

### Special Educational Needs policy

Title: Special Educational Needs  
Reference: WPSA/L&T/406/v2  
Issue date: July 2017  
Review date: July 2018

---

#### **Policy Statement**

Authorised by: J Morris \_\_\_\_\_ Date: 12.7.17 \_\_\_\_\_

Approved by: J Ash-Edwards \_\_\_\_\_ Date: 12.7.17 \_\_\_\_\_

Custodian: W Griggs \_\_\_\_\_ Date: \_\_\_\_\_

#### **Academy Policy**

Authorised by: J Morris \_\_\_\_\_ Date: 12.7.17 \_\_\_\_\_

Approved by: J Ash-Edwards \_\_\_\_\_ Date: 12.7.17 \_\_\_\_\_

Custodian: W Griggs

## **SUSSEX LEARNING TRUST POLICY STATEMENT ON SPECIAL EDUCATIONAL NEEDS**

1. The following is the policy statement for the education of children with Special Educational Needs within the academies of Sussex Learning Trust. Each individual academy will have its own detailed policy according to phase of school, however, it is the responsibility of the CEO,
2. Sussex Learning Trust aims to provide every child with access to a broad and balanced education to ensure that every student or pupil makes the best possible progress, whatever their needs or abilities. We have high aspirations for all our students and pupils. Support is provided for any student or pupil who at any time in their school career is identified as requiring additional or different provision to help them fulfil their potential.
3. Throughout our academies all teachers are teachers of Special Educational Needs and it is the teacher's responsibility to meet the needs of all students in conjunction with specialist staff from the SEND department. The department strives to build positive partnerships between our staff and parents/carers of all our young people with Special Educational Needs and Disabilities to work together to achieve outstanding outcomes for them.
4. The following definitions of special educational needs (SEND) have been taken from section 20 of the Children and Families Act 2014.
  - a. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
    - i. Have a significantly greater difficulty in learning than the majority of others of the same age; or
    - ii. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
  - b. Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught.
5. The Children and Families Act 2014 enacted on the 13 March 2014 and a new SEN Code of Practice accompanied this legislation.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

6. The Local authority offers the SEND Local Offer as a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. West Sussex SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. <https://westsussex.local-offer.org/>

**WARDEN PARK SECONDARY ACADEMY  
SPECIAL EDUCATIONAL NEEDS POLICY**

**1. Aims and objectives of the Policy**

**In order to meet the Individual Needs of students, Warden Park Secondary Academy will:**

- a. **Identify those who have SEND/Individual Needs** at the earliest opportunity by gathering information from parents/carers, education, health and care services and feeder schools prior to joining Warden Park Secondary Academy.
- b. **Monitor the progress** of all students in order to aid the identification of those with SEND. Continuous monitoring of those students with SEND by all their teachers will help to ensure that they are able to reach their full potential.
- c. **Make appropriate provision** to overcome all barriers to learning and ensure students with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENDCo (Special Educational Needs and Disabilities Co-ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- d. **Work closely with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, reporting on their child's progress, and providing information on the provisions for students within the school as a whole, and the effectiveness of this policy and the school's SEND work.
- e. **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- f. **Create an environment in the school where students feel safe to voice their opinions of their own needs.** This means providing regular communication between students, parent carers, named specialist teachers and SENDCO. We are completely committed to 'student voice' and Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life such as membership of the School Council.
- g. **Provide ongoing training** for all staff working with students with SEND/Individual Needs.

## **2. Responsibility for Co-ordination of SEND Provision**

- 2.1 **A member of the Board of Directors** will have specific responsibility for SEND/Individual Needs. This Director will keep in regular contact with the SENCo/Senior Leader with responsibility for SEND/Individual Needs at the school.
- 2.2 The **SENDCo** will keep up-to-date with, and monitor the school's SEND/Individual Needs' provision and make an annual report on SEND/Individual Needs at the school. This SENDCo will also be responsible for ensuring that arrangements are in place for SEND/Individual Needs' provision throughout the school, including:
- a. Responsibility for the day to day operation of this policy
  - b. Maintaining a register of children with SEND/Individual Needs, and ensuring that SEND/Individual Needs learner records are up-to-date
  - c. Working closely with the Head Teacher, the Senior Leadership Team and other staff in co-ordinating provision for SEND/Individual Needs students
  - d. Managing staff employed to work with individual or groups of SEND students
  - e. Liaising with those within and outside the school who have responsibility for child protection, attendance and family support issues
  - f. Working closely with the parents/carers of SEND students
  - g. Liaising with outside agencies to gain advice and support for SEND/Individual Needs students
  - h. Contributing to in-service training for staff on SEND issues.

## **3. Arrangements for coordinating SEND/Individual Needs provision**

- 3.1 The SENDCo will hold details of all SEND Support records such as provision maps, Student passports, structured conversations and subject targets for individual students.
- 3.2 All staff can access:
- a. Warden Park SEND Policy
  - b. A copy of the full SEND Register or alternative school document used for tracking this cohort
  - c. Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans)
  - d. Information on individual students' special educational needs, including; EHCP's, student passports, Annual review outcomes set and records of outcome measuring and monitoring

- e. Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs
- f. Information on the staff IT system on individual students and their special needs and requirements
- g. Information available through relevant Local Authorities' SEND Local Offers.

