

## Wath Academy SEND Policy 2020



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**Reviewed by: MLT**  
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### **RATIONALE**

Maltby Learning Trust is committed to providing an appropriate and high-quality education for all students attending one of the Academies. All students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life.

All students are valued equally. The Trust strives to eliminate prejudice and discrimination and to develop an environment where people can flourish and feel safe. All students will be supported and challenged to achieve better than expected progress, through high level support. This does not mean that we treat all learners in the same way, but rather that we respond to learners in ways which take account of their varied life experiences and needs.

Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are looked after by a LA
- Others such as those who are sick; those who are young carers; those in families under stress; those on free school meals.

Special educational needs and disabilities provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

Maltby Learning Trust has arrangements in place to identify the need for, and secure, such provision, whether through expertise and resources available within the Trust or by drawing on support from outside services. How this works in practice, at Wath Academy, is outlined in this policy.

The policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, disability, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in the Academy.

## **ROLES AND RESPONSIBILITIES**

The SENDCo, with the Principal & Executive Principal and local governance committee, determine the strategic development of SEND policy and provision.

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the Academy's SEND policy;
- Co-ordinating of specific provision for children with SEND, including those who have EHC plans;
- Liaising with the relevant designated lead where a looked after student has SEND;
- Advising on graduated approach to providing SEND Support;
- Advising on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively;
- Liaising with parents/carers of children with SEND;
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents/carers are informed about options and a smooth transition is planned;
- Working with the Principal and Academy governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

The Assistant SENDCo will assist the SENDCo in the day-to-day implementation of SEND provision and is the first point of contact for those with SEND concerns or enquiries.

The Assistant SENDCo within the SEND department plays a pivotal role in facilitating and coordinating the whole Academy approach to SEND. They work in partnership with the broader staff body, in their various roles as Subject teachers, form tutors and Managers to ensure the effective and efficient implementation of the Academy SEND policy.

## **STAFF WITH SPECIFIC SEND RESPONSIBILITIES**

SENDCo:	Julia Sharkey
SEND Governor:	Jayne Dickson
Assistant SENDCo:	June Stone-Riley
Physical Sensory Manager:	Richard Matthews
PSN Staff:	Matthew Moore, Julie Hedge, Sharon Newell
Teaching Assistants (Full Time):	Stacy Chapman (ASC Coordinator)
	Ruth Owen (SpLd Interventions / Irlens)
	Gloria Bramhall (SpLd Interventions / Irlens)
	Caroline Brooke (SEN Admin)
	Emma Bramhall
	Caroline Atkinson
	Adam Drake
	Lindsey Hadwin
	Jeanette Webster

Teaching Assistants (Part Time):	Laura Holmes, Amy Schofield, Marion Lintern, Victoria Taylor
Behaviour Support Manager:	Jacky Roebuck
Behaviour Support Assistants:	Rachel Merry & Kerry Rudman
Alternative Provision Leader:	Ian Evans
Exam Access Arrangements testing:	Sarah Chabowski
Step Up lead & Teacher:	Sarah Chabowski & Liz Matthews

## **LEGISLATION AND GUIDANCE**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

## **IDENTIFICATION, ASSESSMENT AND RECORDING OF SEND STUDENTS**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have: A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Academy aims to ensure that the identification and assessment of students with special educational needs takes place as early as possible and as quickly as is consistent with thoroughness.

Wath Academy keeps a register in the form of a Support Log of students with special educational needs in accordance with the 2014 SEND Code of Practice (6.6 P.85) and maintains all records relevant to decisions made in relation to any student's registration.

To ensure early and accurate identification of special needs, the Academy has a range of procedures in place to cover the following:

- Parents registering concerns about students via the referral/concern form
- Staff registering concerns via the SEND referral form
- Referral to the Vulnerable Network Meeting
- Collection of evidence from a variety of relevant sources
- Using relevant assessment tools to identify needs
- Use of data and Learning Cycle information to identify students who are not making progress in line with peers
- The SENDCO e-mail to raise concerns early.

The identification of SEND is built into the overall approach to monitoring the progress and development of all students.

The Academy will assess each student's current skills and levels of attainment on entry.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. Where students are falling behind or making inadequate progress given their age and starting point, they will be given extra support. Students on the SEND register who are identified as not making better than expected progress will receive intervention and/or support in this subject.

