



Policy Documents Control Sheet

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Policy Validity Statement

This policy is due for review by the date shown above, after which it may become invalid. Policy users should ensure that they are consulting the currently valid version of the document.

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Special Educational Needs and Disability Policy

The Sir Robert Woodard Academy

Key staff

Principal: Mr K Scanlon

Special Educational Needs and Disability Coordinator: Miss M English

Inclusion Manager: Mr S Stott

SEND Administration: Mrs A Okines

Academy Council member with responsibility for SEND: Mrs J Loader

Compliance

This policy complies with the statutory requirements and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 years

Aim

The Woodard Academy Trust aims to provide an engaging and stimulating environment where every student is encouraged and supported to achieve their full potential. The Special Educational Needs and Disability (SEND) department are an integral part of this vision.

At the Sir Robert Woodard Academy, our vision is that all our students '*Aspire to Achieve*'. We value the abilities and achievements of all students and are committed to providing, for each student, the best possible environment for learning.

It is the collective responsibility of all staff to support and nurture students with SEND whilst it is the SEND department's role to empower staff with the knowledge, confidence and ability to deliver an accessible and relevant curriculum that incorporates stretch and challenge for all. Responsibility for the day to day development of every student remains with each teacher, and they will be supported in making "reasonable adjustments" and/or adaptations to enable SEND students to develop and achieve their potential.

Underpinning everything that we aim to accomplish is the principle of 'narrowing the gap' and allowing all students, regardless of the starting point or individual needs, to achieve their personal best. We will work with learners to ensure that they develop the skills and outlook to

enable them to identify their individual progression pathway and to fulfil their ambitions and aspirations. This will allow and encourage them to become confident lifelong learners.

As an Academy we recognise the importance of supporting and including all students, and as a team we work to ensure the diverse needs of our students are met. We look for our students to be appropriately challenged and supported: having **high expectations for all students** including students with SEND.

We recognise the importance of working in partnership with parents/carers and the wider community to produce resilient and rounded young people who make an active and valued contribution to society.

Each academic year the SENCO will produce a SEND Action Plan which outlines targets for the years and areas of improvement.

Identify Special Educational Needs and Disability

The Sir Robert Woodard Academy gathers information on pupils with SEND when they transition to the Academy. In Year 7, all pupils with inconsistent scores on their CATS tests are tested for dyslexia or dyscalculia. SEND testing sessions also run half termly for all year groups for pupils that have had a parental or teacher request. Throughout the year, the SEND department will contribute to any NHS or private testing documents requested, for example, ASD questionnaires.

For students to appear on the SEND register they must meet threshold requirements. If threshold is met, students' needs will be placed under one or more of the four areas of Special Educational Needs and Disability:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Physical and/or Sensory

The SEND department will also have input for those with Additional Educational Needs:

- English as an Additional Language
- Children Looked After
- Teenage Pregnancies
- Children at Risk of Exclusion
- Young Carers
- Ethnic Minorities including Travellers
- Children at risk of abuse

Roles and Responsibilities

The Special Educational Needs and Disability Coordinator and Inclusion Manager at The Sir Robert Woodard Academy will:

- Plan, monitor and evaluate an annual SEND Action Plan

- Ensure that all SEND policies are regularly reviewed, updated and are in line with the SEND code of practice and relevant legislation.
- Update and monitor the SEND register
- Plan and deliver CPD teaching and learning sessions focussing on the four areas of need
- Ensure that SEND resources and staff are deployed and directed strategically for maximum impact, including those relating to intervention and in class support
- Identify areas of best practice across the curriculum in line with the 'SRWA DNA' for teaching and learning, and share with other colleagues
- Share a range of resources and strategies accessible to teachers
- Scrutinise SEND students' work and monitor their classroom experience through book looks and learning walks
- Track the progress of SEND students and intervene accordingly
- Use the 'wave' model to determine the type of support best suited to each student and, with the SENDCo, ensure an individual approach is taken to the provision for students, in order to improve student achievement.
- Invite parents to take part in a termly SEND focus group to open up dialogue and improve relationships
- Be central to the Academy's pastoral development plan in respect of relevant areas of SEND, including the role of pastoral and safeguarding teams and the development of intervention services
- Work with external agencies
- Take a lead in the needs of Children Looked After

