

Special Educational Needs and Disabilities (SEND) Policy

Smith's Wood Academy

Part of Fairfax Multi-Academy Trust

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1. Introduction

The Special Educational Needs and Disabilities (SEND) Policy works alongside and in conjunction with Solihull Metropolitan Borough Council's Local Offer and other academy policies and is fully embedded in the Teaching and Learning Framework of Smith's Wood.

Reference has been made to the following legislation in the compiling of this policy:

1. SEN Code of Practice (which takes account of the Special Educational Needs (SEN) provisions of the SEN and Disability Act 2001) 2015
2. Equality Act 2010
3. Children and Families Act 2014

This policy aims to meet the needs of all students with special educational needs, in line with the guidance provided by the local authority. Through quality first teaching we strive to ensure all students, irrespective of their needs make progress in all aspects of school life; academically, socially and emotionally.

All children have skills, talents and abilities and as an Academy we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education, enabling individuals to participate fully in society and preparing them to both contribute and benefit from it.
- Students who have special educational needs and/or disabilities are identified through agreed assessment processes should be supported wherever necessary to achieve full access to the whole academy curriculum. This is facilitated through quality first teaching and targeted and/or specialist support where appropriate
- Students should have personalised programmes designed to maximise opportunities to prepare them for independent living after school. This should include preparation for work, further education or obtaining training placements

2. The Management of SEND

Ms R Richardson-Power, Academy Improvement Advisor for SEND has overall responsibility to:

- Monitor the provision for students with special educational needs and/or disabilities, including general class, small group and tailored individual support
- Contribute to the mapping of provision and all required documentation
- Keep records of all pupils with SEND
- Ensure progress is regularly monitored and reviewed
- Liaise with teachers, parents and external agencies

- Ensure annual reviews for all students with EHC Plans and provision plans are completed
- Liaise with leaders at regular intervals with regard to SEND provision
- Take part in formal meetings with external agencies regarding individual students
- Liaise with all staff to ensure the needs of all SEND students are met throughout all curriculum areas
- Provide access to training to develop the skills of individual teaching and support staff across the academy
- Liaise with and create reports for the SEND Associate

3. Admission Arrangements

The Academy adheres to the admission policy of Solihull LA and therefore has no special provision under admission arrangements for limiting or promoting access for students with SEND needs who are without Education, Health and Care Plans. It does, however, endeavour to provide appropriate support for students with a range of needs.

4. What are special educational needs and/or disabilities (SEND)?

"A child or 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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is *additional to, or different from*, that made generally for others of the same age in a mainstream setting in England. Health care or social care provision which educates or trains a child or young person is to be treated as special educational provision". SEND Code of Practice 2015

5. Identifying Special Educational Needs

Occasionally students experience a delay in their learning and may not make expected progress for a variety of reasons. The majority of students will learn and progress within these arrangements. Those students whose overall attainments or achievement in specific subjects fall significantly outside the expected range may have special educational needs. Where students are not making expected progress, professional discussions within the academy will take place. Parents will be informed of progress.

As an academy, we recognise that progress and attainment can also be affected by factors other than special educational needs, including:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Social deprivation factors
- Being a Looked After Child
- Being a child of a serviceman/woman

Whilst the above may affect progress and attainment, they do not fall within the categories of special educational needs.

Reporting Needs

If a member of staff or parent suspects a child as having a special educational need that falls into one of the categories above they should contact the Special Educational Needs and/or Disabilities Co-ordinator (SENDCo).

The SENDCo will gather information in respect of identifying the student's additional needs may be through:

- a) Liaison with teachers
- b) Liaison with primary schools
- c) Liaison with parents
- d) General observations in class or looking through workbooks
- e) Diagnostic testing
- f) External Agencies

Identification of Need

Where a student demonstrates that they need long term support for needs that are 'additional to and/or different from' their peers, they will be identified as having needs in one or more of the areas of need. These are:

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

Assessment of Needs

The assessments of a students' needs could be through either one or a range of different strategies, dependant on the original concern raised.

- a) Information shared from primary schools during the transition process
- b) Whole Academy assessments
- c) Diagnostic assessments of individuals
- d) Students referred by subject teachers and/or the achievement team as giving cause for concern
- e) Ongoing data monitoring highlighting weaknesses in key areas
- f) Screening assessments completed within the SEND team
- g) Departmental/Whole Academy student monitoring

If, after an assessment of need, the student's level of need falls within the criteria for intervention, the student will receive appropriate intervention and have their progress monitored.

Where a students' needs are specific and require further assessment from educational or medical specialists, the Academy will make appropriate referrals once parent/carer consent/permission has been provided.