At this early stage, teachers may suspect that a pupil has SEND. While informally gathering evidence (including the views of the student and their parent), the Academy should not delay putting general teaching support in place where required. The student's response to such support can help identify their particular needs.

Better than expected progress can include progress which:

- Is similar to that of peers starting from the same baseline;
- Matches or betters the child's previous rate of progress;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, should assess whether the child has a significant learning difficulty. Where this is the case, there should be agreement about the SEND support that is required to support the child.

### **REGISTERING A CONCERN**

Prior to primary transitions, the SENDCO will liaise with primary staff and the assigned SENDCo from the feeder schools and discuss and note the concerns of Year 5 and 6 class teachers, SENDCo and the Principals about students with special educational needs.

Any concerns that emerge after the primary transition will be raised through the following Academy procedures:

- **Subject teacher Referral:** Subject teachers should work with specialist support to identify where a student may be struggling with the demands of a course due to their SEND. Students who fall behind at school may have SEND, but should not be automatically identified as such just because they have lower attainment levels than their peers. Teachers must report concerns to the SEND team via the WA Special Needs Concerns Record (see appendix 2).
- **Vulnerable Learner Network:** Referrals from the pastoral team regarding concerns particularly linked to SEMH should be referred through the VLN meeting outlining clearly the Wave 1 provision and impact that this has had.
- **SEND team network:** The Special Needs department will pass on concerns about individuals to the SENDCo through discussions or during designated department time.
- **Inclusion Team referral:** Special Needs concerns from PYLs and other staff may be registered through the Inclusion Team weekly meeting. The most appropriate provision would be discussed and a plan of action of how best to support would be agreed upon. This may include a specialist pathway for the student.
- **Parental concerns:** Parents' concerns about their children's special needs may be passed on by them, either through reviews and meetings or by contacting the Assistant SENDCo directly. Parents can complete a SEND Parent Concern form (found on the website) and send it to [enquiries@wathacademy.com](mailto:enquiries@wathacademy.com) by email directly (see appendix 1). Please follow the flow diagram for assistance.

SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.

## **SPECIALIST GRADUATED SEND PROVISION**

For SEND students, we provide access to a broad and balanced curriculum that is differentiated to meet individual needs. Additional intervention and support are also provided. For students with significant learning difficulties, basic skills are taught, with aspects of literacy and numeracy to ensure a greater degree of learning independence. The approach is graduated (see Appendix 4).

### **ADAPTING TEACHING TO MEET NEEDS.**

Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff.

High quality teaching, knowledge of needs and strategies to support individual students, is the first step in responding to students whom have or may have SEND. Teaching should be responsive to need and be adapted to support all learners to make progress. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers should set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving. In many cases, such planning will mean that these students will be able to study the full national curriculum.

Potential areas of difficulty should be identified and addressed at the outset of work. SEND strategies and overviews are available on the shared area for all staff to access and are also available through the SEND bulletin. Individual strategies to support are in the Individual Education Plans- all parents, students and staff have access to this documentation.

IEPs and evidence of how needs are met is expected to be in all Teaching Live Files.

### **TEACHING ASSISTANT SUPPORT**

In addition to quality first teaching and a differentiated approach, students with SEND may also require extra attention and support for their learning needs. The focus of this learning support from Teaching Assistants (TAs) will be in the mainstream classroom where these students will be taught alongside their peers. The general objectives of TAs' in-class support:

- Active involvement in lessons and proactive provision of support for students, including those with special needs, ensuring their safety and access to learning activities.
- Adjustment of activities according to student responses, to ensure differentiation and/or challenge.
- Monitoring of students' responses to learning activities and providing feedback to the teacher
- Providing feedback to students in relation to progress and achievements, under the guidance of the teacher.
- Showing knowledge of subject and criteria through use of questioning/learning tasks to check understanding of tasks and to facilitate progress.
- Promoting a positive climate for learning and model good behaviour. Challenging behaviour and implementing Academy standards.
- Establishing constructive relationships with students and interacting with them according to their individual needs.
- Demonstrating a good knowledge of SEND barriers in lesson and targeting support appropriately to meet individual needs.
- Encouraging students to work independently with others and engage in learning
- Extending learning through differentiated tasks, plenaries and checking progress before moving onto next tasks.

