



Great Wyrley Academy

Special Education Needs and Disability (SEND)

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| Responsible Committee: | Great Wyrley Local Advisory Board |
| Policy Coordinator: | Assistant Headteacher/SEN Coordinator |
| Date devised by Board of Directors: | February 2021 |
| Next review date: | February 2023 |

Special Educational Needs and Disability (SEND) – policy

1. Special Educational Needs for which provision is made at the school:

- a. Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age.
- b. At Great Wyrley Academy we support students in the four broad areas of SEND:
 - Communication and Interaction.
 - Cognition and Learning.
 - Social, Emotional and Mental Health difficulties.
 - Sensory or Physical difficulties.

2. Identification and assessment of students with special educational needs:

- a. When a student first joins Great Wyrley Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; subject teachers; specialist colleagues and external agencies.
- b. Teachers, Faculty Directors, Curriculum Leaders and Heads of House closely monitor the progress and attainment of all students, including those who have or may have SEND.
- c. The continuous monitoring of students during their time at Great Wyrley Academy will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of House, outside agencies, parents/carers or the pupils themselves.
- d. If a student needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, a referral can be made to the appropriate outside agencies.
- e. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress.
- f. Students with SEND are included on the SEN register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities.
- g. Targeted interventions are planned and delivered where appropriate and this may include small group or individual work.

3. Evaluation of the effectiveness of provision:

- a. All students, including those with SEN are assessed on a regular basis, in accordance with Great Wyrley Academy's assessment policy.
- b. Teachers formally assess and review progress and attainment at least three times a year which is communicated to parents/carers through progress that are sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

- c. All students with a Statement or Education, Health & Care Plan have an Annual Review.
- d. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEN. Progress and attainment data for students is regularly analysed and the outcomes of these evaluations are used to create and implement improvement plans and interventions for all aspects of school life.
- e. Termly reports are given to the school's 'Local Advisory Board' and governors therefore have the opportunity to review and evaluate the school's SEN provision.

4. Assessing and reviewing the progress of students with special educational needs:

- a. The school will send home progress reports each year which will show your child's current and target levels as well as reporting on their effort, behaviour and homework.
- b. Faculty Directors, Curriculum Leaders, Heads of House and special needs staff will monitor and review student's levels and pick up on any subjects where they are not making the right amount of progress. Intervention is then put in place, initially by the subject teacher. At the next reporting time we will check whether appropriate progress has been made.
- c. We welcome the involvement of parents/carers and want to keep them up to date and involved with their child's progress. We do this through parents evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews (for those on the SEND register).
- d. The school also provides more general information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home.

5. Teaching students with special educational needs:

- a. Our teachers have high expectations of all students, including those with SEND. Teaching staff will be informed about a student's individual needs and will have experience and/or are appropriately trained to adapt their lessons to meet these requirements. This may involve using different strategies and adaptation of resources and activities, with the aim that the student can access the lessons fully.
- b. Within school there are a variety of staff roles to help us fully support students. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case parents are informed. There are a range of interventions and additional subject support which are available.
- c. When a student is approaching the start of Key Stage 4, if appropriate, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

6. Adaptation of the curriculum and learning environment for students with special educational needs:

- a. Most students follow the curriculum available to all students, however a very small number will have a more personalised curriculum to match their individual needs, interests and abilities.
- b. Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff.
- c. We have a range of different facilities to help SEND students throughout our school including two lifts, disabled toilets, ramps in some areas and where access to classrooms is not possible by wheelchair, the room timetable is modified to ensure that students can access the entire curriculum.

7. Additional support for learning that is available to students with special educational needs:

- a. The first wave of support provided for students with special needs is via high quality teaching and we further enhance this provision by maintaining small class sizes (particularly for core subjects) for groups containing students with special needs.
- b. Where appropriate we also use teaching assistants, specialist teaching staff and provide further support through the SENCo, the Assistant SENCo, and pastoral staff.
- c. Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow to support students in lessons. Staff liaise closely with support staff to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.
- d. Students with Statements/EHCP's will have targets and strategies set by the Special Needs team. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

8. Enabling students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs:

- a. A large range of academic, sporting and other extra-curricular clubs are available at Great Wyrley Academy. There are open to all students, including students with SEND.
- b. Additionally we run a range of activities to support SEND students including support before and after school and at lunchtimes in the SEND room.
- c. The Extra-Curricular activities list is available in school. SEND Clubs are advertised to students through the SEN room.

