



# Royal Wootton Bassett Academy

## Special Educational Needs and Disability Policy

**Written by:** SML **Adopted:** January 2015 **Reviewed:** December 2018 **Reviewer:** SML

### **Relevant Legislation:**

Equality Act 2010

The Children and Families Act DfE (2014)

Special Educational Needs and Disability Code of Practice 0-25 DfE (July 2014)

Special Educational Needs and Disability Code of Practice 0-25 DfE (September 2014)

Special Educational Needs and Disability Code of Practice 0-25 DfE (January 2015)

### **Related Policies:**

#### **Policy to be used in conjunction with:**

- School Accessibility Plan
- Disability Equality Scheme
- Equal Opportunity Policy
- Gender Equality Scheme Monitoring and Action Plan
- Race Equality Scheme
- Home School Agreement
- Anti-Bullying Policy
- Health and Safety Policy
- Child Protection Policy
- E-Safety Policy

### **Rationale**

To ensure access to the curriculum for all students and work within the guidance provided in the SEND Code of Practice 2014.

### **Contents**

1. Definition of Special Educational Needs and Disability (SEND)
2. Aims
3. Objectives
4. Identification of children with special needs
5. A Graduated Approach to Special Educational Support
6. Managing Students' Needs on the SEN Register
7. Withdrawal from Mainstream Curriculum Lessons
8. Roles and Responsibilities
9. Resources
10. Admission Arrangements
11. Complaints Procedure
12. Evaluating Success

## **Royal Wootton Bassett Academy**

### **Special Educational Needs and Disabilities (SEND) Policy**

#### **1. Definition of Special Educational Needs (SEN)**

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.

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. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have SEN 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

From the SEND Code of Practice July 2014

#### **2. Aims**

Royal Wootton Bassett Academy recognises all children as individuals, each with specific talents and needs. It challenges and inspires students to achieve beyond their initial expectations. Students are presented with a range of opportunities both within and outside the classroom. They leave the academy with the skills necessary to make a successful transition to adulthood in an ever-changing and highly technological world, whether it is their intention to move on to further or higher education, training or work.

Royal Wootton Bassett Academy ensures that students with special educational needs and disabilities (SEND) reach their full potential whilst in school and that, on leaving school, they are able to make a positive contribution to society and are equipped to become global citizens.

All students follow a broad and balanced curriculum, based on the National Curriculum and have access to many extra-curricular activities to further enhance their learning. Teaching and non teaching

staff work together to provide for children who have special educational needs; normal routines and procedures are designed in such a way that, wherever practicable, no child is excluded from any activity. All students are valued and their self-esteem promoted. All teachers are teachers of students with special educational needs and have a responsibility to meet these needs through quality first teaching whilst supported by the Personalised Learning Team. We also work in close partnership with parents/guardians who play an active and valued role in their child's education.

### **3. Objectives**

To ensure access to the curriculum for all students and work within the guidance provided in the SEND Code of Practice 2014.

- To identify students' individual needs and provide appropriate provision to enable achievement to be raised.
- To operate an excellent partnership with students, parents/carers with a clear criteria to the graduated approach 'Assess, Plan, Do and Review' provision.
- To provide support and advice for all staff working with special educational needs students to ensure they are aware of the procedures for teaching the curriculum.
- To develop and maintain partnerships and high levels of engagement with outside agencies.

### **4. Identification of children with special needs**

Assessment of students' learning needs will take into account information from primary schools contained in their school-based plans (previously referred to as an Individual Education Plan or IEP), standardised testing results, National Curriculum assessments and other information provided by the Primary SENCO and Year 6 teacher.

The Assistant Headteacher/SENCO and/or a Teaching Assistant attend Year 5 and Year 6 Transfer Review Meetings of students with an Education, Health and Care Plan (EHCP) who are likely to be transferring to Royal Wootton Bassett Academy. Informal meetings during the summer term prior to transfer, also ensure as smooth as possible a transition to Year 7.