It is the SENDCo's responsibility to establish a framework of learning support across the curriculum. The allocation of TAs to classes will depend both on student priorities and statutory allocation - to meet the requirements of students with statements and EHC plans and to meet the needs of other students on the Academy's SEND Support Log; and subject priorities - where priority will be given to the core subjects of English, Maths and Science and then to areas where students will require most help with reading, writing and conceptual understanding.

The Assistant SENDCo (with the support of the SENDCo) will co-ordinate the timetables and deployment of other TAs. The Assistant SENDCo will co-ordinate interventions and ensure a graduated approach is in place and SEND department documentation is complete.

There will be circumstances when individuals or small groups of students may need to be withdrawn from their mainstream lesson to work with specialist staff to ensure better than expected progress is made - the class teacher will remain responsible for students within the group.

### **SEND INTERVENTION BEYOND (WAVE 2-4)**

A graduated response to intervention is in place to closely track, assess and monitor students and the progress they are making. SEND Intervention documents must be completed by the Assistant SENDCo and TAs and are quality assured each half term by the SENDCo and the Assistant SENDCo / TA in charge of overseeing the intervention. Files are maintained centrally and are reviewed to assure interventions are impactful.

Students are identified for intervention by SENDCo/Assistant SENDCo/Subject teacher.

Process:

- Students discussed with SENDCo
- Appropriate plan/provision planned for student
- Discussions with KS Subject Specialist/Class Teacher/Subject Leader
- Letter sent to parents to inform them of the process
- Subject teacher/Leader informed
- Students informed of time and day to attend
- Intervention logged on Student Support Log
- Intervention tracker and planning document completed by TA
- Students attend intervention
- TA plan record and monitor intervention- saved on central area for teachers to access: Doclib, SEN, SEN Intervention
- At the end of interventions, parents should be informed via telephone by the TA who ran the intervention to relay outcomes and further provision if needed.

### **Reviewing Interventions:**

- Weekly discussions during Assistant SENDCo / TA meeting
- Discussions with subject teachers to assess impact
- TAs observe impact via support in class
- Learning Cycle data
- Discussions with parents
- Discussions with the student- student voice recorded.

## **SEND CATEGORIES AND SUPPORT**

To provide a robust and graduated response to SEND, once a potential special educational need is identified, the Academy will act to put effective support in place.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the students' needs and of what supports the student in making good progress and securing better than expected outcomes.

Students who are identified as having SEND are monitored via the SEND Register and Support Log. Intervention and provision are recorded on the SEND Support Log and is reviewed half termly. Information from the SEND Support Log is also available on SIMs. All staff have access to SEND information via SIMs and the shared area- SEND information is maintained by the SEND admin team and is kept up to date.

### **COGNITION AND LEARNING:**

Specific Learning Difficulties: Dyslexia/ Dyscalculia/ Dyspraxia/ Moderate Learning Difficulties

Students with dyslexia/ dyslexic tendencies may need literacy support and handwriting may be an issue identified for specific intervention. Students will attend intervention sessions during tutor periods or after school with a TA. Students will have access to coloured overlays/paper/exercise books/reading rulers if needed or identified as having visual stress.

The SEND department may carry out a dyslexia screening test to pinpoint specific needs to tailor bespoke interventions to support students' needs. Other testing will be carried out to identify areas of need regarding reading comprehension, reading/writing speed, reading age and hand writing issues.

All teachers have access to Dyslexia/MLD/Literacy information regarding characteristics and strategies to improve knowledge to support students in lesson. Students will be monitored via the SEND Support Log and individual needs will be logged on the SIMs network for all staff to access. PLD or SID training sessions will go ahead for all staff to attend to improve knowledge of this need and for staff to access information regarding the cohort.

### **SUPPORTING LITERACY**

Year 7 and Year 8 Students who are identified as having below average literacy levels in relation to their peers will access the 'Step-Up' Provision where a bespoke curriculum is delivered to rigorously support students' literacy needs. Students will have a differentiation plan outlining the provision to support individual needs around literacy and will detail resources used to support the individual students.

To further support the Step-Up cohort ,Y7 and Y8 students will access weekly sessions with trained staff and follow the Read, Write, Inc. Fresh Start program which supports students who are reading below age-related expectations, using a phonics-based approach. It enables students to become confident, fluent readers and writers, who can access the wider curriculum.

