



**Wood Green**  
**ACADEMY**

# Special Educational Needs Policy 2018-19



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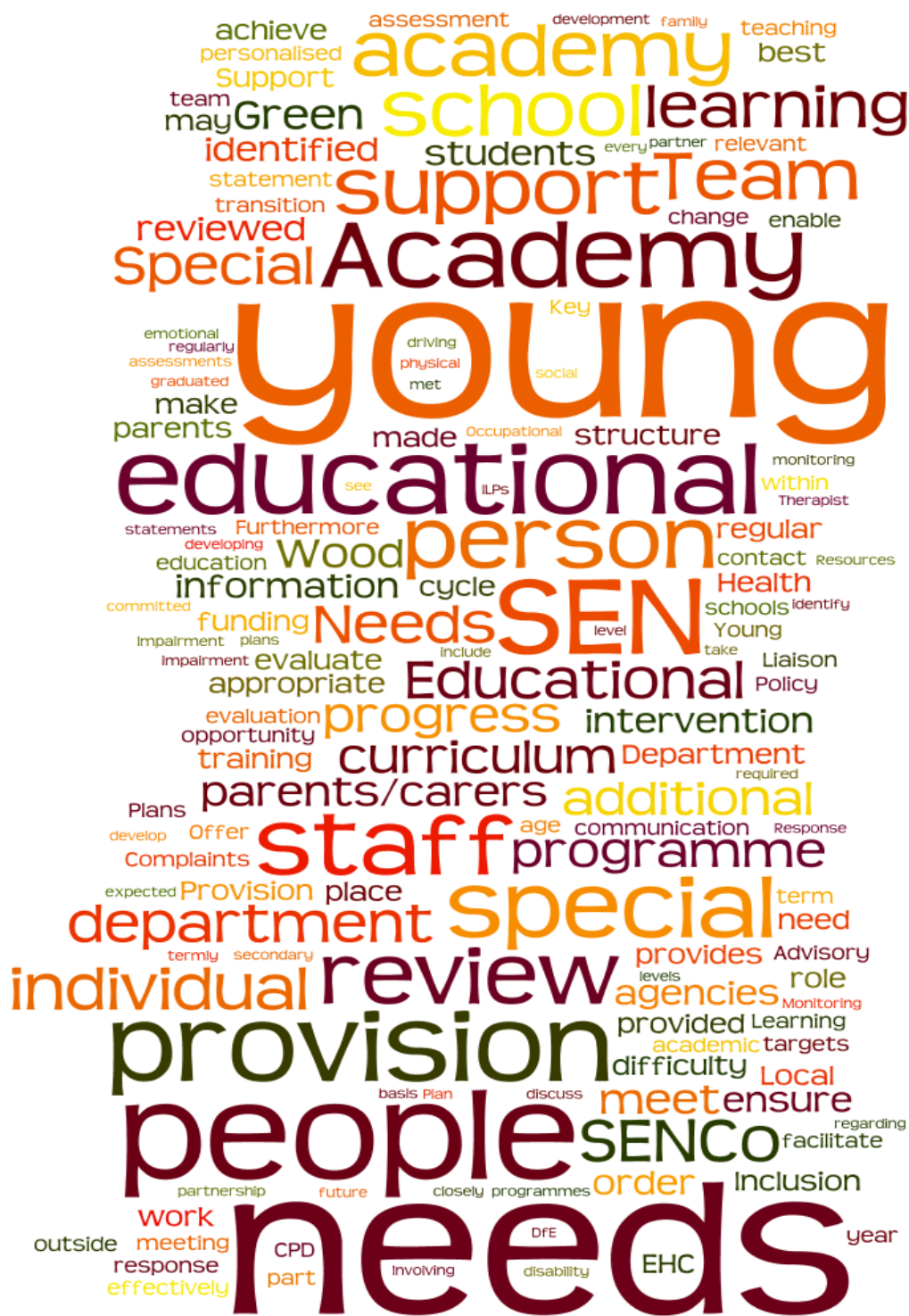
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# Special Educational Needs Policy

Date of Policy: June 2018

Member of staff responsible: SENCo

Review date: June 2019\*



NB: The Children and Families Act was passed through parliament in September 2014 and is now being implemented by the SEND Department via the 'Parent in Partnership Days'

*\*If changes occur during a school year, the policy will be updated accordingly.*

“To work together pro-actively and enthusiastically so as to inspire all young people to achieve their personal best and be well equipped for the future.”

**Young people, parents, carers, staff and governors are the family of Wood Green Academy who work in partnership to ensure that every young person will have a curriculum appropriate to their needs and aspirations, allowing them to achieve their full potential both academically and personally.**

Wood Green Academy will be a safe, secure and nurturing environment where everyone feels supported in an atmosphere of mutual tolerance and respect.

