



Warboys Primary
Academy



Policy:	SEND
Owner:	Shelley Myles-Gardiner
Approving Board:	Academy Committee
Date of review:	January 2024
Date of next review:	January 2025
Publish Status:	Ratified
Version:	1

Introduction

The purpose of this policy is to demonstrate how Warboys Primary Academy, as an education setting within the Thomas Deacon Education Trust (TDET), meets its statutory

responsibilities. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE, May 2014
- SEND Code of Practice 0-25, January 2015
- Part 3, Children and Families Act 2014
- The Special Education Needs and Disability Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions. April 2014
- Teacher Standards 2012
- Peterborough City Council. Decoding the School Census: SEN Provision and Type 2019.

This policy will be reviewed annually and will be monitored for impact through each of the academy's self-evaluation processes, academy development plan and pupil and parent feedback.

Across TDET, we value the abilities and achievements of all pupils regardless of ability and are committed to providing inclusive learning and teaching environments.

None of the TDET academies discriminate on the grounds of SEND/additional needs and support the admissions code agreed in partnership with the Local Authority.

Pupils with an Education Health and Care Plan (EHCP) that names Warboys Primary Academy will be admitted where it is seen that our setting is able to provide efficient and effective education that will enable the pupil to make progress, unless it is deemed incompatible with the efficient education of others or the efficient use of resources.

The responsibility for the day-to-day implementation is delegated to the Academy's SENDCo. The Academy Committee retains overall responsibility for the quality and provision of SEND. The SENDCo for Warboys Primary Academy is Mrs Shelley Myles-Gardiner – sendco@wpa.education.

1. Long term aims

1. To create an inclusive learning environment, ensuring that there is equality of opportunity for all pupils regardless of gender, cultural background and/or ability.
2. To provide a curriculum that allows all pupils to realise their full potential, make progress relative to their starting points and thereby enable them to make a positive contribution to society.
3. To raise the aspirations and expectations for all pupils with SEND, with a focus on individual pupil outcomes.

2. Immediate objectives

- 1) Identify and provide for pupils who have special educational needs/ disability or additional needs as early as possible.
- 2) To work within the guidance of the SEND Code of Practice 2015.
- 3) To provide support and advice for all staff working with SEND pupils, ensuring that staff feel equipped to provide effective SEND provision through an 'Assess, Plan, Do, Review' model.
- 4) To work closely with young people and their families in planning appropriate special educational provision. This includes signposting links to appropriate organisations.
- 5) To ensure access to the curriculum for all pupils.
- 6) To ensure that all pupils with SEND are able to access exams and other assessments.
- 7) To ensure that all pupils with SEND are able to make successful transitions into the next stage of their education, preparing pupils effectively for adulthood.
- 8) To provide a special educational needs and disability coordinator (SENDCo) who will:
 - Work with the Principal and SLT to determine the strategic development of the SEND policy and provision in the school.
 - Have day to day responsibility for the operation of this SEND policy and the coordination and monitoring of specific provision to support individual pupils with SEND.
 - Keep up to date with changes within SEND legislation and practice and ensure that the academy fulfils its legal responsibilities.
 - To monitor the impact of SEND provision and specialist intervention, being able to demonstrate value for money.
 - Provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support and high quality teaching.
 - Be the point of contact and liaise with external support services.
 - Ensure that the academy maintains up to date and accurate records regarding SEND.
 - Review and update individual statutory policies such as the SEND Information Report and Accessibility Plan.

3. Identifying Special Educational Needs

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special education provision to be made for them' (Education Act 1996)

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

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which either prevents or hinders him or her from making use of the facilities a kind generally provided for others of the same age in mainstream school'

(SEND Code of Practice 2015, p15 xiv)

Special education provision means: 'educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream school'

(SEND Code of Practice 2015, p16, xv)

The learning process is unique for each individual and many pupils are likely to experience some difficulty in learning specific concepts at certain points in their learning. There are a number of non – SEN factors which may impact on progress and attainment:

- Attendance and punctuality
- Health and Welfare
- Transition and Integration
- EAL – A Pupil does not have Special Educational Needs solely because the language at home is different from the language in which they will be taught in.
- Being in receipt of pupil premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

It also may be beneficial to note that:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

(SEND Code of Practice 2015, p96, 6.23)

The categories of needs as outlined in SEND Code of Practice January 2015 are:

- a) Cognition and Learning
- b) Communication and Interaction
- c) Social, Emotional and Mental Health
- d) Physical and Sensory

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to ascertain the actions that the school needs to take, not to fit a pupil into a category. Please refer to the individual academy SEND Information Report for specific details.

4. Graduated Approach to SEND Support

Please refer to the Warboys Primary Academy SEND Information Report for further details. All TDET academies share the following:

i) High Quality Teaching

All learners will have access to 'High Quality Teaching' and a curriculum designed to best meet their needs. High quality teaching and learning is the first step in responding to pupils who may have SEND. Additional intervention or support cannot compensate for the lack of good quality teaching.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from and additional to that normally available to the whole class. Ensuring an expectation that high quality teaching is normally available to the whole class is likely to mean that fewer pupils will require such support.

Pupils may only be identified as SEND if they do not make adequate progress once they have had access to additional intervention or adjustments and access to high quality teaching. If a child or young person continues to not make expected progress despite short term and targeted intervention alongside the implementation of specific strategies to remove barriers to learning, the class teacher, with the support of the SEND Team will gather a range of evidence relating to pupil progress in order to make an accurate and formative assessment regarding the pupil's needs.

For higher levels of needs and when deemed necessary, we may draw on specialised assessments from external agencies and professionals to help meet the pupil's needs.

ii) Graduated Approach: Assess, Plan, Do Review

In line with the SEN Code of Practice 2015, each individual setting will apply the 'Assess, Plan, Do, Review Cycle' and involve parents, families and young people in the process via a meeting/letter/telephone conversation.

Assess, Plan, Do, Review is an ongoing cycle to enable provision to be refined and revised as understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a pupil as needing SEND support, teaching staff, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This may include:

- Analysis of subject assessments
- Observations and scrutiny of pupil's work
- High quality formative assessment
- Details of previous progress and attainment
- Comparisons with peers and national data
- Views and experiences of parent
- Opinions of young person
- Further standardised assessments
- Possible consultation with external services

This analysis will allow teaching staff to have a clear picture of the young person's needs and barriers to learning. This information will be shared with parents.

Plan

When it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the parents, SENDCo and pupil to determine the appropriate adjustments, interventions and support that is required. At this stage the young person will be recorded as receiving SEND support.

Outcomes will be set in order to measure impact and identify progress, alongside a clear date for review. Parental involvement may be sought, where appropriate to reinforce or contribute to progress at home.

All those working with the pupil will be informed of the young person's individual needs, the support that is being provided, any particular strategies and approaches that are effective and the outcomes being sought.

Do

The class teacher remains responsible for working with the pupil, on a daily basis. Support with further assessments of the pupil's strengths, barriers to learning and advice regarding the implementation of effective support will be provided by the SENDCo.

Review

Reviewing pupil progress in relation to pupil outcomes will take place at least three times during the academic year. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and, in light of pupil progress, make any necessary adjustments going forward, in consultation with the pupil, parents and teaching staff.

5. Referral for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the academy, but can be requested by the parent. This will occur where complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need and planning provision is required.

The request for an Education, Health and Care Needs Assessment will involve collecting information from a variety of sources including parents, teachers, the SENDCo and any involved external agency professionals.

Information will be gathered relating to the current provision, level of support and the progress towards current identified outcomes. The local authority make the decision as to whether to initiate a statutory assessment that may lead to an EHC plan. Parents have the right to appeal this decision.

Education, Health and Care Plans

1. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are unable to be met by the support that is ordinarily available. The academy, parents and pupil will be involved in producing the EHC Plan.
2. Parents have the right to appeal against the content of the plan. They may also appeal against the educational setting named in the plan, if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupils' formal record and reviewed at least annually by staff, parents and the pupil.
4. All teaching and associate staff will be informed of the individual needs outlined in the plan and the suggested support, strategies and provision that enables the pupil to meet their outcomes.
5. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made.

