



Policy for Special Educational Needs and Disability

(inc. SEND Information Report (Local Offer))

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Purpose of Document:	To comply with legislation including: SEND 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
Implementation:	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. It is also a statutory requirement to publish the policy on the school website.
Dissemination:	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 and DISABILITY 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 SEND 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 SEND 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.'

The Children and Families Act (2014), Sections 20 and 21 contain the following statutory definitions:

When a child or young person has special educational needs

- 1 *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

- 2 *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
- a) *has a significantly greater difficulty in learning than the majority of others of the same age;*
or
 - b) *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.*
- 3 *A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).*

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

3. SPECIAL EDUCATIONAL NEEDS PROVISION AT NEALE-WADE ACADEMY

The Principles of SEND provision at Neale Wade Academy

3.1 Equal Opportunities

Provision is based on equal opportunities, so that every student, irrespective of disability, gender, ethnic origin or personal circumstance have an equal right to develop their skills and abilities.

3.2 Inclusion

Students with a special educational need or disability, at Neale Wade Academy are educated on site at the academy. Students' needs will be met within a familiar and secure setting, thus having the opportunity to develop positive relationships as well as a supportive learning environment.

3.3 Raising Standards

The highest expectations are promoted for all students. The academy is committed to raising the educational standard of all its students.

3.4 Curriculum and Resources

Every student shall have access to the wider Curriculum at the appropriate level. It is also expected that students have equality in the access of

resources. Neale-Wade's 'notional' SEND budget is to provide a high quality provision of support.

3.5 Decision Making

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.

3.3. The provision made for SEND 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 SEND is made within each curriculum area, given that all teachers are teachers of students with SEND.

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.

3.8. The Academy is answerable to the Governors in carrying out their statutory duties towards students with SEND as detailed in the SEND 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 SEND 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 SEND: 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.; noting the progress towards individual objectives in EHC plans; A reduction in the number of pupils requiring a graduated response; An increase in the number of pupils who have Education Health and Care (EHC) plans. An increase in the number of pupils who have moved to the SEND support stage; An increase in the number of pupils who have a Pupil Support Programme (PSP) made dormant.

In evaluating the success of this Policy, the College will consider the views of:

- College staff
- Parents/carers
- Pupils
- External professionals

Pupil progress will provide evidence for the success of this SEND Policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting set targets
- Use of standardised tests
- Evidence generated from review meetings

'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 SEND

5.1. We have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the delivered curriculum and are integrated into all aspects of the College.

The SEND Code of Practice 2014 makes it clear that every teacher is a teacher of every child or young person, including those with SEND.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

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 SEND 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. The Code of Practice (2014) advocates a **graduated response** to meeting pupils' needs. When they are identified as having SEND, Neale Wade will intervene through SEND

support. Chapter VI Sections 28-35 (Broad areas of need) of the Code of Practice 2014 broadly identifies aspects of primary areas of need for our children and young people. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- Sensory and/or physical needs

In addition, the needs of the whole child will be considered which will include not just the SEND of the child or young person e.g.:

- disability
- EAL
- CIC
- Service children
- attendance and punctuality
- in receipt of the Pupil Premium or Pupil Premium Plus

SEND support (K)

Pupils will only be entered on to Neale-Wade's SEND Support Register if a range of relevant strategies have been applied and found to have been unsuccessful. The Code of Practice 2014 states:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people”.

Where this provision has not been successful, additional support may be required and the pupil will be regarded as having a “special educational need” requiring “special educational provision”. The pupil's name will be placed on Neale-Wade's Support Register. This SEND support will take the form of a four-part cycle (a graduated approach) which encompasses Assess, Plan, Do and Review.

Assess

The class or subject teacher will carry out a clear analysis of the pupil's needs, drawing on previous progress and attainment, teacher's current assessments and the pupil's development in comparison to their peers and national data. Parents'/carers' concerns will also be taken into serious consideration as will the views of the pupil and external support services if applicable.

Any interventions are reviewed regularly and are matched to need, with barriers to learning identified and overcome. Triggers for intervention will include:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own Learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has Sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to Learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Any resulting action plan will incorporate specialist strategies. These may be implemented by the teaching staff but may involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher/professional, often accessed via the Early Help Assessment (EHA)

Plan

Where SEND support is decided upon, parents/carers will be informed and discussions will take place regarding the interventions. All relevant teachers and support staff will be made aware of the pupil's needs, outcomes sought, the support provided and any teaching strategies or approaches required.

Do

The class or subject teacher will remain responsible for working with the pupil. They will work closely with the SENDCo, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions.

The SENDCo and other appropriate Inclusion staff, in collaboration with subject staff, will decide the action required to help the pupil progress. The actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative Learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Provision of access arrangements, or exam concessions for internal and external exams.
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment, or staff training

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly and evaluated as to its success. Changes to support and interventions may then take place as a result of this review. If the review evidences that progress has been made and there is no longer a need for special education provision then the pupil's name will be withdrawn from the support register and the pupil, parents/carers and any relevant others will be notified.