It should be noted at this point that as an Academy we are unable to test for or diagnose Dyslexia or Visual Stress. For students who display these traits, we screen and assess them in order to identify their need and appropriate provision is put in place. In extreme cases it may be necessary to pursue a formal diagnosis in order to access GCSE access arrangements for Key Stage 4.

SEND Support

Any student receiving support or intervention of any kind that is '*additional to and/or different from*' the needs of peers of the same age is recognised as SEN.

All students on the SEND register will receive support through a Key Worker. Individual targets will be set and the student will have a Learning Plan which will incorporate a One Page Profile section and be reviewed termly. Parents are encouraged to respond to communication to contribute their views via the academy's online provision mapping tool (Edukey).

If, through the review cycle, the student is identified as being in need of more intense support; external agencies could be commissioned to become involved with students and/or their parents/carer.

If, through the review cycle, the students' needs continue to require significantly more support, the student and parents/carers could be invited to attend a Person Centred Review and a Support Provision Plan (home address local authority dependant) may be written. This will be due to the students:

- Lack of progress in specific areas, giving serious cause for concern
- Work well below the level of his/her peer group
- Displaying emotional, communication and/or interactive difficulties which affect his/her health and give cause for concern

EHC Plan Assessment

As outlined in the SEND Code of Practice 2015 students who continue to cause significant concern after using the graduated approach, may be supported by the academy to request an Education, Health and Care Plan. To support this, the academy will need to provide evidence from:

- Interventions and support
- Learning plans for the student
- Records of regular reviews and their outcomes
- Records of the student's medical history, where relevant
- Assessment data demonstrating attainment and progress
- External professional/agency involvement and assessment, eg. SISS, CEPS etc
- Views of the parent/carers and student

Following the application requesting assessment towards an EHC Plan:

- If the LA does not issue an EHCP, the student continues to receive appropriate intervention in the Academy through a Support Provision Plan (LA dependant)
- If an EHC Plan is issued, an appropriate learning environment is identified as part of the plan and the local authority may allocate placements; this could be for the student to remain at Smith's Wood Academy with specialist provision or another setting where their needs could be better met
- Annual reviews will continue in line with LA guidelines
- Prior to all parental and agency meetings, information is collected from staff, parents, students and outside agencies by the SENDCo

Criteria for exiting the SEND register

Students will be removed from the SEND Register when the desired outcome from intervention has been achieved, and the student no longer qualifies. This will be decided at the review meeting and communicated with parents/carers.

6. Roles and Responsibilities

The Academy Association in cooperation with the Principal, determine the academy's general policy and approach to provision for students with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the academy's work. In addition to this, they will:

- Ensure that the policy complies with the Code of Practice
- Ensure that the policy and its related procedures and strategies are implemented
- Nominate a SEND associate. The SEND associate will receive regular progress reports and provide feedback to the Academy Association

Special Needs Co-ordinator (SENDCO) has delegated responsibility for:

- Leading Smith's Wood's approach to SEND and reviewing its effectiveness
- Liaising with the SEND associate
- The overall day-to-day co-ordination of special educational needs and/or disabilities
- Updating the SEND register and overseeing the records of all students on the SEN register
- Co-ordinating the work with external agencies including SISS, CEPS etc
- Liaising with partner schools

Classroom teachers have responsibility for:

- Providing a suitably differentiated curriculum that meets the needs of students on the SEND register
- Knowing the needs of individual students in their classes
- Helping to identify the individual needs of students and following the referral process
- Liaising with Form Tutors, Achievement and SEND teams, as required

7. Supporting Students and Families

At Smith's Wood we fully appreciate the importance of working in partnership with parents/carers and encourage them to contact the SEND team with any concerns. We have regular contact with parents/carers through review meetings, parent evenings and open evenings.

Further information:

- Parents are encouraged to look at the Solihull local offer which can found on the Solihull Council website
- Further information can be found on the academy website in the SEND Parent Information Report, this is the SEND section of the academy website
- Our academy admission arrangements can be found on our academy's website.
- Children with SEND are assessed for exam access arrangements in line with the JCQ regulations. This is coordinated by the SENDCO.
- Transition across key stages for vulnerable students is supported by the SEND team. Where they are informed and invited the SENDCO/Assistant SENDCO will attend year 6 transitional reviews for students with EHCPs about to transfer to Smith's Wood Academy. A transition programme will be arranged for vulnerable students with SEND, such as those with EHCPs.

Support services for parents of students with SEND include:

- Solihull SENDIASS
- Birmingham SENDIASS

7. Dealing with Complaints

In the first instance, any complaint regarding SEND support should be discussed with the SENDCO. Then the whole school policy should be applied.

8. Reviewing the Policy

The SEND policy will be reviewed annually by the Associate body. Parent Associates will be involved in this process.