All staff at Wood Green Academy have a responsibility to meet the individual needs of all young people at the academy. Furthermore, all young people will have the right to a broad, balanced and relevant curriculum that cultivates social and educational inclusion.

The policy will refer to the ‘Local Offer’ to parents/carers which Sandwell Local Authority are required to provide by the Children and Families Act (2014) and Special Educational Needs Code of Practice (2014). Wood Green Academy’s response to the Local Offer can be found on the school website: [www.woodgreenacademy.co.uk](http://www.woodgreenacademy.co.uk)

### **Definition of Special Educational Needs (SEN)**

Students have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Students have special educational needs if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age.

### **The role and structure of the SEN Team**

Mrs. G. Dunne is the Special Educational Needs Coordinator (SENCo). The SENCo is responsible for the co-ordination of special educational needs provision within the academy, including liaising with the Year Leaders, Key Stage Coordinators and Heads of Department. In the interest of young people with Special Educational Needs, the SENCo will deploy and review appropriate support at least termly.

The SEN Team is further made up of a Deputy SENCo (Mr. S. Perry) and a SEN Liaison Manager: Mrs. N. Brant. As a team, the SENCo, Deputy SENCo and SEN Liaison

Manager work collaboratively with young people, their families and relevant professionals to ensure that individual student needs are assessed, monitored and that Learning Plans reflect need in order for staff differentiation to take place.

Within the school evaluation and review framework the Department is evaluated at regular intervals during the academic year.

In September 2015 the governing body introduced a new SEN link representative to continue developing the support we offer our SEN students.

The SEN Department also has a SEN Ambassador on the leadership team who communicates regularly with the SENCo to champion the individual needs of students and ensure staff training needs are met. Furthermore, each department has a SEN Link representative who works closely with the SEN department and their department to review and evaluate department-led interventions for young people with additional and special educational needs.

### **Admissions**

Prior to transition to secondary school information is shared from feeder schools to enable the appropriate provisions to be put in place. Mid-term transitions are personalised with contact with the family and the previous school.

## **Transition Arrangements**

During the summer term, prior to admission in Year 7, an extended transition programme is offered to all statemented young people and young people with special educational needs who have been identified by feeder primary schools as being able to benefit from this programme. This provides an opportunity for identified young people to familiarise themselves to the new school environment and to meet peers and staff. Some may require a more intense programme of transition and this is arranged as a personalised programme.

## **Specialisms**

The academy continues to develop strong links with outside agencies and is committed to multi-agency working in order to best meet the individual needs of young people with special educational needs. The Academy is one of few secondary schools that has developed a nurture provision; this is hugely successful for targeted young people with emotional and or social difficulties.

Furthermore, the school site meets Disabled Access Regulations (DDA) (see the Accessibility Policy). The Academy has established a physiotherapy space and those young people with physical disabilities have the opportunity to engage in a daily physiotherapy programme with a trained team who work closely with a physiotherapist and Occupational Therapist to deliver personalised programmes of exercise.

## **Resources**

Resources are deployed effectively to meet the needs of individuals and groups on the basis of assessment and close liaison with the young person, parents/carers and outside agencies.

The Department for Education (DfE) provides the academy with funding of up to £6000 to facilitate meeting the needs of young people with special educational needs. The individual needs of young people can change; therefore, provision and its cost is monitored and evaluated in line with the academy's review cycles. The academy has a costed provision map which outlines the cost of each intervention and informs provision management. Monitoring and evaluating expenditure takes place as part of the academy review cycles.

If a young person has a statement of special educational needs and the statement recommends provision that cannot be solely funded out of the delegated funding provided by the DfE, the academy will receive additional funding separately in their budget. From September 2014, the transfer of Statements of Special Educational Needs have begun to be replaced with Educational Health and Care (EHC) Plans for all young people with newly identified Special Educational Needs. In line with the Code of Practice (2014), existing statements of Special Needs will be reviewed and those eligible will have their statement converted to EHC Plans. EHC plans, like statements, will make recommendations regarding how funding can best be spent to meet individual needs.

## **Identification, Assessment and Review**

The additional provision for young people with special educational needs will be provided through a graduated response, providing a level and type of support which will enable the young person to achieve progress. This provision will be identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

When a young person fails to make adequate progress despite this then the school will consider further intervention and identify the young person as having special educational needs. This is known as a Graduated Response and this will increase or decrease according to the needs of each young person. A range of assessment and information are used to inform identification.

