

Inclusion and SEND Policy

Version 1

This policy applies only to Pre-16 New Collaborative Learning Trust institutions.



Wingfield Academy

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1.0 Ethos

- 1.1 Wingfield Academy is a 21st Century Academy that will ensure that there are high aspirations for all learners and that every pupil is given the opportunity to do the best they possibly can and succeed in college and in adult life.

“Effective schools are educationally inclusive schools...An educationally inclusive school is one where the teaching and learning, achievements, attitudes and well-being of every young person matter.”

- 1.2 It is our primary focus to remove barriers to learning and to achieve high quality outcomes; providing the best possible personal learning programme, setting suitable learning challenges and responding to emerging needs, thus overcoming barriers to learning and social development. We endeavour to do this by implementing the 1993 Education Act, the Revised SEN Code of Practice, January 2015 and the rights and duties outlined by the SEN and Disability Act, 2001.

2.0 Aims

- Assess, plan and do in order to remove barriers to learning, through appropriate interventions and curriculum support enabling your child to achieve his/her potential
- Be part of the supportive environment of the school in which young people feel secure enough to develop their abilities and learn.
- Involve students in setting targets and monitoring progress.
- Work in partnership with all staff, parents and stakeholders.

SEND (Special Educational Needs and Disability) is a whole school provision: every member of staff in school is involved in providing the best possible provision for SEND pupils, setting suitable learning challenges, responding to pupils' needs and thus overcoming barriers to learning and social development.

3.0 Coordinating Provision

3.1 Key Staff

- Trustee in support of SEND.
- Director of Inclusion and Special Educational Needs Coordinator (SENCo).
- Designated Safeguarding Lead.
- Admin Special Educational Needs Coordinator (ASENCO)/Safeguarding.
- Lead Physical and Mental Health Practitioner.
- Higher Level Teaching Assistant (HLTA) for Learning Support.
- Autism (ASD) Advocate.

3.2 Roles

3.2.1 The Board of Trustees

- Endeavours to ensure pupils with special needs are identified and that necessary provision is made for students with SEND

- Ensures that a student with SEND has the opportunity to be fully integrated into the life of the school together with students who do not have SEND
- Ensures that parents are fully involved in SEND processes regarding their child
- Reports annually on the school's policy for SEND and Inclusion

3.2.2 The Headteacher

- Works with the SENCo, ASENCo, inclusion staff and board of trustees to ensure that SEND pupils receive the appropriate provision and resourcing according to their individual and collective needs and that the quality of learning and teaching aspires to be of good or outstanding quality.

3.2.3 Director of Inclusion and SENCo

- Leads the SEND in support of leading the strategic development of the department within the whole school setting
- Works with the Senior Leadership Team (SLT) to monitor, track and evaluate current procedure and develop practice
- Carries out the role of SENCo, working with the ASENCo to identify, meet and monitor SEND of students, liaising with other staff and parents as appropriate.
- Leads work with external agencies
- Oversees development of personalised learning plans for students.
- Works with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for such students, contributing to in-service training as required
- Advises staff on differentiation and working with students with Learning difficulties and/or English as an Additional Language (EAL), providing training as necessary.
- Manages the identification of students with Learning Support needs, their assessment, support and review.
- Organises the testing of reading and spelling ages of SEND students as necessary and for new admissions.
- Organises the provision for EAL students including testing, attending meetings, liaison with external agencies and parents, updating staff in school.
- Leads the teaching and learning in Learning Support including supporting the Learning Support Assistant (LSA) team in maintaining good practice.
- Manages and allocates LSAs to support mainstream in liaison with the ASENCO and faculties and providing training as needed.

3.2.4 ASENCo

- Coordinates the support provision, ensuring with the SENCO and Head Teacher that human and other resources are allocated to get best value.
- Liaises with the SLT, channelling appropriate information to them enabling this area of the school to inform strategic planning
- Takes day-to-day responsibility for the management of all paperwork appertaining to the dept. and in line with the Code of Practice assisting the Assistant Head Teacher/SENCO, in the administration of the dept. including the organisation of Annual reviews, external agencies and meetings.
- Liaises with parents ensuring that they are fully involved in all processes regarding their child's special needs and that all students are actively involved in the process.

- Meetings with Deep Support Team.
- Has responsibility for maintaining the Grids for Learning, Provision mapping and records appertaining to Safeguarding alongside other safeguarding officers.
- Deputises in Safeguarding.

