



Special Educational Needs Policy

Statutory Policy

Created by: Mrs R Sharples

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For public viewing

Link to other policies:

- SEND Information Report
- Child Protection and Safeguarding Policy
- Behaviour for Learning Policy

St. Wilfrid's C of E Academy
Special Educational Needs Policy



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1. Mission Statement

'St Wilfrid's Church of England Academy sees education as an integral part of the mission of the church to proclaim God as Creator, Christ as Redeemer and the Holy Spirit as Inspirer of all that is good in human living. The main purpose of the Academy is to provide an excellent education; both academic and social in a Christian context, to enable its students to grow up to take their full part as citizens of this world and the next.'

2. Policy Statement

The Academy recognises that each child is special; an individual with particular learning needs. All staff, with the assistance of the Learning Support Team, aim to support individual children from the least able to the gifted, whether these needs are of a permanent or a temporary nature.

'Special educational needs' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age. Learning Support systems at Saint Wilfrid's will support the enrichment of all students and will help them to take their place in tomorrow's society.

3. The Aims of the Academy

- To ensure that everyone has access to a broad and balanced curriculum with high quality teaching as our first approach for all students.
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their school career
- To ensure that Special Educational Needs and Disability (SEND) students take as full a part as possible in all school activities
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment

As a Church of England Academy, we seek to include all students in our caring, Christian community.

Saint Wilfrid's Church of England Academy has due regard for the Special Needs Code of Practice when carrying out our duties towards all students with SEND.

4. Admission arrangements

- The Academy has its own Admissions policy. Please refer to the information contained on our website or follow this link for more information <http://saintwilfrids.co.uk/the-academy/admissions/>

- 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.
- Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

5. Roles and Responsibilities

There is a commitment from all to ensure that special needs are afforded status within the Academy and that the designated teacher with overall responsibility for special needs shall be the Principal.

Principal

Catherine Huddleston

The day to day operation of the Academy's special needs policy is delegated to the SENCo (Special Educational Needs Coordinator) The SENCo is responsible for:

- Liaising with and advising fellow teachers/teaching assistants
- The line management of the Learning Support Team
- Co-ordinating provision for students with special educational needs
- Liaising with parents of students with special educational needs
- Liaising with external agencies
- Maintaining and reviewing the SEND register and circulating information to staff
- Liaising with and giving advice to teachers
- Overseeing students' records
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, YPS, and voluntary bodies
- Maintain exam concessions information
- Co-ordinate all access arrangements for students in controlled assessments, mock and external exams
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Learning Support Team – Key Contacts

The Learning Support team can be contacted on the email address sen@saintwilfrids.com

Assistant Principal – SENCo (Special Educational Needs Coordinator)

Rebecca Sharples

SEN Administrator

Lyn Smith

HLTA

Caroline Scholey

SEND Governor

David Rintoul

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN.

The Role of The Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to inform about the statement all those involved with teaching and supporting students with an EHC plan
- Ensuring that SEND students are fully involved in school activities
- Having regards to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents/carers on the school's SEND policy including the allocation of resources from the school's devolved/delegated budget

At Saint Wilfrid's Academy, we have adopted a whole-school approach to SEND policy and practice. Every effort is made to ensure that all students have full access to the National Curriculum and are integrated into all aspects of the school.

The Role of Teaching Staff

The SEND Code of Practice states that **all teachers are teachers of students with SEND**. All teachers are responsible for identifying students with SEND and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous

cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

Departments will address their provision for students with special needs, outlining differentiation within their schemes of work and liaising with the Learning Support Team when they need further guidance. All departments will be supported by the Learning Support Department by the creation of Learning plans, meetings and Student Spotlights which will help all staff to ensure that they are adapting lessons to meet the needs of all.

There will be a rolling programme of in-service training for staff, to raise awareness and to provide guidance on suitable teaching techniques and the provision of appropriate resources. Such training will continuously promote issues relevant to the needs of such students, and ensure that all teachers recognise their responsibility for identifying and meeting those needs.