- • Parents/carer information
- • Primary liaison information
- • Regular reading tests
- • Subject assessments
- • Observations
- • Behaviour checklists/assessments
- • Referrals

Individual Learning Plans (ILPs) are written by a Key Worker and targets are decided through discussion with the young person and parents/carers. The ILP is reviewed on a termly basis and the cycle completed during the summer term. ILPs address individual need and guide teaching staff on differentiation. They are available to staff through the school network.



## Provision

Provision is 'educational provision, which is additional to, or otherwise different from the education provision made for other children of the same age.' This may include:

- • A differentiated curriculum structure
- • Provision of specialist or adapted learning resources
- • In-class support to facilitate curriculum access
- • Literacy and or numeracy catch-up sessions
- • Additional regular individual or small group support
- • Access to specialist support from other agencies

This additional provision will be provided through a graduated response, providing levels of support which will enable the young person to achieve adequate progress. This is the Graduated Response.

If a young person has a particular learning need such as: autism or Asperger's Syndrome (ASD), a specific learning difficulty (SpLD) or a moderate learning difficulty (MLD), a hearing impairment (HI) or a visual impairment (VI) the academy will seek additional professional support, development or training to ensure that we can best meet the young person's needs.

Young people who have severe levels of physical, learning, communication or emotional difficulty, that is lifelong and complex, may need to be considered for Statutory Assessment and an EHC plan. Please see Sandwell's Local Offer for further information: [www.sandwell.gov.uk](http://www.sandwell.gov.uk)

## Monitoring and Evaluating Provision

All teachers are teachers of special needs and have a responsibility for developing strategies and identifying appropriate methods of support that will facilitate access to the curriculum. All staff are expected to record pupil progress and review individual attainment. Progress data is regularly reviewed at a department and Leadership Team level as part of the Academy's review cycle.

The monitoring and department evaluation cycle provides a structure to review and evaluate practice across the curriculum. The review process and department self- evaluation provides an opportunity to identify priority targets relevant to SEN for inclusion in the Academy Improvement Plan (AIP) and the Continuing Professional Development (CPD) programme.

The Academy is committed to developing expertise for all staff in meeting learners' additional needs. Staff training and development needs are identified through the AIP, performance management, lesson observations, learning walks and monitoring. Wood Green Academy places CPD for staff at the heart of the curriculum structure and staff engage in CPD every Wednesday afternoon. This has been instrumental in driving outstanding quality first teaching and the profile of meeting student needs within the classroom.

## Liaison with External Agencies

In order to maintain a high standard of support and ensure that young people's needs are effectively met, the academy liaises with many agencies and support services. These include:

### Inclusion Support

- • Educational Psychologist
- • SEN Advisory Teacher
- • Behaviour Support Team
- • Complex Communication Advisory Team
- • Specific Learning Difficulties Advisory Teacher

### Special Needs Teaching Team

- • Visual Impairment Team
- • Hearing Impairment Team

### Health

- • Speech and Language Therapist
- • Occupational Health
- • Physiotherapist
- • Child and Adolescent Mental Health Service

## **Looked After Children's Education Team**

During the autumn term the priorities for the SEN department are reviewed with the Inclusion Support Team in order to effectively plan visits, reviews and training. Throughout the academic year regular meetings take place with Inclusion Support staff in order to monitor and evaluate intervention and need.

Where students do not make the expected progress, despite intervention, the academy consults with outside agencies to seek further advice on strategies and programmes. Further assessment by the agency may be required and parents/carers will be contacted to discuss how the programme and intervention will change.

## **Parents**

Wood Green Academy recognises the valued contributions that parents can make. We aim to nurture parental partnership through effective communication and regular contact and the acknowledgement of the parents' role as a partner in the education of their child. As such, parental views are recorded as part of the review and planning cycle. The academy also recognises the role parents must play in driving change. Thus, at times during the academic year, the SEN department invites parents/carers to coffee afternoons and parent forums.

## **Young people with special educational needs**

We acknowledge the young person's role as a partner in their own education and develop participation in the decision making progress by:

- Listening and valuing their views and recording these within the review procedure
- Involving students in their Review Meetings to discuss progress and future provision
- Involving students in evaluating their success and setting their targets and forthcoming learning plans
- Effective communication through the deployment of a Key Worker

## **Dealing with Complaints**

Complaints regarding SEN provision and associated matters should be made in accordance with the Academy Complaints Policy. Initial concerns should be raised with the SENCo. If parents/carers are dissatisfied with the outcome, they should contact the Headteacher followed by the Chair of Governors.

## **Evaluating the Success of the Academy's SEN and Inclusion Policy**

The effectiveness of the school's SEN policy and provision is reviewed and evaluated annually using the Academy's review and evaluation process.



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