- The views of parents/carers
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

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. An Education Health and Care Plan (EHCP) will normally be provided where, after a statutory assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an EHCP.

6.5. The criterion for *SEND 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 SEND 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 SEND Register

6.7.1. Despite having had an individualised programme and/or concentrated support under SEND 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.

Review of EHC Plans

EHC Plans must be reviewed annually. The LA will inform the Principal at the beginning of each school term of the pupils requiring reviews. The Principal will organise these reviews and invite:

- the pupil's parents/carers
- the pupil if appropriate
- the relevant school staff

- the SENDCo
- any involved outside agency
- a representative of the LA (if appropriate)
- any other person the LA considers appropriate
- any other person the Principal considers appropriate
- any other person the parent or pupil considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the stated outcomes or objectives
- review the provision made for the pupil in the context of the delivered curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- set new outcomes for the coming year

At Year 5 or 6 Annual Reviews, the SENDCo of Neale Wade will be invited to attend (if appropriate). This enables the receiving school (Neale Wade) to plan appropriately for transfer. It also gives parents the opportunity to liaise with Neale Wade staff.

Year 9 Annual Reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the pupil. These review meetings should have a particular focus on considering options and choices for the next phase of education.

With due regard for the time limits set out in the Code of Practice, the Principal will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. Neale Wade recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

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 SEND.

7.4. As noted in the SEND 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. ROLES AND RESPONSIBILITIES

THE ROLE OF THE SENDCO

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

9.2. The SENDCO will be responsible for:

- The day to day operation of the Academy SEND policy. Liaising with and advising subject teachers.
- Taking the lead in managing the provision for students at *SEND intervention* and *SEND register*, and for students with statements of SEND/ Education, Health and Care Plans.
- Updating the Additional Provision register and overseeing the records of all students with SEND.
- Working with parents of children with SEND.

- Liaising with the LA Student Assessment Service.
- Liaising with external agencies.
- Managing the SEND 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 SENDCO Administration and for teaching individual students.

9.4 THE ROLE OF THE GOVERNING BOARD

The Governing Board's responsibilities to pupils with SEND include:

- * ensuring that provision of a high standard is made for SEND pupils
- * ensuring that a 'responsible person' (SENDCo) is identified to inform about the EHC Plan all those involved with teaching and supporting pupils with an EHC Plan

- * ensuring that SEND pupils have opportunities to be fully involved in school activities
- * having regard to the Code of Practice when carrying out these responsibilities
- * being fully involved in developing and subsequently reviewing SEND policy

9.5 ROLE OF THE SENIOR LEADER WITH RESPONSIBILITY FOR SEND

The Principal's responsibilities include:

- * the day-to-day management of all aspects of the school including the SEND provision
- * keeping the Governing Board well informed about SEND within Neale Wade
- * working closely with the SENDCo/SEND and Inclusion team
- * helping to inform parents/carers of the fact that SEND provision has been made for their child

ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

THE ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils
- collaborating with the SENDCo and relevant others to decide the action required to assist the pupil to progress
- working with the SENDCo to collect all available information on the pupil
- working with SEND pupils on a daily basis to deliver the individual programme set out in any set outcomes – this may be delegated
- developing constructive relationships with parents/carers
- being involved in the development of the College's SEND policy

THE ROLE OF THE SEND TEACHING ASSISTANT (TA)

Neale Wade believes TAs play important roles in the support of its pupils. These principle roles include:

- working to support Neale Wade's pupils, its teachers, its curriculum and the College itself

- being a key TA for pupils with EHC Plans, those who are Looked After and other identified pupils needing a key member of staff
- working in the classroom under the direct instruction of teaching staff to support pupils in a variety of ways including helping them access the delivered curriculum
- delivering programmes of work or courses to small groups of pupils, e.g. Corrective Reading Programme, Functional Skills programmes and numeracy programmes
liaising with school staff, parents/carers and outside agencies for the benefit of the pupil

10. ADMISSIONS AND INCLUSION

10.1. The Academy will admit students with already identified SEND as well as providing for students not previously identified as having SEND. Students with SEND 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 SENDCOs and class teachers of primary schools to assess the needs of students transferring or likely to transfer to Neale-Wade at the end of Year 6. Neale Wade's SENDCO will also attend the annual reviews of statements at primary schools for students in Year 5 who may be transferring to Neale-Wade 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 SEND Faculty Administrative Assistant.

11.2. 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. This support continues through Year 8 -11.

11.3. 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 SEND students.

13. COMPLAINTS PROCEDURE

13.1. In the event of a complaint from parents/carers concerning the SEND 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 SENDCO, 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 SEND Governor.
- The SEND 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.