There will be a determination to implement policies to ensure that all students with special needs are valued within the Academy's community and are welcomed into a warm environment and an atmosphere of caring and concern.

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

- Being aware of the Academy's procedures for provision for SEND pupils
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student
- Developing constructive relationships with parents/carers

6. Identification and Provision

At St Wilfrid's we liaise appropriately with primary schools at transition and use early intervention to ensure students receive the help as soon as possible. We aim to remove the barriers to learning by embedding inclusive practise within the Academy. Our expectations of students with special educational needs are always high as we help all students to fulfil their potential. We always work in partnership with parents and carers so that they are confident that their children's needs will be met effectively.

Students with special educational needs are identified upon entry via information from feeder primary schools and by screening tests in the Academy. The data is collected and appropriate interventions are put in place. Saint Wilfrid's has 'Access Classes' in Years 7 and 8 – the Access Classes provide academic and pastoral support to students who may struggle in a mainstream High School environment. The classes are taught by specialist SEND teachers for English, Maths, History, Geography, RE and Learning for Life which makes up around 50% of the timetable. Learning Support Team staff work closely with the LA and feeder primary schools to identify students suitable for these classes. Students are then transitioned into supported mainstream lessons before they start Key Stage 4 in Year 9.

For all students, progress is monitored, tracked and evaluated and reported to parents formally two times a year. However, where there are concerns, the Academy communicates directly with parents through meetings, emails and phone calls. Students who receive help from the Learning Support Department will have their progress reviewed regularly. Parents are consulted if there is any change in

provision at any point in the year. Learning Support staff will also be available to discuss students' progress at the appropriate Parents' Evening.

Teaching staff who are concerned about any student's progress may refer them to the Learning Support Department at any time during the course of the Academy year. Referrals are made using the form on FireFly.

Parents who are concerned about their child's progress may also refer their child at any time. This may be done via a phone call to the Learning Support Team or via email to the SEND Administrator – Lyn Smith – lsmith@saintwilfrids.com

Students receiving SEN Support

SEN Support is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. Intervention can be triggered through referrals from parents, students or staff. Specialists (e.g. Advisory teachers / EPs) may be asked to provide further assessments and advice. Parental consent will be sought for any additional information required.

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the Academy SEND Register. The aim of formally identifying a student with SEND is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual 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

In identifying a child as needing SEND support subject teachers, working with the SENCo will carry out a clear analysis of the student's needs. This will draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged 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.

Plan

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between the 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.

All those working with the student, including support staff, will be informed of the student's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

Form Tutors, Year Managers and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. 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.

Review

Reviewing student progress will be carried out termly through academic data checks. The review process evaluates the impact and quality of the support and interventions. The SENCo will revise the support in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the Academy 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 student 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 an Education, Health and Care Plan will be taken at a progress review involving parents and the SENCo.

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

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be

made by a group of people from education, health and social care about whether the student 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.

Further information about EHC Plans can found via the SEND Local Offer:

www.bwd-localoffer.org.uk

Access to Examinations

Students who have been identified as requiring assistance to access examinations will be formally tested at the end of Year nine to determine the level of support required. The outcome of this test is independently verified and rigidly enforced. Possible strategies offered include:

- Extra time
- A reader
- A scribe
- IT support
- Specialist setting away from other students

Exam boards will also consider medical certificates presented by the students/parent/carer to us, and then forwarded on to them prior to the exam.

Hearing Impaired Resource

At Saint Wilfrid's Church of England Academy, we are proud to house Blackburn with Darwen's Hearing Impaired Resource. Staffed by a Teacher of the Deaf (Maggie Wong) and a Level 3 LSA (Christine Howarth), the resourced provision aims to support deaf students by removing barriers to learning and ensuring that all attached students meet their potential. This is done by amongst other things, providing targeted speech and language support, support in lessons, the pre-teaching of subject matter and vocabulary and helping students to find their 'deaf identity'. Training is provided to all staff and equipment is checked on a daily basis. For further information on the resourced provision, please contact mwong@saintwilfrids.com

Signed..... Dated.....
(Governing Body)