Students will have an opportunity to graduate out of 'Step-Up' in Y7 and Y8 if they are consistently working at a reading and writing level that is in line with their peers. At Key Stage 4, students who have not graduated will be supported through 'Curriculum Support' and will have additional support with literacy and numeracy. Students will also have support around option subjects to ensure progress is in line with their peers and progress made is better than expected.

From Year 9, students will be assessed for exam access arrangements to ensure they could achieve the best possible outcomes. Students may qualify for a reader/scribe and/or extra time for all examinations. The SEND department will ensure that access arrangements are in place and are in line with the JCQ regulations.

### **COMMUNICATION AND INTERACTION:**

Speech, language and communication needs; Asperger's syndrome and Autism

All students with Autism (or Autistic traits) will be monitored by the key specialist in the Academy via Learning Cycle data, Teacher feedback, observations and meetings. Key stage 3 students will take part in the Autism group which lasts 6 weeks and is bespoke for the group of students who are taking part. Key staff will liaise closely with the Autism Communication Team termly and will refer for further advice or intervention if necessary.

Speech, language and communication needs: Students will be referred to the Speech and language service if there is a concern or support is needed. The Speech Language and Communication (SLC) team work closely with the Academy and will provide interventions and/or strategies for students to improve their SLC need. TAs will support students and intervention, to practise strategies, may be arranged.

All teachers have access to speech, language and communication needs information regarding characteristics and strategies to improve knowledge to support students in lesson. Students will be monitored via the SEND Support Log and individual needs will be logged on the SIMs network for all staff to access. PLD training sessions will go ahead for all staff to attend to improve knowledge of this need and for staff to access information regarding the cohort.

### **SOCIAL EMOTIONAL AND MENTAL HEALTH DIFFICULTIES (SEMH):**

Social and emotional difficulties which may include becoming withdrawn or isolated, as well as displaying behaviour; ADD, ADHD or attachment disorder.

The Academy recognises and understands the importance of Social, Emotional and Mental Health needs and the impact SEMH has on academic achievement. Therefore support is in place to meet the needs of children with SEMH through a committed Pastoral Support Team consisting of;

Behaviour Support Team, Pastoral Year Leaders, Support Centre Provision, BSU provision, MAST, Safeguarding team, Mental Health Practitioner, With Me in Mind provision.

The Intervention Team is made up of members from each of the above sectors. The intervention team meet weekly to ensure students who require additional support, or students who need over and above what the Academy procedures provide, are discussed and an appropriate resource is put in place to support the student.

If necessary, students will access outside agency provision through referrals to; the Early Help Team, MAST, Family MAST, Rowan, Local Authority, Educational Psychologist, Swinton Lock.

### **BEHAVIOUR SUPPORT PROVISION:**

Students with emotional, behavioural, mental health and social difficulties who find it difficult to conform to school policies and regulations consistently, or need additional support around their emotional needs, may be identified to join the BSU provision which;

- Provides students with the opportunity to build a positive and supportive relationship with key adults who can spend regular times to help stabilise students' emotions and build a rapport.
- Provides bespoke intervention and support packages to help students to become emotionally literate.
- Allows students to go to the Behaviour Support Unit as a safe place if they need to leave lesson if they are unable to cope.
- Uses positive rewards-the BSU reward system and lesson monitor report provides students with opportunities to receive positive feedback and allows staff to monitor individuals' moods and assess whether behaviour is appropriate to go into lesson or remain in the BSU provision.
- Provides clear and predictable routines and allows for key staff to allocate TA support on a lesson by lesson basis depending on needs at the time.

All teachers have access to SEMH information regarding characteristics and strategies to improve knowledge to support students in lesson. Students will be monitored via the SEND Support Log and individual needs will be logged on the SIMs network for all staff to access. PLD training sessions will be available for all staff to attend to improve knowledge of this need and for staff to access information regarding the cohort.

### **SENSORY AND/OR PHYSICAL:**

Vision impairment, hearing impairment or multi-sensory impairment. Students who have a disability which prevents or hinders them from making use of the facilities generally provided will have their needs met through arrangements put in place via the PSN Manager, SENDCo, Occupational Therapist or Medical Officer.

A specialist team of staff support those students with a physical disability in each of their lessons. They also provide physiotherapy to those students who need it daily.

The Academy will liaise with the Hearing/Visual/SLC impairment services for additional advice where necessary and will refer to services if needed. The impairment services will support students in lessons, offer strategies and will meet with parents throughout the year.