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and a child's specific needs are discussed and considered if they wish to join such a trip.

9. Support that is available for improving the emotional, mental and social development of students with special educational needs:

- a. We provide a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (where possible) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.
- b. There are additional members of staff who are able to provide pastoral support, these include: The Heads of House, Assistant Heads of House, the SENCo and the Assistant SENCo.
- c. We operate an inclusion base which provides additional individual support for students with special needs, in relation to their emotional, mental and social development.
- d. We also have access to a number of external agencies for example: Speech and language team, Autism outreach, CAMHS and the Hearing Impairment service, and to a child psychology and clinical psychology service.

10. Expertise and training of staff in relation to young people with special educational needs:

- a. We have a Learning Support department which is made up of the SENCo, Assistant SENCo, and four teaching assistants. Within this team we have staff who have a range of experience and training, covering various SEN needs including the National Senco Award.
- b. Training is provided to all staff, including teachers and teaching assistants as the need arises, as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.
- c. As a school we can also call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.

11. Equipment and facilities to support young people with special educational needs:

- a. We can access a range of services to support with specialist equipment etc: Visual Impairment Service, Hearing Impairment Service, Autism Outreach service, Physical Impairment and Medical Inclusion Service, Speech and Language Service. These services are contacted when necessary and appropriate, according to a students' needs.

12. Consulting parents of young people with special educational needs about, and involving parents in, the education of their child:

- a. Parents of students with statements/EHCP are invited to annual review meetings and to all other parent consultation/information opportunities provided by the school. They are also given the opportunity to provide written responses before such meetings.
- b. We also ask parents to support their children by encouraging them to fully engage with their learning and any interventions offered by:
 - Helping them to be organised for their day (including bringing the right equipment and books).
 - Ensuring full attendance and good punctuality.
 - Supporting completion of homework.
 - Checking and signing the student planner.
 - Attending parents meetings.
 - Attending any meetings specifically arranged for the child.

13. Consulting young people with special educational needs about, and involving them in, their education:

- a. Students are encouraged to take part in 'student voice' activities; to regularly evaluate their work in lessons and consider their attainment, progress and next steps for improvement. They also attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'About me – views and aspirations' documents prior to annual reviews.

14. Arrangements made by the governing body relating to complaints from parents of students with special educational needs concerning the provision made at the school:

- a. In the first instance the subject teacher or young person's tutor should be contacted directly, they may then refer concerns to the SENCo if the matter has not been resolved.
- b. If the matter is still unresolved then the Deputy Headteacher can be contacted.

15. Involvement of other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students:

- a. We have access to a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; Educational Psychology Service; Speech and Language Service; Occupational Therapy Service; Autism outreach Service; Learning Support Service; Physical Impairment and Medical inclusion Service. Hearing Impairment Team; Visual Impairment Team. These services are contacted when necessary and appropriate, according to the young person's needs.

16. The contact details of support services for the parents of students with special educational needs:

- a. The Staffordshire local offer pages provide information on a range of support services:
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>.
- b. Staffordshire SENDIASS (formerly Staffordshire Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number: 01785 356921, Address: Information, Advice and Support Service, 79/79a Eastgate Street, Stafford, ST16 2NG, Web Address: <https://www.staffs-iass.org/home.aspx>
- c. Child and Adolescent Mental Health Service (CAMHS):
<http://www.sssft.nhs.uk/camhs-home>

17. Supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living:

- a. We liaise closely with primary schools and provide additional transition support both before students start and afterwards.
- b. We provide additional support and guidance to students and parents during the year 9 options process to ensure that they make appropriate subject choices for their KS4 courses.
- c. All students receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with careers advisors to ensure relevant support and documentation is completed for students with Statements/EHCP's.

18. Information on where the local authority's local offer is published:

- a. Staffordshire local offer information:
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>.

19. Details of the SEN co-ordinator:

- a. SENCo – Mr M Bourne mbourne@greatwyrley.windsoracademytrust.org.uk
- b. Assistant SENCo – Miss S Nicholson
snicholson@greatwyrley.windsoracademytrust.org.uk