Teachers at The Sir Robert Woodard Academy will:

- Know the four categories of SEND
- Use Classcharts data to ensure that all students' needs are known and met
- Attend CPD teaching & learning sessions and use the SEND toolkit and resources, where appropriate, to make "reasonable adjustments" and/or adaptations
- Monitor the progress of those with SEND, and liaise with the Subject Leader/Curriculum Director at regular intervals, in the tracking of pupil progress against outcomes
- Monitor the progress of those with SEND, and liaise with the Curriculum Director/Subject Leader at regular intervals, with regard to targeted intervention
- Actively participate in the monitoring and evaluation of the curriculum, at regular intervals, with regard to inclusion and the effectiveness of the provision for those with SEND

The Support Staff at The Sir Robert Woodard Academy will:

- Provide in class support for those with EHCP and SEND Support in and out of their subject specialism
- Be an active part of identifying needs through testing
- Be 'key workers' for those with SEND
- Liaise with parents as per the SENDCo and Inclusion Manager's instruction
- Plan and provide interventions for those with SEND and record on Provision Maps
- When required, plan and deliver Continued Professional development for staff

Parents of pupils with Special Educational needs at The Sir Robert Woodard Academy will:

- Know who to contact, in relation to SEND identification/provision
- Be invited to attend termly meetings to empower them to contribute personally to their child's development
- Contribute to stakeholder feedback questionnaires

Students with SEND at The Sir Robert Woodard Academy will:

- Experience classroom teaching which is fully inclusive
- Be able to fully access the curriculum
- Be involved, with their classroom teacher, in the development of learning targets
- Feel happy and supported in all aspects of life in the Academy

The Academy Council at The Sir Robert Woodard Academy will:

- Work alongside the Special Educational Needs and Disability coordinator to ensure SEND provision is that of a high quality
- Review and monitor policies that are linked to SEND
- Attend stakeholder meetings when required
- Review EHCP applications alongside the SENCO

External support

The Academy aims to work in partnership with other agencies to provide additional advice and support when necessary for students. The main external agencies include:

- Educational Psychology Service (West Sussex County Council)
- Speech and Language Therapy Service (WSCC)
- Sensory Support Team (for hearing/visually impaired students) (WSCC)
- Inclusion Support Team (WSCC)
- Integrated Prevention & Early Help (IPEH, WSCC Partnership)
- Virtual School (WSCC)
- Parent Carer Forum (WSCC)
- SEN Assessment Team (WSCC)
- Autism Sussex
- Child & Adolescent Mental Health Service (CAHMS)
- School Nursing Team (NHS)
- Arun Family Support Network

Allocation of resources

The Academy is funded to meet the needs of all the students through its delegated budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on governmental criteria regarding school funding

- Funding for specific students to meet their assessed needs
- Delegated and designated budgets

The individual departments, including the SEND department, are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Monitoring and Evaluation

The provision for all students is evaluated through the Key Performance Indicator (KPI), completed by both subject and pastoral leaders. As part of this process, learning walks and book looks are conducted by the SENCo, Inclusion Manager, Subject Leads and Curriculum Directors.

Stakeholder feedback will be carried during the year and the information is shared with staff to support CPD and review Action Plans.

In addition, students with an EHCP have an annual review, in addition to regular communication with the SENCo and Inclusion Manager throughout the year.

Complaints

Any parent/carer or member of the local community who has a complaint against the Academy, a member of staff or a student of the Academy, in relation to Special Educational Needs, should follow these steps in order, moving on to the next step if the complaint is not resolved:

1. Bring the concern to the attention of the SENCo in writing whenever possible
2. Follow the school's complaints procedure
3. Take the complaint to the local authority

Reviewing the policy

This policy will be reviewed and updated annually to ensure The Sir Robert Woodard Academy best meets the needs of our young people and implements statutory policy.