



Winterton Community Academy

Special Education Needs & Disabilities (SEND) Policy

Introduction

In line with our school's mission statement "Personal Success for All", we value the abilities and achievements of **all** of our students at Winterton Community Academy and are committed to providing a high quality education and experience for each one of them.

Special Educational Needs and Disabilities

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A young person has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or
- b. 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 a mainstream school.

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

Please note that this policy should be read in conjunction with all other policies and, where appropriate specific policies will be referred to.

For Gifted and Talented students please refer to our Gifted and Talented policy.

1. The Principles of Special Educational Needs and Disabilities at Winterton Community Academy

At this school we aim to:

- to provide access for all of our students to a broad and balanced curriculum.
- to provide a differentiated curriculum through "Quality First Teaching" appropriate to the individual student's needs and ability. **All** teachers in our school are teachers of students with Special Educational Needs and Disabilities.

- to liaise with schools prior to transfer to ensure a continuity in the student's SEND provision when appropriate.
- to ensure the identification of students at our school requiring SEND provision as early as possible.
- to ensure that our students with SEND take as active a part in school activities as possible.
- to ensure that parents of students with SEND are kept fully informed of their child's progress and attainment and are able to contribute to the planning of the provision to be put in place.
- to ensure that our students with SEND are involved as much as possible in decisions affecting their future provision.

2. Personnel

- The Special Educational Needs Co-ordinator (SENCo.) is Miss E. Forman
- The named Governor for Special Educational Needs is Mrs. A. Dunkerley.
- The member of the Senior Management team with responsibility for monitoring SEND is Mrs L. Daveran.
- The Inclusion Support Officer is Mrs. J. Simon.
- For list of staff with specific SEND roles please refer to Appendix A.

3. Admission Arrangements

- Admission arrangements are managed by staff of North Lincolnshire Council and are determined by the school.
- The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND in line with the Code of Practice.
- The SENCo. liaises with the Transition Coordinator and SENCos in the primary schools on the transition of Year 6 SEND students, attending pre-transfer Annual review meetings whenever possible.

4. Allocation of Resources

- The SEND budget is used to provide additional support and resources for our students with SEND in addition, the school receives extra funding from the L.A. for individual students who are the subject of Statements or Education, Health and Care (EHC) Plans. This funding allows for further provision to be made for these students.
- The school allocates additional funding to a variety of specific intervention programmes related to individual need.
- Each subject area is responsible for the provision of materials and resources suitable for students with SEND. If necessary, these can be developed in consultation with the SENCo.

5. Identification, Assessment and Provision

- All teachers are responsible for identifying students with SEND, and in conjunction with the SENCo. will ensure that those students requiring different or additional support are identified at an early stage.
- The identification and assessment procedure includes parental information, staff observations and expressions of concern with supporting evidence (Appendix B), liaison with primary school and the monitoring of school data – identifying when a student’s attainment is significantly lower than that level which would be expected. In addition, appropriate screening/diagnostic tests are undertaken. The views of the student are also taken into account.
- For those students who are using English as a second language, teachers will monitor their progress to ascertain whether any difficulties which may arise are due to their lack of command of the English language or from a special educational need.
- On entry to the school, information and records from the primary school or another secondary school are used to plan for the additional support which will be provided to ensure continuity in provision for the student as far as it is possible or required.
- For all students with SEN the SENCo co-ordinates and monitors the additional support provided. There are weekly formal meetings with the SEND team and regular liaison between the SEND team and subject teachers to discuss the needs of not just previously identified students with SEND but also any concerns about other students. Through the review process, the SENCo is able to discuss progress and concerns with both the students and parents and use this information in the setting of targets for the student. All parents receive a termly progress report on their child which the SENCo has access to and uses in the monitoring process. Please refer to our Local Offer for a list of different aspects of provision available in this school.
- In general the progress of our students will be reviewed three times per year. However, depending on the needs of the student, closer contact with parents may be maintained. Parents are invited to attend review meetings with their child. Representatives from external agencies will be invited as appropriate. Our students are encouraged to take an active part in setting their own targets and will have their own student passport which will highlight their strengths and needs as well as their current working targets. Please refer to Appendix C.
- At review meetings decisions are made relating to the level of SEND intervention required in accordance with the Code of Practice.
- All members of the SEND team who have a responsibility for delivering one or more aspect(s) of additional support are required to keep records of programmes of work and student progress. The SENCo has oversight of these records.

