



## Policy for Special Educational Needs and information report (Local Offer)

<b>DOCUMENT NO:</b>	<b>NWA001</b>
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<b>Developed by:</b>	Cambridge County Council
<b>Approved by:</b>	FULL LOCAL GOVERNING BOARD Neale Wade Academy
<b>Approval Date:</b>	APRIL 2019
<b>Review Date:</b>	APRIL 2020
<b>Version No:</b>	5
<b>Ratified by:</b>	Neale Wade Academy Local Governing Board
<b>Signed:</b>	PAPER COPY SIGNED
<b>Date Ratified:</b>	
<b>Review Timetable:</b>	LGB free to determine
<b>Review:</b>	The document should be reviewed by SENCO and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process or legislation.
<b>Purpose of Document:</b>	To comply with legislation including: SEN Code of Practice 2015 The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014 The Special Educational Needs and Disability (Detained Persons) Regulations 2015 The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014

<b>Implementation:</b>	The policy can be accessed via the Staff Share on the V Drive and will be reminded via the Staff Handbook and through any mandatory updates. <b>It is also a statutory requirement to publish the policy on the school website.</b>
<b>Dissemination:</b>	The policy will be available to all staff, teaching and non-teaching, and to the wider public via the website.

## Neale-Wade Academy

### SPECIAL EDUCATIONAL NEEDS POLICY

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## 1. INTRODUCTION

1.1. The aim of the Academy is to meet the needs of every student in accordance with the values and procedures detailed in the SEN Code of Practice 2015. This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014

## 2. SPECIAL EDUCATIONAL NEEDS

2.1. The aim of the Neale-Wade Academy is to meet the needs of every student whilst accepting that some may require provision that is additional to, or different from the provision made generally for students of the same age. This policy endorses that aim.

2.2. In order to inform our policy the following extracts are quoted directly from the Special Educational Needs Code of Practice February 2015:

*‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training'*

2.3. *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*

2.4. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2.5. Special Educational Provision means:

*'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.'*

### **3. SPECIAL EDUCATIONAL NEEDS PROVISION AT NEALE-WADE ACADEMY**

3.1. Every student shall have access to the Curriculum at the appropriate level.

3.2. In all aspects of learning (academic, physical, emotional, social and behavioural) the full potential of each student with SEN should be developed. This will contribute to the child's entitlement to the Every Child Matters Agenda particularly in the areas of safety, health, enjoyment and achievement, making a positive contribution and achieving economic well-being.

3.3. The provision made for SEN at Neale-Wade will reflect the opinion that individual needs may vary from term to term and in different curriculum areas. Therefore, it shall not be for a fixed group of students.

3.4. Each faculty/department should ensure that appropriate provision for meeting SEN is made within each curriculum area, given that all teachers are teachers of students with SEN.

3.5. A named teacher in each faculty or department will be responsible for liaising with the Learning Support Faculty and will ensure that policies are put into practice and that special needs are being met within that faculty or department.

3.6. It is important to listen to the voice of the child.

3.7. In making special educational provision, the Academy will communicate with parents or carers to encourage active involvement and support with a view to fostering a genuine partnership between home and school.

3.8. The Academy is answerable to the Governors in carrying out their statutory duties towards students with SEN as detailed in the SEN Code of Practice 2015.

#### **4. EVALUATING SUCCESS**

4.1. The culture, practice, management and deployment of resources in the Academy are designed to ensure that the needs of all children are met.

4.2. The Academy places great emphasis on liaising with Primary Schools to gain information on students' special educational needs prior to secondary transfer. Academy

testing on entry and prior to entry is designed to ensure that students' special educational needs are identified early.

4.3. The Academy will make use of best practice when devising SEN interventions with the wishes of the child taken into account. The Academy recognises the importance of educational professionals and parents working in partnership. Interventions for each child are reviewed regularly. Regular testing of students is used to determine whether adequate progress is being made. The need for the continuation or cessation of intervention for each student on the register will be discussed at these meetings, as will the need for any student to be placed on the register. The views of students and their parents on their progress and the need for any intervention will be sought.

4.4. The success of the policy can be evaluated by: using school results and GCSE results to measure the extent to which standards have improved for students with SEN; using standardised test scores to measure progress in literacy and numeracy; Noting an increase in the number of students moving to different levels of support.; Noting an increase in the number of students who have discontinued statements.

*'EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.'*

## **5. THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR STUDENTS WITH SEN**

5.1. The Academy adopts the graduated response for the identification, assessment and provision for students with special educational needs this response is based on two principles central to the Code –

- Provision for a child with SEN should match the nature of the child's identified needs.

- There should be regular recording of a child's special educational needs, the action taken and the outcomes by termly use of provision mapping. Some students will have Individual Education Plans.