3.2.5 Lead Physical and Mental Health Practitioner

- Liaises with Child Adolescent Mental Health Services (CAMHS), other agencies and parents to support the mental health of students
- Has responsibility for overseeing and implementing interventions within The Hive (the Academy's Social, Emotional Mental Health (SEMH) provision).
- Line manages the Academy's SEMH advocate.
- Takes day to day responsibility for the medical needs of students including care plans and risk assessments.
- Updates the senior leadership team of any incidents and completes logs where necessary.

3.2.6 Learning Support Assistants (LSAs)

- Carries out duties under the direction and supervision of the SENCO, ASENCO, within specified curriculum areas, and the class teacher.
- With the subject teacher to understand and act upon aims, objectives and targets of both Educational Health Care Plans (EHCPs) and Support Plans and to implement the Code of Practice.
- Facilitates individual/groups of pupils' access to and progress in the curriculum, usually by assisting the pupils in class but occasionally in a withdrawal situation, supporting students for assessment purposes when appropriate.
- Assists with the preparation of resources and equipment and other clerical duties and administrative tasks.
- As a member of staff around the school, implements school policies, attends inset sessions within school as required by terms of employment and further sessions for personal development at own discretion.
- Oversee a place for vulnerable students at lunches and breaks and in homework club on a rota basis
- Acts as a Key worker for students as required.

3.2.7 HLTA in SEND - in addition to the role of LSA

- Prepares for and teaches groups of students with SEND.
- Supports the SENCo in the day to day running of the department and the daily management of students need.
- Supports with admin and tracking task as required.
- Runs literacy interventions.
- Supports with Access Arrangements.
- Acts as a Key worker for students as required.

3.2.8 ASD Advocate

- Supports students with ASC, and other Low incidence SEND monitoring and tracking and reporting to the Assistant Headteacher/SENCO, liaising with parents and carers attending appropriate meetings.
- Acts as a Key worker for students as required.

3.2.9 All Teachers

- Effective planning, teaching and support for students with SEND.
- Differentiation embedded across the curriculum, allowing all students to access the lesson.
- Liaison with SENCO where necessary.
- Annual meetings with parents via Parents Evening as well as regular communication when requested by the parent/carer.
- Aware of the Code of Practice.

4.0 **Admission Procedures**

4.1 The arrangements for admission of pupils with special educational needs do not differ from those for other students. There is no specialised resource unit in school.

5.0 **Provision**

5.1 Learning Support

- In-class support for pupils having difficulty accessing the curriculum
- Withdrawal for programmes of nurture, literacy, numeracy or skills to enable better access, usually in a small group for identified students.
- Planning of individual programmes to meet students' needs, including special arrangements for examinations
- Support and guidance to staff in working with students
- Support for parents wishing to work with their child at home by providing support and appropriate packages of work
- Access to Independent Learning Task (ILT) club
- Liaison with external agencies

5.2 In Class Support

5.2.1 Provided by LSAs or members of the Inclusion Department, with the aim of supporting students in accessing the curriculum in the mainstream environment (SEND students should be firstly supported by the class teacher to deliver quality first teaching. LSAs are deployed to support students within the classroom).

6.0 Identification, Assessment and Review

As there is a continuum of special educational needs we use a graduated response to each child's needs in line with good practice outlined in the Code of Practice. Students identified as requiring intervention are registered on the Grids for Learning.

6.1 Identification

6.1.1 Students with SEND may be identified through liaising with primary schools or external agencies, staff concerns, base-line testing or progress updates, class assessment results and external examinations, parental concerns, or self-referral. Staff within the Inclusion department will continue to work alongside parents to monitor students throughout their time at the Academy. Students may develop special educational needs at any time in their school career.