All teachers have access to Sensory or Physical information regarding characteristics and strategies to improve knowledge to support students in lesson. Students will be monitored via the SEND Support Log and individual needs will be logged on the SIMs network for all staff to access.

### **WORKING WITH OUTSIDE AGENCIES: INVOLVING SPECIALISTS**

Wath Academy seeks advice and help from agencies and works in partnership with them to meet the special needs of students. Where a student continues to make little or no progress, despite well-founded support that is matched to the student's area of need; the SENDCO will consider involving specialists, including those from outside agencies. Permission will be sought from parents (see appendix 2.)

The Academy may involve specialists at any point to advise them on early identification of SEND and effective support. The Academy will involve a specialist where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support. The student's parents will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child in the same way as other SEND support.

The SENDCO and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress.

### **THE EDUCATIONAL PSYCHOLOGIST**

The Educational Psychology Service work with children, parents, schools, other education settings and health and care agencies to apply the principles of the SEN Code of Practice to:

- help children and young people improve their learning and achieve the best they can in life
- promote the inclusion of all children and young people in the life of their school and in the local community.

Educational Psychologists (EPs) use their skills and expertise in applying psychology to help parents and schools to improve learning and inclusion outcomes for children and young people. We work with parents to develop and deliver the best ways to overcome difficulties with learning and inclusion, particularly where young learners are not achieving very well. They will do this by:

- working in schools and education settings to plan and deliver improved outcomes for young learners by following the principles of the SEN Code of Practice

- supporting schools to work closely with families in helping their children and young people to improve their learning and life outcomes
- contributing to statutory Education, Health and Care Plan (EHCP) activities for individual children and young people, and providing information, guidance and advice to the local authority.

### **CHILD AND ADOLESCENT MENTAL HEALTH SERVICES (CAMHS)**

CAMHS are mainly local services that provide mental health assessment and treatment services to children, young people and their families. They also provide advice, consultation and support to other individuals and agencies involved in children's care. A range of professionals may work in CAMHS including therapists, nurses, psychiatrists, psychotherapists, psychologists and social workers.

With Me in Mind supports students individually and groups by providing CBT to students who present with low level anxiety, stress or depression. The sessions aim to provide students with strategies that they can use and apply to help them to fully access school life and socially outside of the school setting. Where the CBT has not had an impact, this will be then referred for further CAMHS investigation via the WMIM practitioner.

### **OCCUPATIONAL THERAPISTS**

Occupational therapists help children and young people achieve or maintain their maximum level of independence and develop the practical life skills needed to participate to their full potential at home and in education.

### **PHYSIOTHERAPISTS**

Physiotherapists are concerned with a child or young person's balance, movement and coordination. In schools, the physiotherapist will advise the teacher and classroom assistant on activities which will be helpful, such as exercise routines and games which could be done during PE lessons.

### **CAREERS ADVICE**

The Careers Advisor is central to facilitating a successful transition from education to employment for young people with more complex special needs. The advisor will also provide support to employers, increasing their confidence in working with these young people and helping them to understand the business case for employing a diverse workforce. SEND students will be offered careers interviews from Y10- SEND students with EHC Plans will have careers advice from Y9.

### **SOCIAL SERVICES**

The Academy will always co-operate with Social Services when a student is either 'in need' or 'at risk' of significant harm. Safeguarding Officers, where appropriate, will remain responsible for communication with social care.

### **SPECIAL EDUCATIONAL UNITS/ALTERNATIVE PROVIDERS**

Liaison with special educational units will sometimes be necessary for advice, resources, or possible reintegration into mainstream for some students who have needed to spend time at another establishment.

A visit to Alternative settings will be carried out every 6 weeks and attendance is communicated daily via the attendance team. The Assistant SENDCo will track the progress and provision.

### **Referring to Outside Agencies (Wave 3)**

In all cases involving the above support services, the SENDCo will aim to observe the following procedures:

- Decisions will be reached by the SENDCO in collaboration with the Assistant SENDCo, PYL and relevant Safeguarding staff.
- Parental permission will be sought and a formal request for specialist support will be made.

- Arrangements will be made to collect relevant information about the nature and extent of the student's problems and pass it on to the agency.
- Arrangements will be made for external specialists to observe/assess/meet with students, parents and teachers if necessary.
- Educational plans and provision will be adapted to consider the specialist advice and support offered.
- Plans will be shared and discussed with the student and parents.