## 6. THE GRADUATED RESPONSE

### 6.1. SEN INTERVENTION – I:

6.1.1. When staff identify that a student has a need, in consultation with SENCO, they will devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

6.1.2. Subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering a personalised programme.

6.1.3. SENCO may take the lead in planning future interventions for the student in discussion with colleagues, monitoring and reviewing the action taken.

### 6.2. SEN REGISTER – R:

6.2.1. SENCO and subject/pastoral staff, in consultation with parents, request advice from external services such as the locality Team, the Educational Psychologist, the Education Welfare Service, the Secondary Support Service, Visual and Hearing Impaired Services, Child and Adolescent Mental Health Service, Social Care and the Health Service. Other agencies exist, for example the Travellers' Service, and will be approached as needs arise.

6.2.2. Teachers and SENCO are provided with advice and support from outside specialists.

6.2.3. Additional or different strategies from those at *SEN Intervention* are put in place.

6.2.4. SENCO should take the lead in any further assessment of the child; Planning future interventions for the child in discussion with colleagues; Monitoring and reviewing the action taken.

### 6.3. Request for Education, Health and Care needs assessment.

6.3.1. The Principal may request an Education, Health and Care needs assessment of a student's educational needs after consultation with the student, educational professionals, parents/carers and the Local Education Authority. The request for an Education, Health and Care needs assessment could also come from a parent or another agency.

### 6.4. Education, Health and Care needs assessment

6.4.1. The request for an Education, Health and Care needs assessment will be considered by the LA and, if appropriate, an Education, Health and Care Plan will be written.

6.5. The criterion for *SEN Intervention* will be evidence that current rates of progress are inadequate. **Adequate progress** can be defined as progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Is likely to lead to accreditation.
- Is likely to lead to participation in further education.

### 6.6. **Triggers indicating the need for SEN intervention**

6.6.1. The child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the intervention of a differentiated curriculum.

## **6.7. Triggers indicating the need for intervention at SEN Register**

6.7.1. Despite having had an individualised programme and/or concentrated support under SEN Intervention, the child or young person:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at National Curriculum levels substantially below those of the majority of their peers.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## **7. WORKING IN PARTNERSHIP WITH PARENTS**

7.1. The Academy values the co-operation and close support of parents and carers. It recognises the rights of parents and carers to be fully informed about the progress of their child and that parents/carers may be under significant pressures because of their child's needs.

7.2. Parents and carers should be consulted at all stages and encouraged to be fully involved in all aspects of any special provision made for their child. We recognise the importance of parental knowledge and expertise in relation to their own child that may require acknowledging a different perspective from that held by the school.

7.3. The Academy will aim to provide parents with user-friendly information and procedures, taking into account needs parents may have in respect of a disability or communication and linguistic barriers. Parents can be made aware of the Parent Partnership Service and about support groups in the voluntary sector, following the identification of SEN.

7.4. As noted in the SEN Code of Practice 2001, parents have a responsibility to communicate effectively with professionals so we would expect parents to communicate regularly with the Academy to alert us to any concerns and to fulfil any obligations under home-school agreements.

## **8. PUPIL PARTICIPATION**

8.1. Students should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued.

8.2. The Academy will ensure access, whenever practicable, for all students to all the activities within the whole life of the school. Special arrangements will be made to help children with specific needs.

8.3. Students will be involved in target setting, monitoring progress and reviewing targets in curriculum areas, in Individual Learning Plans and/or in Individual Education Plans. They will be encouraged to contribute to the Education, Health and Care needs assessment process at the initial assessment phase. Students with an Education, Health and Care plan will be encouraged to contribute to Annual Review, Transition Planning and the choice of appropriate courses.

## **9. THE ROLE OF THE SENCO**

9.1. The Special Educational Needs Co-coordinator (SENCO) at the Neale-Wade Academy shall be the Head of the Learning Support Faculty.

9.2. The SENCO will be responsible for:

- The day to day operation of the Academy SEN policy. Liaising with and advising subject teachers.
  - Taking the lead in managing the provision for students at *SEN intervention* and *SEN register*, and for students with statements of SEN/ Education, Health and Care Plans.
  - Updating the Additional Provision register and overseeing the records of all students with SEN.
  - Working with parents of children with SEN.
- 
- Liaising with the LA Student Assessment Service.
  - Liaising with external agencies.
  - Managing the SEN team of teachers and learning support assistants.
  - Contributing to the in-service training of staff.