Liaison with schools when students transfer during the academic year is organised by the Admissions Officer who will contact the student's previous school for details accordingly. If a special educational need is suspected, the Assistant Headteacher/SENCO will be informed. Discussions will then be had with the Head of Year, Student Manager and Lead Teaching Assistants to ensure the needs of the student can be met.

At the start of Term 1 all Year 7 students are tested using the Cognitive Abilities Test (CAT) and take a standardised reading and comprehension test. They are also given baseline tests within Maths, English and Science. Further testing is carried out for students who show a low or uneven spread of results, or who have been high-lighted by their primary schools.

If the outcome of a test, or any other circumstances, gives the school reason to think that a child may have a learning difficulty, the staff will report and consult with the parent or guardian as necessary and make recommendations for the child's on-going education using the 'Assess, Plan, Do, Review' approach as appropriate.

If test results indicate that a child may have a more serious learning difficulty which ought to be assessed without delay, a request will be made to the parent or guardian for the child to be formally assessed by a Specialist Teacher or in more extreme cases, an educational psychologist and the parent or guardian will be encouraged to agree to follow any recommendations unless there are persuasive reasons to the contrary.

## **5. A Graduated Approach to Special Educational Support**

The Special Educational Needs Code of Practice (2014) recommends a graduated approach, initially using classroom and school resources, before bringing in specialist expertise to address specific difficulties that a student is experiencing. This means that students will receive different levels and amounts of support depending upon their individual requirements.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

All of Royal Wootton Bassett Academy's routines and procedures are designed to allow SEN children to integrate fully into the life of the academy, and to participate in the social and cultural activities as much as possible. Central to the work of every class and every subject is a continuous cycle of 'Assess, Plan, Do, Review' that takes account of the wide range of abilities, aptitudes and interests of students. The majority will learn and progress within these arrangements and will spend the majority of time in mainstream lessons with their peers.

In general:

- The progress of SEN children is ensured through a differentiated approach to the curriculum, and staff and parents are kept informed of their progress and of issues which might hinder it.
- If justified by the results of testing, the academy may suggest the child follows a tailored programme in our Nurture Group. The content of this will vary according to the child's individual needs.
- If test results indicate that there may be a learning difficulty but the circumstances are not such as to suggest a course of specific teaching, the academy may suggest that a child is withdrawn from some curriculum time to attend a learning support group which will concentrate on developing literacy skills.
- Staff work in partnership with the parents/guardians of children with SEN needs, and parents/guardians are encouraged to play an active role in their child's education. The children themselves are also consulted, and their opinions and wishes are taken into account when the Academy is planning their education.
- Parents are involved at all stages of the proposed interventions designed to support their child's learning. Parents are actively encouraged to contact the Assistant Headteacher/SENCO if they have any concerns or require information on their child's progress. The Personalised Learning Team attends Open Evenings, Parents Evenings, Academic Review days and Annual Review/My Plan meetings.
- From Year 9 onwards students work closely with our Careers Advisor who liaises with the organisations they might move on to at Post-16, such as colleges, work based training providers or employers.
- Links with colleges' SEN Teams include meetings in the summer term at which SEN information about students who have been given a place at college is exchanged. These links continue as needed throughout the year.

## **6. Managing Students' Needs on the SEN Register**

If the Tutor, Head of Year, Head of Department, subject teacher, Teaching Assistant, Student Manager or the parents/guardians feel that a student is not making satisfactory progress, they should consult the SENCO/Assistant Head Teacher in the first instance. The Personalised Learning Department will then review the strategies and approaches currently in use, consulting relevant staff, the

parent/guardian and the student, and together, this team will develop a plan for remedying the situation. The Tutor takes a lead role in monitoring progress through discussions with the student on a regular basis. Subject teachers remain responsible for working with the child in the classroom and ensuring that differentiation is effective in allowing curriculum access.

