

WALTON PEAK FLYING HIGH ACADEMY



Approved by the Governing Body:	02/10/23
Review Date:	September 2024
Signed Chair of Governors:	<i>A. E. C. [Signature]</i>

SEND POLICY

We believe an inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning. This policy has been assessed using our Initial Equality Impact Assessment to ensure that it does not have an adverse effect on gender or disability equality.

This policy has been written in accordance with:

- The Code of Practice 2015

Additional information relating to SEND can be found on our school website,

www.waltonpeakfha.co.uk/send/

Position Statement

At Walton Peak Flying High Academy we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every young person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential.



Definition

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

(Department for Education, 2015, xiii, SEND Code of Practice: 0-25 years)

‘For children aged two or more, 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.’

(Department for Education, 2015, xv, SEND Code of Practice: 0-25 years)

We maintain records of all pupils who have additional learning needs. This is shared with all staff so they are aware of those who need additional support in lessons and work can be adapted as necessary.

The Code of Practice (2015) defines SEND under four broad categories of need, which are:

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

Admissions

Walton Peak Flying High Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan

Roles and Responsibilities

The class teacher

Responsible for:

- Checking on pupil progress, identifying, planning and delivering any additional help pupils may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing Individual SEN Support Plans which include pupil and parent views.
- Identifying and reviewing targets and support for SEND pupils with a SEN Support Plan– at least half-termly. Any provision made that is additional to and different from usual classroom provision is outlined on these plans.
- Adapting lessons where required to meet individual needs.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Reporting on annual progress via a written report.

Special Educational Needs Co-ordinator (SENCo)

Responsible for:

- Developing and reviewing the school's SEND policy.
- Developing and reviewing the school SEN Report.
- Co-ordinating the support for pupils with SEND.
- Ensuring our SEND pupils and their parents are listened to so that their voice is heard, and they are able to achieve the best progress possible.
- Liaising with class teachers to monitor pupil progress to arrange further or different provision if progress is slower than expected.
- Liaising with the other people who may be coming into school to help support learning, e.g. Speech and Language Therapy.
- Updating the school's SEND records and facilitate sharing of information about SEND pupils
- Coordinate allocation of school resources including TA support

Headteacher.

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for pupils with SEND.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

Identification & Assessment

The identification of SEND pupils is built into the whole school assessment cycle which takes place at the end of each half term. Those who are making less than expected progress are highlighted as part of the school's Pupil Progress Meetings. These take place with class teacher, senior school leaders and the SENCO. This doesn't mean however, that children aren't identified within this set period. Children are also identified through

monitoring and through discussions with both families and staff, who follow a flow chart of support, which identifies the best route of support given individual circumstances/needs.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from a similar level.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between them and their peers.

At this time various factors may be considered including:

- progress over time
- attainment
- standardised tests
- teacher observation
- information and advice from other agencies
- views of the pupil
- views of the parent

In deciding whether to make specialist provision the teacher and SENCO will consider all the information gathered linking with external agencies and professionals where appropriate. Early on in this process discussions are held with the pupil and their parents to establish areas of strength and difficulty as well as noting parent's concerns. Agreed outcomes are sought and next steps planned.

To support with the identification of SEND, the school will access a range of materials and tools including:

- diagnostic tests
- observational checklists
- observing and recording responses in different environments
- identifying strengths and weaknesses
- identifying learning rates and learning styles

The school may also seek the advice and support of professionals outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team, Behaviour Support or SSSEN.
- Outside agencies such as the Speech and Language Therapy (SALT) Service or Child and Adolescent Mental health Service (CAMHs)

Provision

In order to meet the learning needs of all pupils, teachers adapt learning.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

1) Class teacher input via Quality First Teaching (QFT).

- The teacher has the highest possible expectations for all pupils in their class.

- Teaching is built on what a pupil already knows, can do and can understand.
- Different ways of teaching are in place, so that all pupils are fully included and engaged in learning. This may include more practical ways of learning.
- Specific strategies (which may be suggested by the SENCO or other specialists) are in place to support children to overcome the barriers preventing them accessing learning
- Identified gaps in understanding/learning are addressed through daily teaching

2) Intervention which may be:

- Run in or outside of the classroom
- Run by a teacher or a teaching assistant (TA)
- Run by specialist teachers such as those from SSEN

3) Specialist support from professionals not based in school

This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Autism Outreach Team, Behaviour Support Team or SSEN.
- Outside agencies such as the Education Psychology Service (EPS).

4) Individualised support via an Education Health and Care Plan (EHCP)

Targets and Action Plans

Personal Centred Planning Meetings

All pupils on our SEND Support list will have a SEN Support Plan, which sets out personalised targets and actions needed to achieve these. Pupil and parent views are sought through review meetings. These inform the writing of Provision Maps based on discussions around the effectiveness of support. For pupils with an EHCP, provision will reflect the recommendations in the plan.

SEN Support Plans

SEN Support Plans are created with school staff, pupils and parents. These are used to share key information about SEND pupils and are revisited and reviewed as part of the transition process to a new class or school.

Provision Maps

Targets for SEND pupils are identified on the Provision Maps which teachers generate once each half term. Any provision made that is additional to and different from the usual classroom provision is outlined on these plans.

Monitoring Pupil Progress

The progress of SEND pupils is carefully monitored through the whole school assessment cycle. SEND pupil progress is tracked and discussed at Pupil Progress Meetings which take

place at the end of each half term. Progress is the crucial factor in determining the need for additional support.

We consider the needs of the whole child and record both academic progress, along with the development of holistic and lifelong skills.

Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice, 2015. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support – adding the pupil to the SEND Support register.

The school will complete an Inclusion Fund request when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern.

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment may lead to an Education Health and Care Plan, when an integrated approach from social care, health and education is required to meet their complex needs. A Statutory Assessment might also be requested by a parent or outside agency.

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. EHCPs must be reviewed annually. The SENCO will usually organise these reviews and invite:

- * The pupil's parent
- * The pupil if appropriate
- * The relevant teacher
- * A representative of the SEN Inclusion and Assessment Team
- * Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- * Assess the pupil's progress in relation to the objectives on the EHCP
- * Review the provision made to meet the pupil's need as identified in the EHCP
- * Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- * If appropriate to set new objectives for the coming year

At Key Stage Phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the SEND Code of Practice, the SENCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Record Keeping

The class teacher is responsible for maintaining and updating pupil records on a day-to-day basis. The SENCO maintains central records and co-ordinates the sharing of information amongst professionals, staff, and parents.

All SEND records for individual children giving details of all referrals, involvement of external agencies, medical assessments, LA correspondence etc. are stored centrally within school. These are available to parents on request. Pupil records are passed onto to new schools as part of the transition process.

Complaints

Please see the schools' complaints policy found on the school website.

Date: September 2023

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September 2024

Head Teacher.....

SENCO 

Chair of Governors.....

APPENDIX 1 - External Agencies

SSSEN – Support Service for Special Educational Needs (learning)

SSHI – Hearing Impaired Support Service

SSVI – Visually Impaired Support Service

SSPI – Physical Impairment Support Service

EP - Educational Psychologist

AO – Autism Outreach

SALT - Speech and Language Therapy

OT - Occupational Therapy

PT - Physiotherapy

School Health – School Nurse & School Doctor

Local Health Authority – Consultant Paediatricians and GPs

Social Services

CAMHs - Child and Adolescent Mental Health Services

DIAS - Derbyshire Information, Advice and Support