9.3. The Learning Support Faculty makes use of ICT for SENCO Administration and for teaching individual students.

## **10. ADMISSIONS AND INCLUSION**

10.1. The Academy will admit students with already identified SEN as well as providing for students not previously identified as having SEN. Students with SEN but without statements or Education, Health and Care Plans will be treated in the same way as all other applicants for admission on the basis of the Academy's published admissions criteria. Students with a statement of special educational needs or an Education, Health and Care Plan will be included in the Academy when it is the parents' wish unless the child's inclusion would be incompatible with the efficient education of other children.

10.2. The Learning Support Faculty will liaise with SENCOs and class teachers of primary schools to assess the needs of students transferring or likely to transfer to NealeWade at the end of Year 6. Neale Wade's SENCO will also attend the annual reviews of statements at primary schools for students in Year 5 who may be transferring to NealeWade at the end of Year 6 whenever possible.

## **11. FACULTY SPACE**

11.1. The Learning Support Faculty is located on the ground floor of the main building next to the Atrium. The Faculty now comprises two teaching rooms to cater for groups up

to 12 students. In addition, there is an individual numeracy room plus a literacy room used by learning support assistants for teaching small groups on reading and spelling on an individual or small group basis. There is also a staff room used by learning support assistants. The second office is used by the SEN Faculty Administrative Assistant.

11.2. The Academy has an on-site Behaviour Support Unit, known as CORE, to which students can be referred by Heads of Year, SENCO or SLT.

11.3. Year 7 students who find integration in main-school lessons can be referred to ALT, which is an area of the school where experienced staff can support students with their specific needs.

11.4. Students who are unable to continue in a main school setting, usually because of major disruptive behaviour, can be referred to the Pupil Support Unit, which is an on-site facility where specialist staff can aid with continued learning.

## **12. LINKS**

12.1. Representatives from the District team, Educational Psychology Service, Child and Adolescent Mental Health Service, student support Service, Social Care and Youth Offending Service, the Health Service, are invited to attend many meetings for SEN students.

## **13. COMPLAINTS PROCEDURE**

13.1. In the event of a complaint from parents/carers concerning the SEN Provision made for their child, the procedure will be:

- The Principal will be informed of the complaint.
- Initially the complaint will be investigated by the SENCO, who will report back to the parents/carers.

- If the problem remains unsolved the parents/carers will be invited to share their concern with the SEN Governor.
- The SEN Governor, the Principal, or a nominated Vice Principal will investigate the complaint and report back to the parents/carers.
- The parents/carers will be reminded of their right to contact the Parent Partnership Service and the Statutory Assessment and Resources Team.

## **SEN Information Report for Neale-Wade Academy 2017-18**

### **Part of the Cambridgeshire Local Offer for Learners with SEN**

#### **Introduction**

Welcome to our SEN information report which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Neale-Wade Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SEN Governor: David Williams [governors@neale-wade.org](mailto:governors@neale-wade.org)

SENCO: Mr Keir Dow [kdow@neale-wade.org](mailto:kdow@neale-wade.org)

Assistant SENCO: Laura Wilson [wilson@neale-wade.org](mailto:wilson@neale-wade.org)

Principal: Mr Jason Wing [skerr@neale-wade.org](mailto:skerr@neale-wade.org)

If you have specific questions about the Cambridgeshire Local Offer please look at the Frequently Asked Questions by clicking [here](#).

[http://www.cambridgeshire.gov.uk/residents/children-and-families/local\\_offer](http://www.cambridgeshire.gov.uk/residents/children-and-families/local_offer)

Alternatively, if you think your child may have SEN please speak to their Form Teacher or contact Mr K Dow our SENCO on 01354 606000

#### **Our Approach to Teaching Learners with SEN**

At Neale-Wade Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please contact the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

***“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”***

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At Neale-Wade Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision beyond what is provided in school will be identified as having SEN.

### **Assessing SEN at Neale-Wade Academy**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Neale-Wade Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Cambridgeshire County Council, which are described on the Local Offer website available [here](#).

[http://www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities/549/about\\_cambridgeshires\\_local\\_offer](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer)

We also employ 14 Learning Support Assistants who deliver the interventions in the provision map as coordinated by our SENCO.

### **What we do to Support Learners with SEN at Neale-Wade Academy**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Neale-Wade are proud of our Teachers and their development. The Teacher Standards are available [here](#).

<https://www.gov.uk/government/publications/teachers-standards>

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Neale-Wade Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional

provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities.

All staff at Neale-Wade Academy have training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimize a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with 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. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Neale-Wade Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to Neale-Wade will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Have your say**

Neale-Wade Academy is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN. **Useful links** [www.Cambridgeshire.gov.uk/SEND](http://www.Cambridgeshire.gov.uk/SEND)

Parent Partnership Service <http://www.cambridgeshire.gov.uk/pps> [www.dfe.gov.uk](http://www.dfe.gov.uk)