



## **Winterton Community Academy Special Educational Needs and Disabilities Policy**

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### **Introduction**

At Winterton Community Academy we are committed to ensuring that every student is safe, happy and successful. We value the achievements of each of our students and endeavour to provide the highest quality education and experience for each one of them.

### **The SEN Aims of the School**

- To provide access for all students to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual student's needs and abilities. **All** teachers are teachers of Special Educational Needs.
- To ensure the identification of all students requiring SEN provision as early as possible.
- To ensure that SEN students take as active a part in school activities as possible.
- To ensure that parents of SEN students are kept fully informed of their child's progress and attainment.
- To ensure a "child centred approach" so that the students themselves are involved as much as possible in decisions affecting their future provision.

### **1. Personnel**

- The Special Educational Needs Co-ordinator (SENCO) is Miss Emma Forman.
- The Governor for Special Educational Needs is Mrs Amanda Walker.
- The member of the Senior Leadership Team with responsibility for monitoring SEN is Mrs Louise Daveran.
- The SEN team is made up of Mrs Joanne Simpson (Learning Support Manager), Mrs Dawn Bishop (Learning Mentor), Mrs Sharron Sibson (Teaching Assistant) and Miss Lisa Windle (Teaching Assistant).

### **2. Admission Arrangements**

- The Governing Body believes that the admissions criteria for Winterton Community Academy should not discriminate against students with SEND in line with the SEN Code of Practice.
- The SENCO liaises with SENCOs in the primary schools on the transition of Year 6 SEN students and attends pre-transfer EHCP Annual review meetings whenever possible.

### **3. Allocation of Resources**

- The SEN budget is used to provide additional support and resources for our SEN students. (Element 2 funding)
- In addition to this, students with Education, Health and Care Plans (EHCPs) also receive extra funding. (Element 3 funding)

### **4. Identification, Assessment and Provision**

- It is our aim that SEN students requiring different or additional support, are identified at an early stage. Parental information, assessments, screeners/ diagnostic tests, school data and teacher evidence are all used.
- For any students who are using English as a second language, staff will monitor their progress to ascertain whether any difficulties which may arise are a result of their lack of command of the English language or due to a special educational need.
- For all students with SEN, the SENCO co-ordinates and monitors the additional support that is provided. EHCP students have an annual review and also termly reviews to look at progress towards targets that have been set. The SENCO provides summary information for all teaching staff as a guide to meeting the needs of these students. SEN Support students have reviews at least twice during the academic year and in most cases termly target setting. The SENCO provides an SEN support plan for these students which is updated as necessary and new information is shared with school staff on an ongoing basis. The SEND team support students both inside and outside of lessons.
- At all review meetings, the views of parents, students, school staff and wider professionals working with the student are sought in accordance with the SEN code of practice.

### **5. Access Arrangements**

- Access to the curriculum is provided through the extensive use of differentiation as part of quality first teaching. In addition to teaching staff, teaching assistants and learning mentors play a vital role in supporting our students both inside and outside the classroom. The SEND team support and encourage our students to be as independent as possible as they develop into young adults.
- All areas of the school are accessible to students. See also the Accessibility and Disability Equality Policy.
- Assessments are made in the summer term of year 9 for students who may require additional access arrangements during examinations. Where evidence from staff about their needs in terms of extra time for writing, extra processing time, reading difficulties etc. suggests that an exam access arrangement may be necessary, students are tested by an external exams access assessor. Once this has been carried out, any students that qualify will then have their arrangements applied for via The Joint Qualification Council (JCQ). The arrangements are then valid for Year 10 and Year 11. In most cases where students need a reader and / or a scribe they will be supported by a member of the SEND team.