There are three categories under which students receive support if they have an identified SEN:

- Wave 1
- SEN Support
- Education, Health and Care Plan (EHCP)

### **Wave 1**

Students will require differentiated work and Quality First Teaching in subject lessons by their teachers and some in class support may be allocated by Teaching Assistants.

### **SEN Support**

Students in this category may receive in class support by Teaching Assistants and some will require specialist intervention where provision goes beyond the differentiated approaches. If there is a concern that a student is failing to make adequate progress and that the attainment gap is widening then the academy will follow the 'Assess, Plan, Do, Review' process.

In-class support from Teaching Assistants is targeted within the timetable to ensure the maximum amount of allocated curriculum time is accessed thus ensuring student progress. Consistency of support across year groups and subject areas is taken into account. There are four Lead Teaching Assistants responsible for each of the main areas of SEND as well as a specific Teaching Assistants in English and Maths. All Teaching Assistants offer support under the direction of the teacher.

A student would move from Wave 1 to SEN Support if it is necessary to make provision which is additional to, or different from, that which is already provided, for example, if the student:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of social, emotional or mental health difficulties;
- Has physical or sensory problems, and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which adversely affect progress.

### **Education, Health and Care Plan (EHCP).**

Where, despite the Academy's best endeavours, the student still makes little or no progress in the areas targeted and their level of need is either so complex or so severe as to require further action, the Academy will consult with parents/guardians and the student about requesting a Statutory Assessment from the Local Authority. This may or may not result in the issue of an Education, Health and Care Plan (EHCP). The progress of a student with an EHCP is reviewed annually with parents/carers, the student, outside agencies, the Assistant Headteacher/SENCO and any other appropriate member of staff.

At all times, the Academy follows the Wiltshire Graduated Response to SEND Document (GRSS) in its identification of the needs of a student.

## **7. Withdrawal from Mainstream Curriculum Lessons**

Withdrawal lessons provide an opportunity to ensure that students can develop basic skills for learning. Examples are:

- Targeted support is given during iLearn each morning if a student has a reading and/or spelling age of below 9 years 6 months.
- The English and Maths TAs and/or the Lead TA for Cognition and Learning offers short term specific intervention programmes for 6 weeks depending on need.
- Dyslexia intervention using the online IDL programme for 15 minutes per day.
- Students receive 1:1 support for Speech and Language from the Lead Teaching Assistant responsible for Communication and Interaction.
- Social Skills support groups for students with Autism Spectrum Conditions where students are withdrawn for 30 minutes per week.
- Qualified ELSA specialists run support groups for students with emotional literacy needs where students are withdrawn for group intervention sessions or 1:1 support.
- Removal from learning a Modern Foreign Language to be taught in a small group setting for students in Year 7, Year and Year 9 who have extreme difficulties with their learning. Staff provide organised and intensive support to overcome barriers to learning. As a consequence, students who have previously found learning challenging feel valued and respected.
- Opportunities to follow externally provided vocational provision for one or more days per week for students with significant learning needs.

## **8. Roles and Responsibilities**

### **Governors**

The Governing Body are accountable through their reports to parents for how resources are allocated to and amongst students with SEN. There is a named Governor for SEN who specifically works with the SENCO to ensure:

- SEN provision is an integral part of the Academy's development plan;
- Necessary provision is made for any student who has special education needs;
- The Academy has the necessary funding to be able to provide for children with Special Educational Needs;
- Governors are up-to-date and knowledgeable about the Academy's SEN provision, including how funding, equipment and resources are used;
- All aspects of the SEN curriculum are monitored so that students have equal opportunities and all students with SEN progress well through the Academy;
- The SEN policy is reviewed annually.

