

## Special Educational Needs and Disability (SEND) Policy

### Willow Green Academy SENCo:

Mrs. Paula Harris.

### Willow Green Academy Mission Statement

At Willow Green Academy we all work together to provide a happy, caring and stimulating environment where all children learn through their own curiosity. We challenge children to develop their independence, communicate effectively and become responsible members of our community. Children aspire to achieve their maximum potential now and in the future.

### Through our SEND policy we aim to:

- identify and assess children with SEN as early as possible
- ensure all staff are aware of our procedures for identifying children with SEN
- identify how we support all our pupils, including those with SEN, to achieve and make progress.
- make clear our commitment to inform and involve parents and pupils and operate a child-centred approach to SEN provision
- provide the highest possible standard of education for all pupils
- raise aspirations of pupils with SEND, and those working with them
- ensure that all pupils have every opportunity to achieve their full potential

### Compliance

Our SEND policy complies with:

- SEND Code of Practice 0-25; 2014
- The Children and Families Act 2014
- The Equality Act 2010: Advice for Schools; DfE 2013
- SEN and Disability Regulations 2014
- Supporting Pupils with Medical Conditions; 2014

### Defining Special Educational Needs

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 p.15 states that:

A child or young person has SEN if they have a difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

## Identifying when a pupil has special educational needs

At Willow Green Academy we recognise the importance of identifying a pupil's special educational need as early as possible. To aid this process we have a clear approach towards SEN identification which is built into whole school practices that monitor the progress and development of all pupils.

As part of our whole school pupil attainment and progress monitoring, the progress of every child is reviewed regularly by/with a member of the senior leadership team. If a pupil's progress is causing concern, strategies are discussed and consequently implemented to address this.

If concerns continue, then a detailed exploration of the child's strengths and weaknesses will be conducted through an assessment process. Information gathered will help to determine if a child does have Special Educational Needs and requires SEN Support. The SEND Code of Practice 2014 identifies four broad areas of need.

Area of Need	Possible indicators that relate to area of need:
<b>Communication and interaction</b>	Difficulties with: <ul style="list-style-type: none"> <li>• Speech, expressive language</li> <li>• Understanding, receptive language</li> <li>• Concentration, social interaction and relationships</li> </ul> Diagnosed condition: <ul style="list-style-type: none"> <li>• Children with ASD, including Asperger's Syndrome and Autism</li> </ul>
<b>Cognition and learning</b>	Learning is at significantly slower pace than their peers and attainment is also significantly below age-related expectations. Difficulties with: <ul style="list-style-type: none"> <li>• Language, memory and reasoning</li> <li>• Sequencing and organisational skills</li> <li>• Decision making</li> <li>• Understanding number</li> <li>• Problem solving and concept development</li> <li>• Information processing</li> </ul> Learning difficulties cover a wide range of needs, including: <ul style="list-style-type: none"> <li>• moderate learning difficulties (MLD)</li> <li>• severe learning difficulties (SLD)</li> <li>• Specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia</li> </ul>
<b>Social, emotional and mental health difficulties</b>	Development is affected due to: <ul style="list-style-type: none"> <li>• Behaviour difficulties</li> <li>• Attention Difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Social isolation</li> <li>• Attachment disorders</li> </ul>
<b>Sensory and/or physical needs</b>	<ul style="list-style-type: none"> <li>• Vision impairment (VI)</li> <li>• Hearing impairment (HI)</li> <li>• Gross motor skills</li> <li>• Fine motor skills</li> <li>• Multi-sensory impairment (MSI)</li> </ul>

Our assessments enable us to identify a particular learning difficulty within these areas and consequently provide a personalised SEN Support package, tailored to need. These pupils will be added to our SEN records. Often, children will have needs that cut across all these areas and their needs may change over time.