6. Access Arrangements

- Access to the curriculum is provided through the extensive use of differentiation in teaching methods and resources. For further information on First Quality Teaching please refer to our policies on Teaching and Learning and Intervention. In addition to the specialist teacher, students with SEND may also benefit whenever possible from additional TA support. Teaching Assistants play a vital role in supporting our students both inside and outside the classroom and by encouraging them to be as independent as possible.
- All areas of the school are accessible to students. A lift is available for reaching the upper floors and a specially adapted toilet is available for students who have a permanent or temporary disability. A permanent ramp allows access to the only outside classroom for students who require the use of a wheelchair and a handrail has been erected on the steps leading to the P.E. and Music areas. There is also an internal ramp to avoid a small flight of steps on the ground floor.
- Procedures are in place for our students with a physical disability in the event of an emergency evacuation of the buildings

7. Inclusion

- This school recognises the entitlement of all students to a broad and balanced curriculum. We aim to provide support for our students with SEND in integrated settings through high quality differentiation and further adult support when appropriate. However, when necessary, students may be withdrawn at certain times to follow a specific programme of work which forms part of their additional provision. Careful planning of these withdrawal periods takes place to ensure minimum disruption to the student's access to a broad and balanced curriculum.
- For students with a physical disability appropriate support is put in place to allow safe access to all areas of the school. There is a lift to provide access to the upper floors: the provision of e-vac chairs on the upper floors: a specially adapted toilet on both the ground and first floors and a ramp to the Additional Learning Unit, which is the only outside classroom. The SENCo liaises closely with the Inclusion Officer in school (Mrs. J. Simon) and appropriate agencies (Appendix D). Additional specific equipment is provided if required.
- For students who require additional support during breaks and lunchtimes either for physical or social reasons a supervised classroom is provided in the A.L.U. (Additional Learning Unit). Further support may be provided by our team of Peer Mentors and Peer Mediators, either by providing one to one support or through the range of activities they provide, particularly at lunchtime.
- For those students with medical needs, medication is usually administered through a designated member of staff in the school office. However, when necessary, appropriate training on medical issues is given to the SEND team. Please refer also to our policy on Access to Education for Children with Medical Needs.

- The school has an active Inclusion Support Officer (Mrs. J. Simon) who will liaise on a very regular basis with the SENCo and other members of the Pastoral Team, as well as the Headteacher, parents and outside agencies. The Inclusion Support Officer has responsibility for providing appropriate support for students who have a social or emotional difficulty in particular and for reviewing their progress. The Pastoral Team, which comprises of the SENCo, the Inclusion Support Officer, all of the Heads of Year, a representative from the Behavioural Support Team and Mr. Featherstone, Deputy Head, meet every week to discuss students' needs and well-being. Any relevant information is then passed on to the teaching staff at meetings which take place the next day.
- All of our students with SEND are fully integrated into the social and pastoral life of the school. Subject teachers and Form Tutors as well as the Heads of Year share in the responsibility for monitoring the whole school experience of the student, ensuring their general well-being as well as fulfilling their academic potential.

8. Transition Procedures

- This school is committed to ensuring that the transfer from another school is conducted in the best way possible to help the student settle into and feel part of the life of this school as quickly as possible. In the case of transfer from primary school all pupils are encouraged to attend Open Evening in the Autumn Term of Year 6. The SENCo. is available at this meeting to meet students with SEND and talk to parents. The Headteacher is most willing to show parents with their child around school during the working day if they would like to do so.
- The SENCo. attends Year 6 or earlier Annual Review meetings for students with a Statement /Education, Health and Care Plan as often as possible.
- The Transition Coordinator visits all pupils in Year 6 and liaises with appropriate staff on the transfer of pupil information. The SENCo. has meetings with appropriate staff, usually the SENCo. in the primary schools to discuss the needs of the students with SEND.
- All Year 6 students are invited to the school on at least two occasions to sample life at secondary school, however, some students with SEND are invited to make extra visits usually with a TA if appropriate. More intensive transition arrangements are made if necessary.
- All students are invited to attend a New Entrants' evening in the Summer Term to meet their form tutor and find out more about school life. The SENCo. attends this meeting and is available to talk to parents and students.
- All students starting in Year 7 are allocated a peer mentor who will offer them help and guidance as appropriate. Students with SEND are able to maintain their peer mentor support for a longer period if required.
- This school works closely with the I.A.G. Careers Service and local colleges to ensure that all of our students leave this school with a plan for what they are going to do next. The Careers representative for this school (Mrs. F. Fisk) works very