## 6. Inclusion

- The school recognises the entitlement of all students to a broad and balanced curriculum. We aim to provide support for our SEN students through high quality differentiation in lessons. However, there may be times when students may need to be withdrawn from classes in order to follow specific programmes of work, for example hearing support service interventions, literacy support, extra pastoral support, ASET intervention drum therapy etc. Careful planning takes place in terms of the timings of these programmes to ensure minimum disruption to the student's access to the national curriculum. In some rare cases students may need to have a reduced timetable for example when returning to school following an illness or after serious injury. Once again this is planned carefully with a view to returning to a full and complete timetable as soon as possible.
- For students with a physical disability, appropriate support is put in place to allow safe access to all areas of the school. See also the Accessibility and Disability Equality Policy.
- For students who require additional support during unstructured times such as lunchtimes, for physical or social reasons, a supervised classroom, the Business Studies Sanctuary is provided.
- For students with medical needs, medication is usually administered through a designated member of staff at the school office; Mrs Marina Brown is a first aider. However, when necessary appropriate training on medical issues is given to the SEND team. See also the Medical Needs Policy.
- The academy has an inclusion officer, Mrs Alison Burman, who liaises with the SENCO regularly; an hour meeting once per week is timetabled to discuss student support. The inclusion officer liaises with heads of school, inclusion mentors, senior leadership, parents and outside agencies. The inclusion officer provides additional pastoral support for students with behavioural, social or emotional difficulties.
- The academy has an attendance officer, Miss Claire Reid, who works closely with both the inclusion officer and the SENCO to support students to improve their attendance in school.
- The academy has a Junction in school; this is an area where students may go for a variety of reasons. They may need to take some time out in order to self-regulate, they may need to work in a quiet area, take a sensory break or they may go there for behavioural support. In many cases, students will return to lessons following time- out. There are three inclusion mentors working in the Junction to support students; Mrs Andrea Balderson, Mrs Julie Davey and Mrs Lisa Hutchinson.
- All SEND students are fully integrated into the social and pastoral life of the school. All members of staff share in the responsibility for monitoring the whole school experience of the student, ensuring their general well-being as well helping them to fulfil their academic potential.

## **7. Transition Procedures**

- The school is committed to ensuring that the transfer from another school is conducted in the best way in order to help the student settle into and feel part of the school community as quickly as possible. In the case of transfer from primary school, all Year 5 and Year 6 pupils are encouraged to attend the Open Evening in the Autumn Term. The SENCO, Learning Support Manager and Inclusion Officer are all available on this evening to meet with pupils and their parents. There is also an Open Morning when parents and pupils are most welcome to take a tour around the school during the working day.
- The SENCO attends Year 6 EHCP review meetings when possible.
- The SENCO has meetings with Primary school staff, usually the SENCO during the summer term and where possible will observe Year 6 pupils in lessons, in order to become familiar with their SEN needs.
- All Year 6 pupils are invited to visit the Academy and to take part in taster lessons. Many SEN pupils make extra visits, often accompanied by a teaching assistant from their primary school.
- The school works closely with local colleges and post 16 providers. All students have a careers meeting with Mrs Fiona Fisk in order to discuss their career aspirations. SEN students can have extra meetings in order to assist them in making appropriate choices. The SENCO liaises with Fiona Fisk to organise additional careers meetings where appropriate. Travel training and extra transitional visits to college are also organised for SEN students as necessary in order to facilitate a smooth post 16 transition. Fiona Fisk also attends EHCP review meetings once students reach Key Stage 4.

## **8. Links with External Agencies**

The academy recognises the important contribution that external support services make in identifying, assessing and providing support for SEN students. Please visit the North Lincolnshire Local offer for a guide to local agencies and the support they offer. <http://www.northlincslocaloffer.com/>

## **9. Partnerships with Parents**

- The academy firmly believes in developing a strong partnership with parents and this will enable all students, including those with SEND to achieve their potential. Parents are invited to attend review meetings and also regular contact is established via telephone calls and emails as needed. Parents are kept up to date about their child's progress through a termly report.

## **10. Staff Development**

- In line with the SEN Code of Practice guidance, all teachers are teachers of SEND and have a responsibility to develop their own expertise in teaching through appropriate continuing professional development (CPD). In addition, the SENCO provides guidance and advice on how to meet the needs of students on the SEN register. Staff workshops take place where specific training is delivered throughout the school year. There is also a SEND area for staff on

the school network which is regularly updated by the SEND team with information and resources. The SEND team are experienced and well qualified but are also committed to further developing their skills and qualifications where possible.

- 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 SENCOs whenever possible.

**Date of this SEN Policy:** November 2019

**Date of Review if this SEN Policy:** September 2020