3.3 This information is made accessible to all staff and parents/carers in a clear summary version in the information report on the school website in order to aid the effective co-ordination of Warden Park Secondary Academy SEND provision. In addition, through the whole school 'Passport Initiative' every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

#### **4. Admission and Access arrangements**

- 4.1 The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.
- 4.2 Warden Park complies with all relevant accessibility requirements. In line with SENDA 2002 and the Equality Act 2010 the Directors and Head Teacher of the school will have in place up-to-date **Accessibility Plans**. These will ensure that all staff and students have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.

#### **5. Allocation of resources for students with SEND**

- 5.1 All students with SEND will have access to Element 1 and 2 of Warden Parks Secondary Academy's budget. Some students with SEND may access additional funding. For those with the most complex needs, Warden Park has a Special Support Centre with places for 18 students where additional funding is provided by the local authority, who will also determine whether the level and complexity of need meets the threshold for this funding.
- 5.2 Pupil premium and other funds may also be accessed to support the requirements of SEND students.

#### **6. Identification of students' needs**

##### **6.1 Quality First Teaching**

- a. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
  - b. Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c. The child's subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- d. The SENDCO will be consulted as needed for support and advice and may wish to observe the student in class
  - e. Through (b) and (d) it can be determined what level of provision the child will need going forward.
- f. If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary and this will be indicated on the Schools SEND register.
- g. Parents/carers will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
  - h. The child is formally recorded by the school as being under observation due to concern by parent/carer or teacher but this does not place the child on the school's SEND register. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i. Student progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **7. SEN Support**

Where it is determined that a student does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a student with SEND is to help Warden Park Secondary Academy to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes:

## **Assess Plan Do Review**

### **7.1 Assess**

- a. This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.
- b. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

### **7.2 Plan**

- a. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- b. All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **7.3 Do**

- a. The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class or subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

- b. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO and SEND department.

#### **7.4 Review**

- a. Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENCo will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents/carers and the student.
- b. Parents/carers will be provided with clear information about the impact of support.

### **8. Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review meeting.

- 8.1 The application for an Education, Health and Care Plans will combine information from a variety of sources including:

Parents/carers, Teachers, SENDCo, Social Care, Health professionals

- 8.2 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **9. Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily



available. The school and the child's parents/carers will be involved developing and producing the plan

- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents/carers and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **10. Access to the curriculum, information and associated services**

10.1 Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

10.2 **Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting.** Where this is not possible, the SENDCO will consult with the child's parents/carers for other flexible arrangements to be made, including, for example:

- a. Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- b. Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Warden Park Secondary Academy staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- c. Making use of all class facilities and space
- d. Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- e. Making sure that individual or group tuition is available where it is felt that students would benefit from this provision
- f. Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made

- g. Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## **11. Inclusion of students with SEND**

- 11.1 The Head teacher oversees Warden Park's policy for SEND and is responsible for ensuring that it is implemented effectively throughout the school.
- 11.2 The curriculum is regularly reviewed by the SENDCo to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.
- 11.3 The school will seek advice, as appropriate, around individual students, from relevant external support.

## **12. Evaluating the success of provision**

- 12.1 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and students throughout the year.

12.1 Student progress will be monitored on a termly basis in line with the SEND Code of Practice 2014:

a. There is an annual formal evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENDCo and information will be gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms. This will be collated and published on an annual basis in accordance with section 69 of the Children and Families Act 2014.

b. Evidence collected will help inform school development and improvement planning.

## **13. Complaints procedure**

- 13.1 If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint [see Warden Park Secondary Academy Complaints Procedure].

## **14. In service training (CPD)**

- 14.1 Warden Park Secondary Academy aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND or other Individual Needs.
- 14.2 The SENDCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.
- 14.3 Warden Park Secondary Academy recognises the need to train *all* staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **15. Links to support services**

- 15.1 The school continually build strong working relationships and links with external support services in order to fully support SEND students and aid inclusion at Warden Park Secondary Academy.
- 15.2 Sharing knowledge and information with relevant support services is key to the effective and successful SEND provision within Warden Park Secondary Academy. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCo, who will then inform the child's parents/carers.

## **16. Working in partnerships with parents/carers**

16.1 Warden Park Secondary Academy believes that a close working relationship with parents/carers is vital in order to ensure:

- a. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b. Continuing social and academic progress of children with SEND
- c. Personal and academic targets are set and met effectively.

16.2 Parents/carers are kept up to date with their child's progress through termly communication and review meetings.

16.3 In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.

- 16.4 If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision.

Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor can also be contacted in relation to SEND matters.

## **17. Links with other schools/Academies**

17.1 Warden Park Secondary Academy will endeavour to work closely with those secondary schools and colleges from which students are transferring, so that any support already in place for students with SEND can be continued without any break in provision.

## **18. Links with other agencies and voluntary organisations**

18.1 Warden Park Secondary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school is committed to working with relevant Local Authorities' Educational Psychology Services, CAMHS and any other appropriate health, social care or other services

18.2 Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

18.3 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **19. Linked policies**

19.1 This Policy should be read in conjunction with the following policies:

- Curriculum Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Accessibility Plans
- Complaints Procedure

## **20. Review Process**

20.1 This Policy will be reviewed annually by the Head Teacher/SENDCo or when due to changes in guidance and approved by the Warden Park Secondary Academy Board of Governors.

## Document Version Control

Date	Version	Comment	Ratified by	Reviewer
12.7.17	2	Updated to include Trust-wide statement	Trust wide Statement ratified by Board of Trustees (12.7.17)	J Morris