closely with our students with SEND helping them to select appropriate courses. She regularly attends Annual Review meetings for students from Year 9 onwards and is available at Careers and Parents Evenings to talk to parents and students.

- Representatives from local colleges come into school to meet with all students and taster days are provided for all students at the colleges.
- The SENCo. liaises with local colleges as appropriate prior to our students moving on, particularly for those students with Education, Health and Care Plans.

9. Links with External Agencies

- This school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND students. Please refer to Appendix D.

10. Partnership with Parents

- This school firmly believes in developing a strong partnership with parents and that this will enable all students, including those with SEND to achieve their potential. Parents are formally invited to attend review meetings and Parents' Evenings but regular contact is established more informally through telephone calls, school events and meetings set up on a needs basis. Parents are kept up-to-date about their child's progress through a termly progress report.

11. Staff Development

- In line with the view that all teachers are teachers of SEND, all teachers have a responsibility to develop their own expertise in teaching students with SEND through appropriate Professional Development courses. In addition, the SENCo. is able to give guidance and advice. As part of our school's commitment to staff development, in particular, with reference to teaching and learning, staff workshops have already and will continue to be a forum for developing staff's knowledge and skills on SEND matters.
- The team of T.A.s working with students with SEND are well qualified and are committed to further developing their skills and qualifications whenever possible. In line with teaching staff, the TAs undertake learning walks on a regular basis to develop their own understanding of and expertise in the role they perform. Each TA has a performance management review with the SENCo. where professional development needs are identified as appropriate.
- The SENCo. has the responsibility to keep up-to-date with current issues and developments in SEND and to attend relevant courses and meetings with other SENCo.s whenever possible.

12. Complaints Procedure

- In general complaints will be dealt with under the school's policy on Complaints Procedure.

13. Evaluating the SEND Policy

- This SEND policy will be reviewed on a yearly basis by the SENCo. in conjunction with the designated Governor for SEND the Line Manager for SEND, the SEND team and the Subject Teachers from the different departments.
- Monitoring the effectiveness and impact of the provision for students with SEND is done at fortnightly review meetings with the SENCo. and the Line Manager for SEND.

Date of policy: March 2017

Date of review: March 2018

Appendix A

SEND Department – Personnel

SEND Co-ordinator – Miss E. Forman

Learning Support Manager – Mrs J. Simpson (Literacy support)

Inclusion Support Officer – Mrs. J. Simon

Governor with responsibility for SEND – Mrs. A. Dunkerley

Line Manager – Mrs L. Daveran (Assistant Head)

Teaching Assistants/Learning Mentors

Miss B. Bartlett – Learning Mentor with the English Department (Wave 2 Literacy in conjunction with Mrs. J. Simpson)

Mrs. D. Bishop – Learning Mentor (Classroom support, CALL support, Occupational Therapy, Numeracy, Speech and Language Therapy, assists SENCo. in managing timetables)

Mrs. J. Davey - Inclusion Mentor (Classroom support, Peer Mentors, Anti-Bullying)

Miss C. Reid – Teaching Assistant (Classroom support, lift access, paired reading)

Mrs. S. Sibson – Teaching Assistant (Classroom support, CALL, lift access)

Miss L. Windle – Teaching Assistant (Classroom support, Numeracy)

Special Education Needs

Expression of Concern

Name of Pupil:		
Year/ Form:		
Area of Concern:		
Evidence:		
(Please attach examples of work if appropriate)		
Has any contact been made with parents in relation to the area of concern? If so please give details.		
Member of Staff:	Subject Area:	Date:
Action taken:		
		Date:
Further action:		
		Date:

Passport for Success (1)
for NAME for CLASS



Some important information about me!