## How we provide support at Willow Green Academy

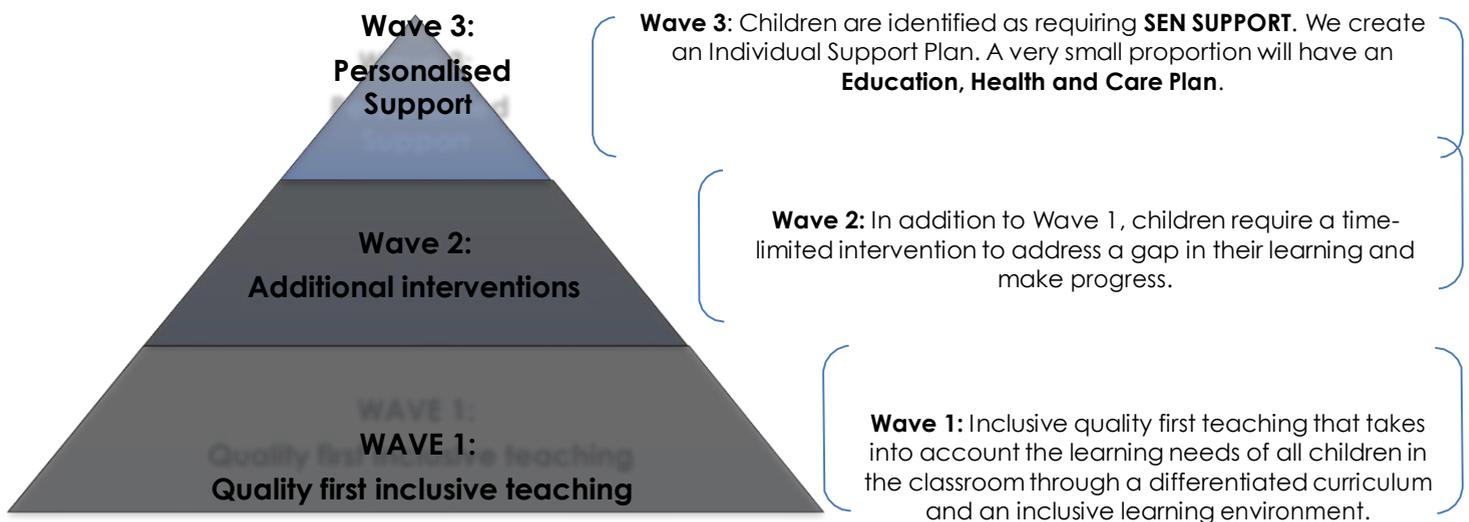
At Willow Green Academy we provide a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Following the premise that 'every teacher is a teacher of SEN' our first level of response to possible special educational needs is appropriately differentiated high quality teaching. (Wave 1).

A proportion of children, at some point in their education, may require an intervention (Wave 2) to supplement quality first teaching. These time-limited interventions allow children to address the gaps in their learning and continue to make progress. At Willow Green Academy, we believe that this is part of a normal inclusive educational provision and does not automatically mean that a child has special educational needs.

If a pupil's area/s of weakness do not improve and progress is not being made, we will consider a child for SEN Support (Wave 3). SEN Support (Wave 3) is a personalised planned package of support to remove barriers to learning and provide effective special educational provision. This level of support is recorded through an Individual Support Plan.

For a small minority of children with more complex needs who do not make expected progress towards the identified outcomes, despite relevant and purposeful action to identify and meet their needs, it may be appropriate to request an Education, Health and Care assessment.



Link to Wakefield local offer: <http://wakefield.myllocaloffer.org>

## Supporting Pupils with Medical Conditions

Willow Green Academy recognises that pupils with medical conditions should be properly supported so they have full access to education, including school trips and physical education. The child's individual healthcare plan will normally specify the level of support and enable us to meet the needs of any pupils with medical conditions. Some children may have a disability or another special educational need in addition to a medical condition. In such instances, children will have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision.

See statutory guidance 'Supporting pupils at school with medical conditions, 2014' document-  
Updated 11th December, 2015 [www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

**School provision for all pupils: Phase 1**  
(Wave 1)

- High quality teaching
- Increased curriculum differentiation
- Targeted support within the classroom
- Robust, short-term intervention programme/s focusing on correcting misconceptions and closing attainment gaps. (recorded in pupil progress meetings)
- Informally, parents made aware that their child, as part of normal provision, receives a short term 'close the gap' intervention.

**Phase 2: Where, despite Phase 1, a pupil's progress and attainment remains:**

- 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

**Phase 2: Provision in school**  
(wave 1 + wave 2)

- Parent involvement & view is formally sought and an **Intervention Record** for pupil started.
- Class teacher/ SENCo review/refine the strategies already in place ( and the pupil's response to them). Agree specific SMART outcomes for the pupil based on this evaluation.
- Implement refined strategies over a realistic timescale – usually a ½ term. Monitor/evaluate very closely the level to which the outcomes have been achieved (or not). This will determine if child progresses to Phase 3 or returns to Phase 1. SENCo involved /responsible for this decision.