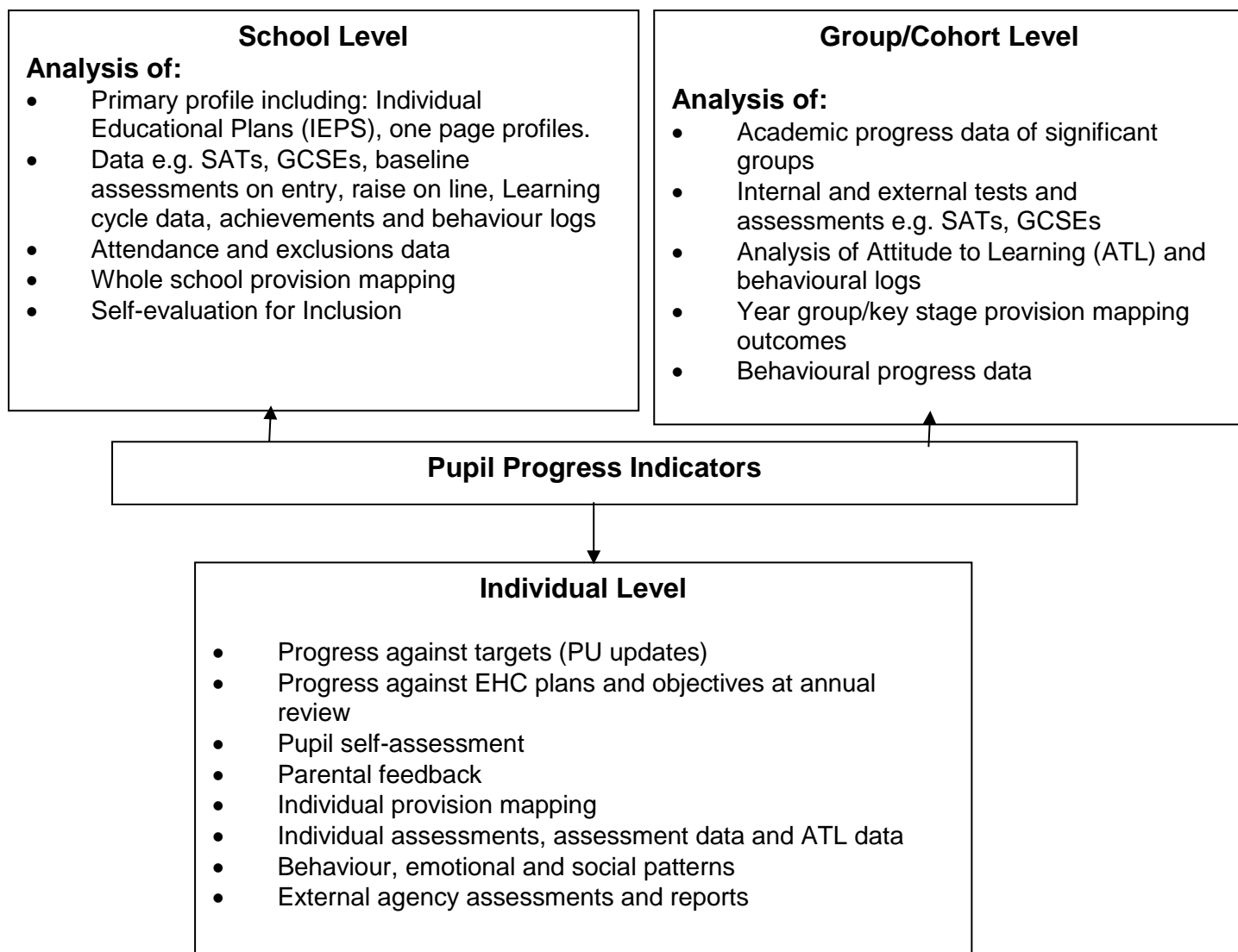
6.2 Assessment and Review

6.2.1 All students have Academy targets and class-based targets which are set through the assessment marking process. Additionally, students with an EHCP or who are on the Grids for Learning will be reviewed via pupil progress update 3 times a year (this will be based on in class work and assessment results). On analysis of progress update data the next wave of intervention will be introduced if necessary.

6.2.2 Parents/carers of students with an EHCP will be invited in to the Academy annually alongside any relevant staff members to discuss the student's progress and their well-being in order to contribute to the review.

6.2.3 Parents/carers are welcome to contact the relevant Academy staff member at any time to discuss any concerns they may have.

7.0 Monitoring Pupil Outcomes



8.0 Allocation of Resources

8.1 The SEND budget is based initially on the identification of needs across the school, allocated by the LEA and is then reviewed by the Head Teacher and Board of Trustees in the light of the provision that they wish to maintain or develop. It is supplemented by additional resources from the school's budget.

8.2 Capitation is available for the daily running of the department.

8.3 The SENCO oversees the allocation of human and other resources for students with SEND respectively in light of their SEND and level of need. Occasionally specific provision is outlined in EHC plans.

9.0 Access to the National Curriculum

9.1 All students are entitled to access to a broad and balanced curriculum.

- 9.2 In some cases students' needs may be such that withdrawal from some areas of the curriculum is necessary to improve basic skills or facilitate structured interventions with regard to emotional, behavioural and social difficulties. Some students may need the opportunity to continue their class work in the Inclusion Area/Hub if their needs are such that the normal classroom environment prevents them accessing the subject matter at the level of which they are capable. E.g. students with Asperger's Syndrome may be unable to work in a noisy area.
- 9.3 Technical aids are available to some students depending on need. Several students use netbooks or access ICT facilities based around the school. Specialised seating and equipment are obtained through Occupational Therapy (OT) or purchased on their advice, as required.

10.0 Inclusion

- 10.1 LSA support ensures that all students are able to access the whole curriculum, including practical subjects e.g. support is made available for pupils having difficulty getting changed for PE, or who have fine motor difficulties in D and T.
- 10.2 Special Provision for exams is provided for all years according to need. Testing for dispensations for exams including GCSEs and other external exams is carried out by an appropriately qualified person. In KS4 there is a formal application to Examination Awarding bodies for Access Arrangements.
- 10.3 Achievement is celebrated at individual and class level both within the teaching groups and at whole school level through the school's Rewards Policy. Awards are made at the end of each term ensuring recognition of effort and achievement. Students are, in the main, supportive of each other's needs recognising besides excellence the more individualised achievements of those with special needs.
- 10.4 All extra-curricular activities are open to all students. This includes the ILT(homework) club which is based in the Inclusion Department. being available to students without and without special needs Monday-Thursday 2:34pm- 3:45pm.
- 10.5 On school visits LSA support is available to ensure that students with special needs are included although the Head Teacher takes into account risk assessments when considering inclusion of a small number of students on day and residential visits.

11.0 In-Service Training

- 11.1.1 The school provides INSET for all teaching staff and non-teaching staff on SEND issues and encourages all staff to take advantage of LEA and national training opportunities. Once a half term Learning and Teaching Briefings are designated to provide additional and up to date information regarding progress and support for students with SEND.

12.0 Links to Support Services

12.1 The school has extensive links with a variety of support services. This work is coordinated by the ASENCO and managed initially through scheduled meetings with appropriate agencies, subsequent to which professionals may work on an individual basis or with the school's staff in an advisory capacity. Links are also made with parents. Representatives from these agencies also attend annual reviews and other meetings.

13.0 Partnership with Parents

13.1 Wingfield Academy accords with the Code of Practice in recognising the necessity for parents to be fully involved in the education of students with special educational needs.

14.0 Links with Other Schools

14.1 During transfer from primary the Inclusion Team work with primary staff to ensure sound transitions for students with special educational needs.

15.0 Areas of Need

15.1 Children's Special educational needs fall into the following categories of need:

- Communication and interaction – including Autism (ASD).
- Cognition and learning – including those with severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties.
- Sensory and/or physical – those with sensory or physical difficulty that mean they require SEN.
- Social, emotional mental health (SEMH) – including those with Attention Deficit Hyperactive Disorder (ADHD) and a range of mental health problems and recognised disorders.

15.2 Many children have complex or interrelated needs, spanning more than one category.

16.0 The Support Process

16.1 Children with SEND may be identified as requiring additional support at any time during their school career.

16.2 They may be identified through liaison with primary schools or external agencies, staff concern, base-line or learning cycle data, the student log, parental concern, self-referral.

16.3 Pastoral Leaders and Form Tutors are the first to address concerns regarding a student. Subsequently, if strategies need to be increased, a student may be referred to the Inclusion Consultation meeting for discussion and planning. These take place weekly via referrals from either members of staff or parents/carers.

- 16.4 Concerns may also be noted to any member of the Inclusion department.
- 16.5 These will be passed on to the Lead Teachers, Behaviour or Learning Support as appropriate for further assessment and intervention if required.
- 16.6 The SENCO and ASENCO are then informed of developments and updates the Grids for Learning appropriately, ensuring parents are fully involved in the process, staff are made aware of any changes.
- 16.7 Identified needs can be met through, in-class support, withdrawal for interventions from learning, behaviour support or mentoring, short-term programmes of intervention, home/school programmes, differentiation by subject teachers and support from the pastoral system of the school. When re-engagement and personalised learning programmes are implemented, a Support Plan will be used to evaluate its effectiveness.
- 16.8 The SENCo, ASENCO, Pastoral Leaders and Key Workers coordinate referrals to external agencies, liaising with parents and facilitating agencies working with students as necessary.
- 16.9 In a small minority of cases the SENCO may need to consider referral to SEND Panel, completing appropriate paperwork as required and ensuring reports from external agencies are secured.

Policy Status

Policy Lead (Title)	SENCo	Review Period	Annually
Reviewed By	Trust Executive Team/ Board of Directors	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1* *This is the first version since WFA joined NCLT	TET 08/07/2021 BoD 12/10/2021			Wingfield Academy Staff, Students and Parents	Upload onto NCLT website.