

<b>Title</b>	Special Educational Needs
<b>Associated Policies</b>	<ul style="list-style-type: none"> <li>• Student Care and Welfare (TPO/STU/06)</li> <li>• Health and Safety (TPO/HS/03)</li> <li>• Admissions (TSP/ADM/01)</li> <li>• Safeguarding and Child Protection (TPO/HS/05)</li> <li>• Single Equality Policy (TPO/EO/01)</li> </ul>

REVIEWED: OCTOBER 2017

NEXT REVIEW: OCTOBER 2018

### 1. Policy Statement

All schools/academies within the Brooke Weston Trust shall ensure that:

- 1.1 The special educational needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. The Academy/School will not label students nor use any organisational strategy which would disadvantage any particular group of students.
- 1.2 The Academy/School works in partnership with parents and appropriate external agencies to support students with special educational needs and each school/academy will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes.
- 1.3 Each school/academy has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN record held in respect of an individual student. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes.
- 1.4 Children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- 1.5 All support provided and decisions taken have regard to these general principles as well as the legal framework set out above.

### 2. Who does this policy apply to?

- 2.1 The policy applies to all staff across the schools/academies within the Brooke Weston Trust and those students with special educational needs in the School/Academies.

### 3. Who is responsible for carrying out this policy?

- 3.1 The implementation of this policy will be monitored by the governors of each Academy/School and remain under constant review by a designated Vice Principal.
- 3.2 The SENCO is responsible for ensuring that the principles outlined in the policy are applied to individual students.
- 3.3 Teaching staff will be responsible for ensuring that all students receive provision appropriate to their needs.

### 4. What are the principles behind this policy?

- 4.1 If it were my child I would expect them to be able to access a curriculum which is appropriate for their individual needs without being labelled or discriminated against.

- 4.2 The Academy/School will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the Academy/school curriculum.

Parents of SEN students will be able to discuss the needs of their child with their child's tutor, the Progress Co-ordinator/Head of Year or the SENCO.

### 5. Procedures

#### Identification:

- 5.1 Information about previous special educational needs will usually accompany students upon entry to the Academy/School and this will be used by the SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeders schools or early years setting, in the summer term, before students start at the school. If necessary a strategy sheet will be drawn up for each student with SEN.
- 5.2 On entry all to secondary provision, students, including mid-year entry, are assessed and the data from these tests is then analysed by the SENCO and Directors of Subjects to identify any potential areas of need. Students may then be added to the SEN Record in line with the Code of Practice guidance for SEN. The assessments taken by students upon entry include:
- Cognitive Ability Tests (CATs)
  - Reading and Spelling tests
- 5.3 Ongoing identification is also completed alongside the Academy/School reporting process as data is collected and analysed in all subject areas by Directors of Subjects. If a student has not made expected progress then interventions will be put in place regardless of need.
- 5.4 If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed. At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.
- 5.5 If a parent/carer refers their child to the Academy/School as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs 5.1.4 and 5.1.5 above. If such support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant Specialist will be completed with the parents' permission and information and strategies for support shared with all staff. If there are no concerns regarding the students' academic progress then the Academy/School will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate. Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.

#### Planning and supporting academic progress of students with SEN

- 5.6 Each School within the Brooke Weston Trust must set out their detailed approach to identifying and supporting students with SEN in accordance with the requirements of the Children & Families Act 2014 and the guidance set out in the SEND Code of Practice (2014). The SEN Information report will be

published on the individual school/academy website and will be updated at least annually. [A template report is set out at Annex A to this policy].

- 5.7 Each School within the Brooke Weston Trust must set out their detailed approach to identifying and supporting students with SEN in accordance with the requirements of the Children & Families Act 2014 and the guidance set out in the SEND Code of Practice (2014). The SEN Information report will be published on the individual school/academy website and will be updated at least annually. [A template report is set out at Annex A to this policy].
- 5.8 All staff teaching students on the SEN record will be made aware of the individual needs. Directors of subject and the Special Needs team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the Academy/School Professional Development Programme.

### Reviewing

- 5.9 All students regardless of needs are set targets. Data collated during the Academy/School reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Individual Education Plans (IEPs) or Student Learning Programmes and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer to a specialist services such as an Educational Psychologist.
- 5.10 If a student has a formal Statement of Educational Need/Educational Health Care Plan an annual review is held in accordance with legal requirements.
- 5.11 If, as a result of appropriate progress, a student is removed from the SEN record. The student will continue to be monitored through the Academy's structured reporting programme by the Directors of Subjects.

## 6. Policy review

- 6.1 This policy will be monitored as part of the Trust's annual internal review and reviewed on annual basis or as required by legislature changes.

## Annex 1

### [Name of Academy] SEN Information Report

[Name ] Academy is a [primary/secondary] school in [location]. It's [ethos/vision statement etc]

This SEN Information Report forms part of a wider collection of documents which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy, Complaints Policy [etc].

	<b>Question</b>	<b>School response</b>
1	What types of special educational need does the Academy cater for.	
2	a) How does the school know if children need extra help? b) What should a parent do if they think their child may have special needs?	
3	a) How will school staff support a child? b) Who will oversee, plan work with children and parents? c) How often will this happen? d) Who will explain to parents what is	

	happening for the child?	
4	<ul style="list-style-type: none"> <li>a) How will the curriculum be matched to a child's needs?</li> <li>b) What is the schools approach to differentiation?</li> </ul>	
5	<ul style="list-style-type: none"> <li>a) How will both the school and parent know how a child is doing?</li> <li>b) How will the school support parents to help their child's learning?</li> <li>c) When will parents be able to discuss a child's progress?</li> </ul>	
6	<ul style="list-style-type: none"> <li>a) What support will there be for a child's overall well-being?</li> <li>b) Pastoral, medical, social emotional in and out of school?</li> </ul>	
7	What specialist services and expertise are available or accessed by the school?	
8	What training will the staff supporting children and	

	young people with SEND have had or receive?	
9	How will children be included in activities outside the classroom, including school trips?	
10	How accessible is the school environment?	
11	<p>a) How will the school prepare and support a child to join the school.</p> <p>b) Transfer to a new school or the next stage of education or life?</p>	
12	How are the school's resources allocated and matched to children's special educational needs?	
13	How is the decision made about the type and how much support a child will receive?	
14	How are parents involved in the school, and how can they become involved?	
15	Who can parents contact for further information, or raise concerns?	
16	How does the school listen to pupils views?	

17	How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?	
18	How do pupils gain admission to the Academy or any specialist units/provision on the school site?	
19	Where can I access other information around support for children, young people and families for SEN and disabilities (including the LA's Local Offer)?	
20	Which policies are relevant to the academy's approach to meeting special educational needs and where can I find them?	