### **SENCO/Assistant Headteacher**

Royal Wootton Bassett Academy has an Assistant Headteacher with specific responsibility as the SENCO. The responsibilities of this role involve:

- Overseeing the day-to-day operation of the Academy's SEND policy;
- Monitoring, evaluating and reporting to the Governing Body on the provision for children with SEND (in conjunction with the SEND Governor);
- Managing the Personalised Learning Team;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that students make progress;
- Co-ordinating the range of provision available to children with special educational needs;
- Liaising with external agencies and parents/guardians of students with special educational needs; Contributing to the continuing professional development (CPD) of staff;
- Liaising with feeder primary schools and other educational establishments;
- Attending North Wiltshire Cluster Group Secondary SENCO meetings;
- To complete Annual Review Meetings for students with an Education Health and Care Plan;
- To assist departments in developing appropriate resources to facilitate access to the National Curriculum for these students;
- To specify and account for efficient allocation and use of funding and demonstrate this in the form of a provision map.

- Qualified Exam Access Arrangement assessor.

### **SEND Lead for Cognition & Learning**

- Organisation and monitoring of the Reading Programmes;
- Responsible for a variety of intervention programmes including supporting dyslexia;
- Mentoring students with low literacy skills;
- Offering support groups as appropriate;
- Administers visual stress tests;
- Organises the online screener testing for dyslexia.
- Preparing learning activities for individuals/groups and for classes;
- Monitoring individual and/or directed pupils;
- Assessing, recording and reporting on individual student's achievement, progress and development;
- Lead on Year 6 Transition with the Head of Year 7;
- Timetabling of TA support in consultation with SENCO;
- Line management of the Cognition & Learning team.

### **SEND Lead for Communication & Interaction**

- Preparing speech and language learning activities to teach individuals and small groups;
- Liaise directly with the Speech & Language Therapist;
- Liaise with the Specialist SEN Service for autism support;
- Monitoring individual and/or directed students;
- Lead the social skills groups to support all the ASD students at the academy;
- Organise and lead ELSA sessions to groups and individuals;
- Responsible for the overall organisation and running of all the 'My Support Plan' meetings with parents.
- Assessing, recording and reporting on individual student's achievement, progress and development;
- Lead on Year 6 Transition with the Head of Year 7;
- Timetabling of TA support in consultation with SENCO;
- Line management of the Communication and Interaction team.

### **SEND Lead for Physical Disability and Social, Emotional & Mental Health (SEMH)**

- Support key students who really struggle to cope with their anxiety and learning need;
- Work with students, teachers and parents to find strategies to cope with high incidence SEND need;
- Liaise directly with external agencies including Virgin Care and CAMHS;
- Liaise with the Specialist SEN Service as appropriate;
- Monitoring individual and/or directed students;
- Preparing learning activities for individuals/groups and for classes;
- Monitoring individual and/or directed pupils;
- Assessing, recording and reporting on individual student's achievement, progress and development;
- Timetabling of TA support in consultation with SENCO;
- Use skills as a trained counsellor in an appropriate and ethical way;
- Line management of the Physical Disability and Social, Emotional & Mental Health team.

### **SEND Lead for Exam Access Arrangements**

- To liaise with the Examinations Officer on a regular basis to keep up to date regarding policy and procedure;

- Lead on Exam Access Arrangements across the school liaising with staff, students and parents as required;
- Work closely with the Exam Access Arrangement Assessor (Assistant Headteacher/SENCO) to prepare the Form 8s and discuss testing procedures;
- Ensure all testing paperwork is kept in a secure environment;
- Responsible for requesting and updating information from staff and disseminating as necessary;
- Preparing learning activities for individuals/groups and for classes;
- Monitoring individual and/or directed pupils;
- Assessing, recording and reporting on individual student's achievement, progress and development;
- Timetabling of TA support in consultation with SENCO;
- Line management of the Exam Access Arrangement team.

### **SEND Co-ordinators (2 x Teachers)**

- To support the SENCO and SEND Leads as required;
- Each term to focus on one high incidence SEN need;
- Mentor students and monitor progress;
- Lead Learning Forums as part of the CPD teacher sessions;
- Plan, organise and lead after school SEND clubs on a Tuesday ('Thrive') and on a Friday ('Success Lounge').