### **WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

We aim to ensure that the wishes, feelings and knowledge of parents are considered when making assessments and planning actions to meet their children's special needs.

We encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the Academy and other agencies to meet their children's special needs.

Parents of students with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of students with special needs may require and expect information in the following:

- The Academy SEND report via the website
- The SEND support available from both the Academy and the LA
- The SEND assessment and decision-making procedures
- Other services provided by the LA for Children in Need
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services. The Academy values highly a partnership with parents in obtaining the most effective provision for students with special needs. This partnership includes:
  - The Academy explaining to parents its concerns about their children's special needs and strategies that may be used to meet their needs
  - Parents working with the Academy in supporting special programmes and encouraging their children to take an effective part in them
  - The Academy responding quickly to parental concerns about student's special educational needs
  - Parents responding quickly to the Academy's request for their involvement in meeting their children's special needs
  - The Academy and parents having joint meetings, to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child. The views of the child will be included in this planning. This could be through involving the child in all or part of the meeting or gathering their views as part of the preparation for the meeting. Following the meeting the SENDCo or Assistant SENDCo will need to inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the student's record as appropriate.

## **USE OF DATA AND RECORD KEEPING**

Provision made for students with SEND is accurately recorded and kept up to date. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. The SEND Support Log displays accurate information to evidence a graduated approach to the SEND support that has been provided over the student's time in the Academy, as well as its impact.

The provision that the Academy makes which is additional to and different from that which is offered through the Academy's differentiated curriculum is recorded on the SEND Support Log and is used to clearly track and monitor a graduated approach. Recording information on SIMs enables the SENDCo to maintain an overview of the collective programmes of individual children and young people and provides a basis for monitoring the levels of intervention and assessing the impact on progress.

The SENDCo will track and monitor SEND students' progress and data using Learning Cycle data and matrices. Learning cycle data will be tracked to ensure students who are not making progress are identified and interventions to support students make progress can be put in place.

## **IN SERVICE TRAINING**

The Academy aims to encourage all staff (teaching and non-teaching) through both external and internal in-service training, to develop and reflect upon their understanding of special educational needs and their expertise in providing for students with such needs, in accordance with Academy development plans.

Teaching staff are encouraged to;

- Develop their understanding of special needs and the educational, social and personal implications for a student having special needs.
- Develop their teaching expertise in providing for students having special needs.
- Develop a secure knowledge of differentiation to provide high quality teaching for all students.
- Keep up with any new initiatives, procedures and legislation in SEND.

As the Academy continues to develop the use of Teaching Assistants, we are also aware of the need for them to benefit from the in-service training and for teaching staff to be trained in the best ways of utilising Teaching Assistants as an important resource to the Academy.

## **ACADEMY BASED TRAINING**

PLD Sessions/Teaching and Learning sessions:

- The Role of the SENDCo/SEND
- The Use of Other Adults
- Adapting practice to meet SEND needs
- SEMH characteristics, strategies to support, cohort overview
- Autism characteristics, strategies to support, cohort overview
- Dyslexia/Dyslexic tendencies characteristics, strategies to support, cohort overview
- MLD characteristics, strategies to support, cohort overview
- LAC and Attachment Disorder characteristics, strategies to support, cohort overview
- Visual Impairment characteristics, strategies to support, cohort overview
- All Teaching Assistants to attend and participate in-house and follow the MLT training plan.

## **EXTERNAL TRAINING**

Courses aimed at the SEND department to develop policies and practice, and to examine new legislation and guidance in this area.

External agencies provide training for teaching staff in school during INSET time.

Courses for Teaching Assistants to develop their general understanding of SEND issues and to be trained in support strategies.

