

<b>Elizabeth Woodville School</b>	
Policy Name:	SEN policy and information report
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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- At EWS Academy we believe that:
  - We are all different, and we all have the potential to achieve
  - We achieve more when we work together
  - We have the right to feel safe and to enjoy our learning
- Because we share these beliefs, we place high value on the qualities of:
  - Ambition – setting challenging goals to work towards
  - Confidence – having belief in our potential to achieve these goals
  - Curiosity – demonstrating intellectual enquiry and asking questions
  - Leadership – influencing others to make positive changes
  - Respect – having due regard for the feelings of others and for the environment

These values extend to our SEN and Disability department where we ensure students are provided with an individualised education. This is delivered firstly through Quality First Teaching and enhanced by both in class learning support and focus groups for targeted students.

## 2. 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, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN 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 the majority of 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO Mrs. Claire Wright (north campus)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The SEN governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher (Sharan Matharu) will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Required to adapt the curriculum to ensure inclusive learning

#### **4.5 Curriculum**

How do we adapt the curriculum and learning environment?

Within the last academic year for children who have experienced some kind of SEND, we have expected all children to participate in all curriculum areas and activities that are statutory and non-statutory. However, in order for the SEND pupils to access all areas of the curriculum we have had to make adaptations to how the curriculum has been delivered. Within the last academic year we have done this by providing physical resources for some children, providing personal spaces for children, supporting the children through very structured teaching, by delivering specific interventions. Some children have had 1-1 support both inside the classroom and outside of the classroom depending upon what the child's needs have been. For some children with specific learning difficulties these children have been timetabled to work with a special needs teacher, either in small groups or on a 1-1. We have also targeted large groups of Year 7 and 8 students to improve their Literacy and Numeracy standards.

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Physical Impairment and disability

## 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly each PP cycle for all students; however progress will be monitored for some targeted students during the course of the cycle by learning support staff.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will

regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will ensure students transitioning from the primary phase are invited to a transition plus day where they are introduced to the school with a small group of SEND students. Should a student join mid-year the SENCO or Mrs Harry will support them whilst transitioning.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy and numeracy focus groups for targeted students
- Teaching assistant support for groups of students with additional needs
- 1:1 meetings with a key worker
- Workshops with targeted foci
- Home packs for extending the learning

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants across both sites that are trained to deliver interventions such as numeracy support, the Ruth Miskin Programme for literacy and assistance in the Sciences.

Teaching assistants will support pupils on a 1:1 basis when they are EHCP students

Teaching assistants will support pupils in small groups when they are identified as a K student or a student in need of catch up

We work with the following agencies to provide support for pupils with SEN:

- EIP
- Educational Psychologist
- CAHMS
- TAHMS
- British Dyslexia
- Specialist SEND support services

### **5.9 Expertise and training of staff**

We have a team of teaching assistants across both sites, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in quality first teaching, ASD and the Dyslexic friendly classroom

### **5.10 Securing equipment and facilities**

Differentiation in the classroom includes the use of resources for e.g.: providing tools such as print outs and overlays. ICT is provided for identified students in the form of word processors or laptops.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each PP cycle
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

When it comes to SEND provision, one measure that we use to evaluate the effectiveness of our SEND provision is pupil outcomes, this is based upon not only whether or not those children meet national expectations, but whether or not those children meet or exceed their personal targets and therefore can be seen to have made progress. The other way that we evaluate our provision is through pupil and parental voice activities and feedback. Finally, we evaluate our SEND provision by the number of exclusions, fixed or permanent, that we make. As an inclusive school we are very proud of our track record and only as a last resort are exclusions considered.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including clubs

All pupils are encouraged to go on our residential trip(s) to Long town, France or Amsterdam

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We support pupils with disabilities by:

- Ensuring all students have equal opportunities
- The facilities are accessible for students
- Following the schools equality policy which can be found on the schools website under statutory information

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the Anti-bullying Ambassador team to promote teamwork/building friendships etc.
- Pupils with SEN are also offered emotional and social support during social times at Learning Support lunchtime clubs

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

EWS Academy works closely with the Local Authority to ensure pupils with SEND and their families are supported. We also work closely with Specialist Support Services and the Educational Inclusion Provider to offer additional support if required.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

If parents require additional support, Children First Northamptonshire provide a SEND support service.

Contact is via the website: [Northamptonshire Support Services](#)

### **5.17 Contact details for raising concerns**

Should you need to raise a concern, please contact:

Mrs. C Wright (SENCO) [Claire.wright@ewsacademy.org.uk](mailto:Claire.wright@ewsacademy.org.uk)

### **5.18 The local authority local offer**

Our contribution to the local offer is: to co-operate with the local authority by developing and publishing description of the special education and training provision as well as take part in the regular review of the local offer

Our local authority's local offer is published here: [Northamptonshire local offer](#)

## **6. Funding**

EWS receives funding directly from the Education Funding Agency to support needs of students with SEND. This is described as a national budget and is based on a fixed identified sum per SEND student but is not attached to a named student.

## **7. Monitoring arrangements**

This policy and information report will be reviewed by Mrs. S Matharu **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **8. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions