

SEND Policy

June 2016



Springwest Academy	
Person(s) Responsible:	SENCO
Status:	Statutory
Date Approved:	7 June 2016
Date of Review:	Annually

Part 1: Introduction

1:1 Philosophy

At Springwest Academy, we are committed to offering an inclusive curriculum to secure the best possible progress for all students whatever their needs or abilities. This policy is intended to address students with Special Educational Needs (SEN) and students who have disabilities (D).

All members of staff, in conjunction with the Governing Body, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1:2 Definition of Special Educational Needs and Disability (SEN/D)

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the student has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1:3 Curriculum Support (Provision) is achieved by:

- Identifying and assessing learners with special educational needs and disabilities and ensuring that their needs are met.
- Ensuring that parents are informed of their child's special needs and that there is effective communication between parents and school.
- Ensuring that all learners make the best possible progress through the provision and delivery of an appropriate curriculum
- Ensuring that teaching assistants and teachers collaborate effectively.
- Ensuring that learners with special educational needs and disabilities join in with all the activities of the school
- Ensuring that learners express their views and are fully involved in decisions which affect their education.
- Promoting effective partnership and successfully involve outside agencies where appropriate.

Part 2: Structural Arrangements

2:1 Roles and Responsibilities

(1) Role of Governors

The efficacy of the School's SEN policy and practice is judged against the objectives set out above. The following procedures take place on an annual basis:

- Where appropriate, new success criteria will be determined by the Principal and governing body.
- The governing body will ensure that appropriate special educational provision is made for all students identified as in need of it.

The governing body cooperates fully with the LA admissions criteria and the governors' admission policy has due regard for the guidance in the SEN and Disability Code of Practice: 0 to 25 years 2014

(2) SEN leadership

The named SEN/D Co-ordinator /Inclusion Co-ordinator for the school is Hazel Hughes

The named member of the governing body who takes a special interest in SEN/D is Penny Wilson

The governing body as a whole is responsible for the provision for students with SEN/D.

- (3) Specific responsibilities of SEN/D leadership include:
- Overseeing the day-to-day operation of the school's SEN/D policy
 - Co-ordinating provision for all students with SEN/D
 - Liaising with and advising colleagues
 - Managing Teaching Assistants
 - Overseeing the records of all students with SEN/D
 - Liaising with parents
 - Contributing to in-service training of staff
 - Liaising with external agencies (such as LA support services, Health and Social Care).

2:2 Admission Arrangements

We welcome students with SEN/D, but without a Statement/Education Health Care Plan in our mainstream school and support the legislation that states schools 'must not refuse to admit a child who has SEN/D but does not have a Statement/Education Health Care Plan because they feel unable to cater for their special education needs' [Inclusive Schooling, DfES statutory guidance, November 2001].

Applications from parents/carers of students with SEN/D but no Statement/Education Health Care Plan will be considered on the basis of the School's published admissions criteria.

Applications for students who have a Statement/Education Health Care Plan of SEN are made to the School via the SEN Section of the LA who have responsibility for the Statement/Education Health Care Plan. The School then has a legal requirement to make a written response (within 15 working days) as to whether the needs of the student can be met by the School. If the School can meet the student's SEN/D needs then Springwest Academy will be named as the placement within the Statement/Education Health Care Plan. If the School feels that it is unable to meet the student's needs this is referred back to the student's LA.

SEN/D specialism: Autism

Springwest Academy has a resource centre for autism (The ARC). This centre is a LA resourced provision. The centre is able to accommodate three students in each year group from years 7 to 11. The centre has a total of 15 student places. The students are admitted according to need on the recommendation of the LA. Advice is readily available to any interested parents/ carers regarding admission procedures to the ARC. The SENCO and Head of Centre work closely with the appropriate LA officers to ensure appropriate placements.

The Centre is staffed by the following:

Head of Centre: Sharron Ryan

Deputy Head of Centre: Susie Walls

Teaching Assistants: 7

Speech & Language Therapist (0.5)

Occupational Therapist (0.2)

Any parent requiring more information about the ARC is encouraged to contact the Head of Centre or SENCO.

SEN/D specialism: Physical Disabilities

Springwest Academy has a resource centre for students with physical disabilities. The centre is a LA resourced provision. The centre is able to accommodate 12 students in total from years 7 to 13. The students are admitted according to need on the recommendation of the LA. Advice is readily available to any interested parents/carers regarding admission procedures to the Centre. The SENCO and Head of Centre work closely with the appropriate LA officers to ensure appropriate placements.

The Centre is staffed by the following:

Head of Centre: Dawn Botha.

Deputy Head of Centre: Susan Laird.

Additional teacher: 0.5

Teaching Assistants 4

SMSAs 3

Additional staffing according to student need

Physiotherapist

Speech & Language Therapist

Any parent requiring more information about the Centre is encouraged to contact the Head of Centre or SENCO.

- 2.3 Arrangements for partnership with parents/carers of students with SEN/D
We recognise how essential it is to actively seek to work with parents/carers and value the contribution they make in terms of their 'unique strengths, knowledge and experience'.

We inform parents/carers when special educational provision is being made through a letter on transition from primary school, telephone conversations and/or face – to – face meetings with the SEN/D staff.

We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue.

Our School works closely with the Parent Partnership Service of the Local Authority. Information about this service is always available from the SENCO.

Parents/carers of any student identified with SEN/D may contact the Parent Partnership Service for independent support and advice.

The name of our Parent Partnership worker for the London Borough of Hounslow is Steve Devlin.

Part 3: Identification, Assessment and Provision

3.1 Identification

We are committed to early identification of SEN/D and uses the graduated response as outlined in the “Code of Practice (2014)”. It is based on the assumption that students’ special educational needs/ disability and requirements fall into the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

To help with this process a range of evidence is collated through teacher assessment, monitoring, screening, liaison with previous school, consultation with external agencies and discussion with parents/carers to decide whether additional and / or different provision is necessary.

3.2 Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject area is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of students.

A graduated response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision will be delivered in a variety of ways. Initially through quality teaching by all teaching staff, but if appropriate through specialist support and programmes delivered by SEN/D teachers and teaching assistants.

In addition to in house provision we have developed links with other services such as Health, Social Care and voluntary agencies to provide additional support for students. For example;

The School supports the work of the LA Education Welfare Officer (EWO), Educational Psychologist (EP), Family Support Workers, School Nurse and specialist teachers for our area.

In addition the School employs the services of a Speech and Language Therapist and Counsellor to support our students.

The School supports the provision of a targeted, therapeutic intervention – The Family Group - on a weekly basis for parents and their child.

The School works closely with Health and delivers Targeted Adolescent Mental Health Services programmes to both individual students and groups of students.

We work closely with the LA on developments for provision for students with SEN/D, especially around our Centre specialisms of autism and physical disabilities.

Multi-agency liaison meetings with the representation from the Careers Advisory Service, Youth Service and the Police are held regularly to secure effective collaboration in identifying and making provision for vulnerable students.

3.3 Further Assessment

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education Health Care Plan.

4 Monitoring and Evaluation of the SEN/D Policy

Criteria/methods for evaluating success of education provided for students with SEN/D include:

- Successful integration of students at points of transition
- Parental comments and feedback
- Successful collaboration with external agencies
- The maintenance of accurate, up to date records by the SENCO and other staff
- Evidence from monitoring classroom practice by the school's senior leadership team /SENCO
- Value added data for SEN/D students found in our own self-evaluation record and in RAISE which is open to public record
- Monitoring of procedures and practice by designated SEN/D Governor
- The School's self-evaluation and monitoring procedures.
- Evidence from OFSTED inspection reports
- School Profile.

5 In-service training/Continuous Professional Development (CPD)

The Deputy Head responsible for prioritising the training needs of staff takes into account the need for SEN/D training and awareness raising amongst all staff. Particular support is given to NQTs and other new members of staff to ensure that they are aware of SEN/D procedures.

6 Complaints procedure

The School's complaint procedures can be found in the Complaints Policy held on the School's website. Each student's Form Tutor/ Achievement Co-ordinator works closely with parents/carers at all stages in his/her education and should always be the first port of call in case of any difficulty.

Parents / Carers of students with SEN/D should also contact the SENCO. If concerns cannot be resolved by the usual school procedures a request for independent resolution can be made. Further information about the process is available on request.

This Policy should be read in conjunction with the following Policies: - Safeguarding, Supporting Students with Medical Conditions, School Offer, Access Plan, Equal Opportunities, Exclusions, Uniform, Attendance, Behaviour and Anti Bullying.