### **Teaching Assistants**

Teaching Assistants support the four SEND Leads and the Assistant Headteacher/SENCO in overseeing the day-to-day operation of the academy's SEND policy. The responsibilities of this role involve:

- Support students with SEN, according to their needs and the available funding;
- Provides support either in the classroom or in a withdrawal group;
- Lead the SEND after school Homework Club;
- Contributes to the monitoring and reviewing of student progress;
- Help students to set their own targets and review their own progress;
- Oversees the day-to-day operation of the academy's SEN policy;
- Raising the confidence of staff to meet the needs of students with special educational needs;
- Liaises with and advise teachers regarding the special needs of individual students;
- Supporting the reading programme;
- Liaising with external agencies as delegated by the SEND Leads and Assistant Headteacher/SENCO, to include appropriate planning and organisation for in-school visits and for providing any necessary paperwork;
- Liaising with parents/carers of students with special educational needs in collaboration with the Academy's pastoral system;
- Overseeing and maintaining specific resources for special educational needs;
- Those with the ELSA qualification to lead emotional literacy support groups.

### **Lead Worker**

A Special Educational Needs and Disabilities (SEND) Lead Worker is allocated by the Local Authority to every child who has an EHCP. The aim is for the student and their family to have a single point of contact to help liaise and support between agencies. They will also get to know the student very well over time.

## **9. Resources**

Many resources for students with SEN are available in the classrooms, and the needs of the majority of SEN students will be met by subject teachers in a classroom environment. However, the Academy dedicates many resources for the sole use of SEN students and the staff who support them.

### **Staffing**

The Academy has a dedicated Personalised Learning Team, the make-up of which may vary according to requirements, but which typically comprises of the Assistant Headteacher/SENCO, two SEND Co-ordinators (currently a Maths teacher and a History teacher) a team of twenty one full and part time Teaching Assistants of which four are the SEND Leads, and an Administrative Assistant.

### **Facilities**

We have access to two dedicated teaching rooms which are well resourced with specialist materials. The resources are available for the use of staff when supporting students in departments. We offer a Quiet room for lunch and break times for students primarily with autism who find the large building difficult to cope with at busier times.

### **Funding**

The funding for SEN varies from year to year depending on number of students with an Education, Health and Care Plan of Special Educational Need (EHCP) and the particular needs of these children, as well as the overall budget delegated to the Academy for SEND.

### **Training**

Staff regularly attend training courses and feed the knowledge and insight gained to the staff as a whole through group sessions, staff development days, department meetings or “one-to-ones”.

### **Additional Support**

Student Managers help to support students as required. Two Teaching Assistants have the ELSA qualification (Emotional Literacy Support Assistant). Members of the Sixth Form provide SEN students with academic support in classes and during iLearn sessions, and also mentor and befriend students at Key Stage 3 who need additional emotional support.

## **10. Admission Arrangements**

The Academy follows Wiltshire Council’s admissions policy for SEN students which are the same as that for all students. However, where a student does have an Education, Health and Care Plan the local authority negotiates a place at the school of the parent’s choice.

## **11. Complaints Procedure**

Parents or guardians who have a complaint concerning provision for a child with special educational needs are normally directed in the first instance to the Assistant Headteacher/SENCO. Should the matter still be unresolved the parents/guardians may contact the Headteacher. In a situation where the Academy is unable to resolve the problem to the parent’s/guardian’s satisfaction this should then be referred to the SEN Governor who will bring the matter to the Governors attention if necessary. After this the Local Authority can be contacted and finally the Secretary of State for Education.