## Appendix 1

### Wath Academy SEN Parent Concern & Consent Form

<u>Name of Child</u>	
<u>Year</u>	
<u>Does your child have a diagnosed special educational need?</u>	<input type="radio"/> Yes <input type="radio"/> No

**Main concerns:**

Please outline the concerns you have regarding your child – please indicate in as much detail as possible

Additional supporting information:

I give my consent for my child to be discussed with outside agencies and with internal opportunities regarding support if necessary.  
Agencies may include: CAMHS, Educational Psychologists, Behaviour Support (internal), Learning Support Service, Visual and Hearing Impairment services, Occupational Health or SpLD team (internal – dyslexia screening, Irlens screening)

Print Name

Signed

**Name of person making referral:**

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**Relationship to child:**

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**Date Referred:**

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**For SEND team only**

Date received by SEND team:  
Contact made to referrer by:  
Date:  
Action taken:  
Date:

**Appendix 2**

**Wath Academy SEN Concern & Consent Form**

<b><u>Name of Child</u></b>	
<b><u>Year</u></b>	
<b><u>Does the child have a diagnosed special educational need?</u></b>	<input type="radio"/> Yes <input type="radio"/> No

**Main concerns:**

Outline of the concerns raised regarding your child:

Additional supporting information:

I give my consent for my child to be discussed with outside agencies and with internal opportunities regarding support if necessary.  
Agencies may include: CAMHS, Educational Psychologists, Behaviour Support (internal), Learning Support Service, Visual and Hearing Impairment services, Occupational Health or SpLD team (internal – dyslexia screening, Irlens screening)

Print Name

Signed

**Name of person making referral:**

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**Date Referred:**

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**For SEND team only**

Date received by SEND team:  
Contact made to referrer by:  
Date:  
Action taken:  
Date:

### Appendix 3

### Wath Academy SEN Concerns

Name of Student	
Year	
Member of staff and department	

Please tick the area of concern

- Communication and Interaction
- Cognition and Learning
- Social, emotional & mental health
- Sensory and/ or physical

Please explain your concerns and outline the difficulties the student is experiencing in accessing the curriculum (please be as detailed as possible with examples / evidence)

Please explain in the box below what strategies and support have been implemented to help the student to access the curriculum (above and beyond Quality First Teaching Wave 1 intervention) and what the impact has been

Strategies implemented	Impact

Any other relevant information (Please attach any documents that might be helpful, discussions with parents or circumstantial information that may be useful)

Date sent to SEND team	
<b><u>For SEND team only</u></b> Email response sent by: Action taken:	

## **Waves of intervention – Graduated support for SEND students**

### **Wave 1 – Quality First Teaching**

Before a student can be identified as needing SEND support the class teacher, with support from the SENDCo, should establish a clear analysis of the student's needs. This could include assessments, student progress, attainment or behaviour. Differentiated work and Quality First Teaching is essential and will provide evidence of gaps in learning or barriers to learning.

### **Wave 2 – Input from the SEND team**

At this stage a comparison to their peers could be made but is not exhaustive. A referral to the SEND team should be made. During this referral all information should be discussed and plans for interventions put into place. The interventions will be closely monitored and reviewed by the SEND team. The intervention will last for a period of weeks and will allow the team to decide whether further interventions will be needed or advise staff on strategies to use with the student. Parents will always be informed, and their views listened to. The student concerned will also be able to discuss their needs and views.

#### **Plan:**

If the decision has been made to provide SEND Support for a student, the parents will be notified. The teacher and the SENDCO will discuss with the parents and the student the interventions and support to be put into place. The expected progress will be discussed and a clear date for review.

All teachers and support staff who work with the student should be made aware of their needs and strategies to use. This will be included on the student's IEP.

The support and intervention will be based on reliable evidence of effectiveness and led by staff with enough skills and knowledge.

#### **Do:**

The class teacher will remain responsible for working with the student daily. Where interventions require small group or 1:1 sessions, the teacher should work closely with the Teaching Assistant or specialist staff involved to plan, assess and monitor the impact of the intervention.

#### **Review:**

The effectiveness of the support and the impact on the student's progress should be reviewed in line with the agreed date.

The impact of the support along with the views of the parents and student should feed back into the analysis of the student's needs. The class teacher, working with the SENDCo, should revise the targets and strategies.

### **Wave 3 – Outside Agency Involvement**

In addition to wave 1 and 2 outside agencies may need to be involved with some students and so the SENDCo will contact them to discuss the student and further support that could be offered. Parents and the student will always remain involved in the process. Some may already have their support, and so professionals from these agencies will liaise with school to help inform assessments.

### **Wave 4 – Request for an Education, Health and Care Plan (EHCP)**

An EHCP could be requested from the Local Authority to provide additional support and funding. Students who are at Wave 4 will receive bespoke curriculum support. The provision will be reviewed annually.