Monitoring Pupil Progress.

Once identified, pupils are recognised according to their level of need in line with the SEND Code of Practice. Pupils are then recorded as requiring additional, specialist SEND support. Please refer to the SEND information report for further details.

We consider the following to be important;

- Pupil and parents will be involved in the co-production of Pupil Learning Plans that are live, working documents, identifying:
 - Individual strengths
 - Barriers to learning
 - Effective strategies to meet needs within the classroom and remove barriers.
 - Time phased measurable outcomes
 - Tailored interventions and provision to help the pupil meet their outcomes.
- The adoption of a graduated approach to meeting the special educational needs of our pupils that initially involves the use of the academy's resources and expertise and the possible use of specialist services if required. Progress of pupils towards measurable targets is reviewed frequently and appropriate interventions and further adjustments are made.

Parents will be invited in to discuss progress towards outcomes within the academic year.

Provision for pupils with special educational needs/disabilities is a whole school approach. We believe that all colleagues share the responsibility for the progress of all learners, including those identified with SEND.

All teachers are teachers of SEND and must ensure that learning tasks are well matched to the individual ability of each pupil. This is fundamental to SEND pupils accessing the curriculum. By implementing best practice teaching and learning for all and recognising and

using strategies that promote individual progress, fewer pupils should need to be recognised as needing any additional provision.

The SENDCo has the responsibility to ensure that the record of pupils requiring SEND support is up to date, accurate and reviewed as part of an ongoing process throughout the academic year.

The SENDCo and other key staff, including the class teacher, have the responsibility for overseeing the progress towards measurable targets and updating Pupil Learning Plans in accordance to changing needs.

7. Supporting Pupils and Families

We recognise that partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the young person's needs and the best ways of supporting them.

Young people with special educational needs will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition process within the academy.

The SEND Information Report signposts additional information for parents and provides useful links of how to access further support or local opportunities.

Parents and families can access Peterborough City Council's Local Offer on:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

8. Supporting Pupils with Medical Conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including educational trips and Physical Education lessons. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010 and the Advice for School DFE (May 2014).

9. Monitoring and Evaluation of SEND

We use a range of robust and rigorous monitoring processes. All TDET academies identify the following as good practice:

- Classroom observation and monitoring classroom practice
- Scrutiny of learning in books
- Ongoing assessment of progress within intervention groups
- Scrutiny of planning
- Teaching staff interviews

- Informal feedback from staff
- Pupil interviews
- Pupil tracking and assessment data
- Data analysis
- Pupil and parent voice
- Detailed discussions with parents

10. Training and Resources

SEND provision is funded from each TDET Academy's notional SEND budget and money allocated to a pupil's EHCP. Some pupils may also benefit from pupil premium funding if they qualify for this category.

The training needs of staff are identified according to the different academy cohorts and the academy self-evaluation processes. Staff are committed to engaging in continuous professional development that is planned in response to changing needs within individual academy settings.

All teaching staff undertake an induction process which includes specific training on SEND, safeguarding and inclusion.

11. Roles and Responsibilities

TDET and Warboys Primary Academy have due regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND. Academy Committee members will endeavour to do their best to ensure that necessary provision is made for any pupil with SEND and make sure action is taken to support the inclusivity of those pupils.

The Trust Board has a statutory role in monitoring and evaluating the SEND provision and its impact on educational outcomes.

12. Reviewing the Policy

The SEND Policy will be reviewed annually to ensure that the needs of the pupils with SEND are being met and to comply with current legislation.

13. Storing and Managing Information.

Information relating to the storage of documents of individual pupils' SEND is in line with academy policies information on Data Protection, Information Management and where appropriate Confidentiality.

14. Complaints

Please refer to our SEND Information Report for contact details regarding SEND complaints.

In the case of an unresolved complaint, the issue should be taken through the general complaints procedure as outlined on our website and the TDET Complaints Policy.

15. Appendices

- a) Warboys Primary Academy SEND Information Report
- b) Warboys Primary Academy Accessibility Plan