## 12. Evaluating Success

To be evaluated through the objectives:

### Student monitoring

- Student profiles continually updated;
- Personalised Learning Register regularly updated;
- Partnership with students and parent/carers;
- Monitoring of students' attainment and progress through Progress Report's, other measured subject testing and by teachers' professional judgement;
- Monitoring by the Assistant Headteacher/SENCO and Teaching Assistants of the deployment of resources, to ensure effective coverage and value for money;
- Monitoring by the Governor responsible for Personalised Learning.

### Student Progress

- Progress Reports twice a year;
- Testing result gains in scores;
- End of KS3, PPE, GCSE results and post-16 destinations;
- Assistant Headteacher/SENCO's regular line management meetings with Headteacher;
- Student centred meetings;
- Consulting with parents at least three times a year at Academic Review Days, Parents Evenings and Annual Reviews.

### Staff Awareness of SEND

- Staff appraisal procedures;
- All student's SEN details in SIMS;
- SEND Department Representatives;
- SEND Year Meetings;
- Teaching Assistants liaising with teachers;
- SEND input in new staff induction programme;
- SEND input in NQT programme;
- In-house CPD;
- SEND input at Learning Forums;
- Access to external CPD.

### Work in Partnership with Outside Agencies

- Regular Meetings with a variety of parties;
- Student centred meetings;
- SEN Annual Planning Meeting;
- External evaluations by Challenge Partners;
- Wiltshire Council\*.

\*The Wiltshire Local Offer helps parents, carers and young people to find out about support and services available in their local area and how to access them.

[www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

# Appendix 1: Definitions

## **Wave 1**

Quality First Teaching. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

## **SEN Support**

This single category has replaced School Action and School Action Plus. Students receive special educational provision that is additional to or different from that made generally for others of the same age.

## **Education and Health Care Plan (EHCP)**

A student is given an Education and Health Care Plan (EHCP) when a formal assessment has been made by the LEA. A document setting out the child's needs and the extra help they should receive is in place. It is written once the LEA has concluded that the special educational provision necessary to meet that child's needs cannot reasonably be provided within the resources normally available to mainstream schools in the area. It states the required provision which the LEA monitors through the annual review process. The EHCP replaces what was the Education, Health and Care Plan of Special Educational Need

## **My Plan**

Wiltshire SEN refer to an EHCP as a 'My Plan' and the Annual Review is referred to as a 'My Plan' Meeting. This is a statutory document.

## **My Support Plan**

Where a student has significant need but does not qualify for an EHCP it may be appropriate to put a 'My Support Plan' in place. This is a non-statutory document.

## **Graduated Response**

The 'Assess, Plan, Do, Review' process.

## **Appendix 2: Special Educational Needs Legislation**

- Disability Discrimination Act (1995)
- Education Act (1996)
- National Curriculum 2000: statutory inclusion statement
- SEN and Disability Act (2001)
- SEN Code of Practice (2001)
- Special Educational Needs – A Mainstream Issue, Audit Commission (2002)
- Statutory guidance: 'Inclusive Schooling – Children with SEN' (2002)
- Disability Discrimination Act: Code of Practice for Schools (2002)
- Special Educational Needs and Disability: Towards Inclusive Schools, Ofsted (2004)
- Inclusion: Does it matter where students are taught? Ofsted (2006)
- House of Commons, Education and Skills Committee, Special Educational Needs (July 2006)
- Government Response to the above (October 2006)
- House of Commons, Education and Skills Committee, Special Educational Needs (July 2007)
- Lamb Inquiry Special Educational Needs and Parental Confidence (2009)
- The Special Educational Needs and Disability Review – A Education, Health and Care Plan is Not Enough, Ofsted (2010)
- Green Paper: Children and Young People with Special Educational Needs and Disabilities (The Teacher Review) DfE (2010)
- Support and Aspiration: a new approach to Special Educational Needs and Disability DfE (2011)
- The Children and Families Act DfE (2014)
- Special Educational Needs and Disability Code of Practice 0-25 DfE (July 2014)
- Special Educational Needs and Disability Code of Practice 0-25 DfE (September 2014)