**Phase 3: SEN Support**

If Phase 2 provision does not result in progress then the class teacher, working with the SENCo, should assess whether the child has SEN. Undertake a detailed assessment of need with reference to one or more of the following:

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

External advice may be sought such as CAMHS, Educational Psychology, Occupational Therapy etc

**Phase 3: SEN Support Provision in school**  
(Wave 3)

- If assessed as SEN, the class teacher completes an **Individual Support Plan** which follows the principles of: Assess, Plan, Do, Review.
- Following on from the growing parental involvement in Phases 1 & 2, parents are formally notified that their child has been identified as requiring SEN Support. Parents and pupils contribute at regularly scheduled meetings
- Children who have been identified as requiring SEN Support have a **ISP** and their progress & the provision made for them is closely monitored by the SENCo.
- Specialists are likely to be involved.

**Phase 4: Education, Health and Care Needs (EHC)**

- Where it is believed by school or parents that the child's needs cannot be effectively met through SEN Support provision, an **Education, Health and Care Needs Assessment** can be sought.
- The local authority conducts an assessment to decide if an EHC plan is necessary.

**Phase 4: Education, Health and Care Plan**

- The school will contribute towards EHC assessment and/or the review of EHC plans if given by the LA.
- The SENCo has day-to-day responsibility for the co-ordination of provision made to support pupils with an EHC plan.

## **Individual Support Plan (ISP)**

At Willow Green Academy, an Individual Support Plan (ISP) is created by class teachers for pupils identified for SEN Support. The ISP begins with a set of desired outcomes being agreed. These are to include the expected progress and attainment. Outcomes should be SMART (specific, measurable, achievable, realistic, time-bound)

Individual Support Plans need to include a review date. Parents will be involved in the review of support provided to their child and be given information about the impact of the support and interventions. Support plans should be reviewed at least termly and in line with the school assessment cycle, where possible.

Each Individual Support Plan will include the views of the child and parents.

## **Education, Health & Care (EHC) Assessment & Plan**

The majority of children with Special Educational Needs or disabilities will have their needs met through the SEN Support provision.

If the special educational provision provided through SEN Support is not effective in achieving the agreed outcomes, it will be adapted or replaced. This will only happen through consultation between the school, parents and any relevant outside agencies. As a result of this evidence-based consultation, we may make a request for an Education, Health and Care (EHC) needs assessment. Wakefield local authority require all requests for a EHC assessment to be submitted using their 'My Support Plan' document. It is important to note that an EHC assessment does not always lead to an EHC plan but may indicate other ways in which needs can be met.

The EHC plan is reviewed, usually annually although can be earlier dependent on need and/or the age of the child.

## **Parental Involvement**

At Willow Green Academy we are committed to working with parents. In line with the SEND Code of Practice 2014 we will:

- Ensure that parents are fully aware of any planned support and interventions from the initial point of concern
- Provide an annual report for parents on their child's progress
- Talk regularly to parents about their child's progress; meeting formally at least 3 times per year
- For parents of children identified for SEN Support, involve them in setting outcomes and reviewing the progress towards achieving them
- Give parents a copy of records made as a result of parent/school discussions regarding additional needs provision made and the ongoing evaluation of its effectiveness.

## **Pupil Involvement**

A key principle of the SEND Code of Practice 2014 is an emphasis on actively seeking the views, wishes and feelings of the child and to ensure, as much as is possible, the opportunity for the child to participate in decisions about their individual support.

At Willow Green Academy we ensure that the views of the pupil are recorded and taken into account throughout the Assess, Plan, Do, Review cycle.

## **Role and Responsibilities of the SENCo**

The position of the Special Educational Needs Co-ordinator (SENCO) at Willow Green Academy is held by Mrs Paula Harris. The SENCO has the responsibility for:

- Overseeing the day-to-day operation of the school's Special Educational Needs and Disability Policy.
- Co-ordinating provision for children with SEN.
- Advising class teachers on the graduated approach to providing SEN Support.
- Liaising with external agencies including educational, medical, social and voluntary services.
- Liaising with parents and pupils with SEN.
- Monitoring effectiveness of support programmes and services.
- Implementing a programme of annual review for children with statutory assessment/ Education/ Education and Health Care plans.
- Overseeing Pupil Support Plans for all children with SEN.
- Liaising with the SEND governor and keeping abreast of national/local developments through network meetings and relevant training.

## **Admission Arrangements**

No pupil will be refused admission to school on the sole basis of his or her special educational need. Our admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

## **Complaints**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concerns continues this should be referred to the SENCo or Head of Academy, who will try to resolve the matter. If a resolution is not found, then the Head of Academy can advise on formal complaint procedures.

Please refer to the Willow Green Academy Complaints Policy.

## **Policy Evaluation and Review**

This policy will be reviewed annually by the Head of Academy, Inclusion Team and Willow Green Academy EAB.

Stuart Wynn  
Head of Academy