What I am good at and what I like to do:

Where I need help:

What is being done by my school to help me feel more confident:

How I can help myself:

- 1.
- 2.
- 3.
- 4.

Signed

Date

Further Action:

Date:

APPENDIX D

AGENCIES SUPPORTING PUPILS

NAME	PROFILE	WHEN USED
ASSETT	Autism Support Service in Education	Referral by Education/CAMHS
Connexions	Support for Young People 13-24. Weekly in School Meetings	Appointments and Drop in Sessions
CRUSE	Bereavement Support.	Weekly as and when
Delta	Drugs and Alcohol Education Support. One to one support also support young people who have parents with these issues.	Weekly as and when
CAMHS	Children's Adolescent Mental Health Service Support. In School or referral to the service for intensive support around mental health/self harm/emotional health/eating disorders/depression/anxiety.	As and when
Diversity Services	Traveller/Bilingual Support - unusual circumstances.	As and when
School Nurse	Supports School for vaccinations, drop in sessions in school weekly, advises young people and parents as appropriate – health/sexual health/emotions etc.	Weekly drop in session also.
CHOICES	Support around more complex needs both emotional and sexual health. Choices Clinics are run after school in the area and are accessible to pupils without a referral system. Referrals for more intensive support may be requested by other agencies and support can be via meetings held in School.	As and when
CAMNET	Children's Additional Medical Needs Education Team. Support for those unable to attend school for medical needs – physical/mental/emotional issues short term or long term.	As and when

Y I C U	Youth Information Counselling Unit. Youth Service Young Peoples counselling – referrals by School.	As and when
LSU	Learning Support Unit. Support for young people out of education – 1 ½ hour sessions. Tailored programme, school referrals.	As and when
Children’s Service	Support for Children and Families. Referrals by School – advice/support if concerns shown.	As Required
Educational Psychologist	Referral by SENCO – for assessment in class/individually. Also accessed by Behaviour Support if required.	As and when
NCH	National Children’s Homes. (Action for Children) Support for children who have been abused. Referral by School/Council Assessment.	As and when
Parent Partnership	Supports parents who feel their child may not be getting a full and rounded education. Works with the School on this.	As and when
PFSS	Practical Family Support Service. Supports families who have needs but <u>do not</u> have a Social Worker. Drop-In session at Winterton Juniors.	Referral only – drop in session for parent at Winterton Jnrs.
ROOF	Housing Group/Youth Service. House 16 years plus.	As required
YIP/YISP	Youth Inclusion Panel. Youth Inclusion Social Panel. Both Youth Offending Service Support and Education Support to improve behaviour/outlook.	As and when
YPEC	Young Persons Education Centre. Young parents and those needing Education Support not relating specifically to behaviour.	Weekly or as and when
Darley Centre	Behaviour Referral Unit for KS3 Pupils. Part time and full time placements.	Educational Establishment

South Park 7KS	Behaviour Referral Unit for KS4 Pupils. Part time and full time placements. Educational Unit also for those who are on 6 th day of an exclusion period – or LAC from 1 st day of exclusion	Educational Establishment
Act Fast	Motor Cycle Workshops – usually used as a behaviour management tool.	Day placements.
Intergrated Youth Services	Intergrated services offers many support areas and will work with young people addressing individual's needs.	As and when
Community Police	Will support us by speaking to individuals around unsociable behaviour – truancy – home/family issues etc.	As and when.
Youth Anti-bullying	Support for Parents and children who have been bullied.	Meets once a month in Scunthorpe
E.S.P.D.	Provides support for pupils with physical disability.	As appropriate.
Occupational Therapy Service		As appropriate.
Speech and Language Therapy Service		As appropriate.
Hearing Impairment Service		As appropriate.
Visual Impairment		As appropriate.
NSPCC	Support for children and families.	As and when.

APPENDIX A	SEN Department – Personnel
APPENDIX B	SEN – Expression of Concern
APPENDIX C	Individual Education Plan
APPENDIX D	Agencies Supporting Pupils