SEND
- evidence of the action already being taken to meet the student's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies