

# Westgate Academy



## SENDCO Policy

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Date adopted: Sept 2018

Chair of Governing Body: .....

Review Date: Sept 2019

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## **Introduction**

This policy sets out the procedures for ensuring that pupils identified as having special educational needs and disabilities (SEND) have their needs addressed through supported access to a broad, balanced and relevant curriculum. In meeting these responsibilities the school will have due regard to the SEND Code of Practice (2015).

It reflects the Lincolnshire County Council “Guidance on SEN Support” document (February 2018). The document offers guidance and advice on the range of special educational needs that children and young people may experience and information on how these difficulties might manifest themselves in children and young people, the range of strategies settings can implement to address these needs, and on specialist services and agencies that may be able to contribute to support settings. It is designed to reinforce that supporting children and young people with special educational needs and disabilities (SEND) is a 'whole setting' responsibility,

## **Aims of the Academy**

At Westgate Academy we understand that each pupil has individual and unique needs. At times, some pupils require more support than others to achieve. We acknowledge that a proportion of pupils will have SEND at some time in their school career. Many of these pupils may require help throughout their time in education, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the school curriculum.

In particular, we will:

- ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- work collaboratively with pupils, parents/carers and professional and support services;
- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- give pupils with SEND equal opportunities to take part in all aspects of the school’s provision, including making reasonable adjustments where appropriate;
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils’ progress and needs through a cycle of assess, plan, do, review
- involve parents/carers and young people in planning and supporting at all stages of pupil’s development and in reviewing the school information that is available.

To achieve this we will work with and follow advice provided by external and specialist agencies such as educational psychologists, speech and language therapists and physiotherapists.

We will ensure that all staff receive training that is relevant to their role and specifically staff delivering specialist and targeted support to those with specific learning difficulties or disabilities.

### **Working in Partnership**

Westgate Academy firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. We will consult with pupils and families about progress and support making sure that everyone has access to the relevant information concerning the child's specific difficulties. We also aim to work closely with families to make the school information about SEND accessible and to work towards greater transparency in support available through working with the local offer. The school recognises that parents have a unique overview of their child's needs and how best to support them.

### **SEND Definitions**

Special Educational Needs: Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

Learning difficulty: Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational Provision means:

- for children or a young person, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age.

### **Governing Bodies**

Section 66 of the Children & Families Act 2014, contains a key duty on the governing body, to use their 'best endeavours' to secure special educational provision for all children or young people for whom they are responsible.

### **SENDCO Leader:**

This is a member of staff with qualified teaching status at the Academy who has responsibility for co-ordinating SEND provision and has achieved the National Award in SEN Co-ordination. At Westgate Academy the SENDCO is Mrs Anna Cross. The responsibilities of the SENDCO will include:

- overseeing the day-to-day operation of the Academy's SEND policy
- co-ordinating the provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support

- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority
- 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 head teacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the academy keeps the records of all pupils with SEND up to date.

### **Observation, assessment and identification**

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. They identify pupils making less than expected progress given their age and individual circumstances. Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCo, will assess whether the child has SEND.

Less than expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Decisions on whether a child needs extra support would be made based on both formal and informal methods including:

- Adult observations over a period of time (where appropriate by class teacher, teaching assistants and SENDCO)
- Monitoring data (collected and analysed periodically)
- Pupil and parent consultation
- Screening tests for learning difficulties/SEND are carried out when required. Such screenings/assessments will not be regarded as a single event, but as a continued process. If an outcome of a test or any other circumstances gives us reason to believe that a pupil may have a learning difficulty/SEND then we will consult with parents/carers as necessary and make recommendations. It may be necessary for the pupil to be formally assessed by outside agencies.

- evidence that a pupil may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them
- The LCC SEND Matrix. This is divided into the four headings - Cognition & Learning; Social, Emotional & Mental Health; Communication & Interaction and Sensory/Physical Needs. Under each of these headings, there is information about the evidence of difficulty (i.e. how a child or young person might exhibit individual needs), and measures of their progress which might indicate their level of difficulty.

Slow progress and low attainment do not necessarily mean that a child has SEND and do not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, attainment in line with chronological age does not mean that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. However they may be an indicator of undiagnosed learning difficulties, difficulties with communication or mental health issues.

Westgate Academy employs the specialist first language assessment of the EMTET service when identifying and assessing SEND for children whose first language is not English. Difficulties related solely to limitations in English as an additional language are not SEND.

### **Provision**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

When reviewing and managing special educational provision, there are four broad areas of need and support which give an overview of the range of needs that should be planned for.

They are:

- Cognition and learning
- Social, emotional and mental health difficulties
- Communication and interaction
- Sensory and/or physical needs

Pupils known to have SEND: If a pupil is known to have SEND when they arrive at the school, the Headteacher and SENDCO should:

- Use information from the pupil's current and/or previous school/setting if appropriate to provide starting points for the development of an appropriate curriculum for the pupil;
- Identify and focus on the pupil's skills and highlight areas for early action to support the pupil in class;

- Ensure that ongoing observation and assessment about the pupil's achievements and experience is regularly fed back to all relevant teachers and the pupil's parents/carers and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning;
- Ensure that appropriate informal opportunities for the pupil show what they know, understand and can do are maximised through the pupil support programme;
- Involve the pupil in planning and agreeing targets to meet their needs; and
- Involve parents/carers in developing and implementing a joint learning approach at home and in school.

**Graduated approach:** The 2015 Code recommends a four part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The LCC SEND Matrix provides guidance on provision which could be made available to address need. Each element of information moves from 'universal' to 'targeted' and demonstrates the 'graduated response' to increasing levels of difficulty and associated support.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Stage of provision	Action involved	Who is involved
<b>Assess</b>	In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This analysis is based on: <ul style="list-style-type: none"> <li>• views of the child/young person and their parents / carers</li> <li>• teacher assessments and observations</li> <li>• pupil's current attainment</li> <li>• pupil's previous progress and attainment</li> <li>• tracking of progress and comparisons with national data</li> <li>• assessments by external agencies if appropriate.</li> </ul>	Class teacher SENDCO (Mrs Anna Cross)
<b>Plan</b>	The teacher and SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a termly date for review.  Targets and strategies will be put in place which are specific, measurable, achievable and time-limited (SMART).  All planning must be pupil centred and outcomes focussed and recorded.	Pupil Parents/carers Class teacher SENDCO
<b>Do</b>	The class teacher will remain responsible for working with the child. The SENDCO will support the class teacher in the effective implementation of provision.	Class teacher SENDCO

	<p>All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• differentiating and personalising the curriculum</li> <li>• delivery of 'additional and different' provision for a pupil with SEND</li> <li>• planning, support and impact measurement of all group and one-to-one interventions delivered by support staff</li> <li>• linking interventions to classroom teaching</li> </ul>	
<b>Review</b>	<p>The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.</p> <p>The impact and quality of the support and interventions will be evaluated and shared with the pupil and parents. The views of the pupil and their parents will be sought at this stage.</p> <p>The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.</p>	<p>Pupil Parents/carers Class teacher SENDCO</p>
<b>Stage of provision</b>	<b>Action involved</b>	<b>Who is involved</b>
<b>Involving specialists</b>	<p>Where a pupil continues to make less than expected progress, despite evidence based support and interventions, the academy will consider involving specialists after discussing the matter with the pupil's parents.</p>	<p>Parents/carers Class teacher SENDCO External support agencies.</p>
<b>Education, Health and Care (EHC) Plans</b>	<p>Where a child with SEND continues to make little progress over time, despite the input of a robust graduated approach and the support of external specialists, we may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an EHC needs assessment.</p> <p>There is an expectation that interventions have been implemented for a significant period before a request for additional resources is made and once it has been submitted, it does not necessarily lead to full statutory assessment. There should also be evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to the Academy through our notional SEN budget.</p>	<p>Pupil Parents/Carers Class teacher SENDCO External support agencies</p>

	<p>The Local Authority EHC Allocation panel will need to examine a wide range of evidence. It will pay particular attention to:</p> <ul style="list-style-type: none"> <li>• evidence provided by the child’s school, parents and other professionals as to the nature, extent and cause of the child’s learning difficulties</li> <li>• evidence of action taken by the school to meet and overcome those difficulties, with reference to the SEND Matrix</li> <li>• evidence of the rate and style of the child’s progress</li> <li>• evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not the usually commensurate with provision without an EHC Plan</li> <li>• financial resources available to the school have been used fairly and appropriately.</li> <li>• the results of teacher-led assessments and tests</li> <li>• attainment levels assessed by other professionals involved, such as Educational Psychology or Specialist Teaching Team</li> </ul> <p>EHC assessments will apply to very few pupils.</p>	
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## **SEND Support**

### **The Individual SEND Support plan**

If the parents/carers and the school decide that a pupil should receive additional support, the school will work with the parents/carers and other agencies if appropriate in order to employ strategies to assist progress. The strategies employed to enable a pupil to progress will be recorded within an Individual SEND Support plan. At our school we will refer to the SEND support plan as the pupil profile. The pupil profile will only record information which is additional to or different from the differentiated curriculum plan that is in place as part of the provision for all pupils. The pupil profile will include:

- Strengths and interests of the child
- Areas of difficulty
- Strategies to be used to support areas of difficulty
- the short-term targets set for, by or with the pupil
- when the plan is to be reviewed;
- success and/or exit criteria;
- outcomes — these will be recorded when the profile is reviewed and will include the views of the pupil, parents/carers, class teacher and any other adult working with the child as well as any advice from external support agencies.

The pupil profile will be reviewed three times a year.

## **Education Health and Care Assessments and Education Health Care Plans**

Education Health and Care Assessments (Assessment): The Academy (as well as the parents/carers) can ask the LA to arrange an Assessment of the pupil. The Academy will always consult with parents before exercising this right. If the Local Authority refuses to make an Assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Provision under the Education Health Care Plan (EHC Plan): Where a prospective pupil has an EHC Plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC Plan can be delivered by the Academy. We will co-operate with the Local Authority to ensure that annual reviews of EHC Plans are carried out as required.

## **Welfare and examinations**

Welfare needs: The Academy recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The Academy has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Concerns and complaints: We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure.

Examinations: Children who have been diagnosed as having a learning difficulty / SEND may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's class teacher/SENDCO in good time with respect to this.

## **Record keeping**

SEND Records: The SENDCO has responsibility for ensuring that records are properly kept and available as needed.

## **Monitoring, evaluation and review**

- Annual review: The SENDCO reports to the Governing Body, on at least an annual basis, considering the effectiveness of the Academy's work on behalf of children with SEND. The governing body may wish to consult support services used by the Academy, other schools and parents. The governing body will advise the Academy as to whether any amendments to the policy are required.
- SEND information report: The Governing Body will, in accordance with the Special Educational Needs and Disability Regulations 2014 publish information on the Academy's website about the implementation of this policy.
- Evaluation: The leadership team and the SENDCO will be responsible for tracking the progress of pupils with SEND and will report to governors. The designated SEND governor will meet at least three times per year with the SENDCO to evaluate the provision and progress of pupils with SEND. This may include learning walks and work scrutiny carried out by the SEND governor.

### **Policy implementation**

This policy applies to all pupils, parents/carers and staff at Westgate Academy. Copies of the policy are available on request, and the policy is published on the Academy's website.

Policy status: This policy has been approved by the Head teacher and the Governing Body of the Academy. It takes into account the Special educational needs and disability code of practice: 0 to 25 years (DFE - 0000205-2013), Department for Education (DfE), September 2015 (Code of Practice). The procedures set out above may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs (SEND) decisions will be informed by the Code of Practice.

The policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

Accessibility: This policy can be made available in large print or other accessible format if required.

### **Associated Policies:**

Behaviour Policy

Anti-Bullying policy

### **Policy Review**

The policy was reviewed by: Mrs A Cross (SENDCO), Mrs N Holmes (SENDCO support) and Mr R Stock (Headteacher)

Provision Committee on:

Full Governing Body on:

Next Review: September 2019

## **Appendix 1: Roles and responsibilities.**

Provision for children with special educational needs and disabilities is a matter for the school as a whole. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

### **The Governing Body will ensure that:**

- SEND provision is an integral part of the school improvement/development plan;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored;
- they, and the school community as a whole, are involved in the development and monitoring of this Policy.

### **The Headteacher has responsibility for:**

- the day to day management of all aspects of the school's work, including provision for children with SEND;
- in consultation with the Governing Body, appointing an appropriate SENDCO or teacher to be the SENDCO;
- ensuring the SENDCO and other members of staff are appropriately trained;
- keeping the Governing Body fully informed; and
- working closely with the SENDCO.

### **The key responsibilities of the SENDCO will include:**

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating the educational and support provision for pupils with special educational needs;
- liaising with and advising fellow teachers;
- managing the team of learning support assistants;
- preparing and monitoring pupil profiles for pupils with SEND in conjunction with the class teachers;
- overseeing the maintenance of performance records for all pupils with special educational needs; tracking the progress of children with SEND;
- liaising with parents/carers of pupils with special educational needs and arranging reviews;
- contributing to the in-service training of staff;
- liaising with feeder and/or receiving schools;
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies;
- keeping aware of the latest legislation, guidance and best practice regarding SEND
- keeping records of and monitoring and evaluating the school's provision of support to children with SEND.

### **Class teachers are responsible for:**

- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- seeking advice from the SENDCO on assessment and strategies to support inclusion as necessary;
- providing for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum;
- giving feedback to parents/carers of pupils with SEND.

**Learning support staff/teaching assistants should:**

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

**Parents/Carers**

This school believes that all parents/carers of children with SEND should be treated as equal partners. The school has positive attitudes to parents/carers, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents/carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.
- In accordance with the school's 'Open Door' policy, parents/carers are encouraged to contact the SENDCO as needed either by telephone or appointment.
- Parents/Carers are involved in supporting the target setting process for Pupil profiles and their views are sought for reviews. We encourage active participation of parents/carers by providing guidance on how they can support their child's learning at home. We value the contribution that parents/carers make and the critical role they play in their child's education.
- All parents/carers of children with SEND will have access to the academy's information about Special Educational Needs on the website, this information can also be made available in hard copy on request. Parents/carers will be signposted to the Local Authority Local offer for further information.

**Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning

targets and contributing to Pupil profiles. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Pupil set targets