

<b>Elizabeth Woodville School</b>	
Policy Name:	SEND Policy and Information Report
Owners:	Claire Wright - SENCO North Campus and Matthew Perris - SENCO South Campus
Statutory:	Yes
Date Ratified:	By Governing Body December 2023
Review date:	December 2024

Children with special educational needs and disabilities (SEND)

## Local Offer

Find services for children and young people (aged 0 to 25) with special educational needs and disabilities in West Northamptonshire



<https://www.westnorthants.gov.uk/children-special-educational-needs-and-disabilities-send>

**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

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### Aims and Vision

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

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

We have high aims for our SEND students and our progress 8 data for our SEND K students is +1.1 which is significantly higher than in previous years. We look at a holistic approach to our students ensuring we know their needs and work well with them to support them during their time at EWS.

Our vision is to provide a warm and welcoming environment in which all students flourish and are supported to achieve their ambitions. Students at EWS will be taught by teachers that understand the principle that SEND is everyone's responsibility and have access to high quality teaching that is differentiated to meet individuals needs. We want to work together with all stakeholders to ensure that all students needs are communicated and support is in place ensuring the voice of parent and

child is heard throughout. We recognise that our students are all individuals and want to help them develop their skills to think and work independently.

### **Legislation and guidance**

This policy 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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- Equality Act (2010) last updated June 2015
- Ofsted Inspection Framework (May 2019)
- EEF

This policy also complies with our funding agreement and articles of association and follows the Statutory Guidance outlined in the SEND Code of Practice 2015.

### **Definitions of SEND**

The definition of SEND adopted by EWS is informed by the Special Educational Needs and Disabilities Code of Practice (2015). Specifically, Section xiii, which defines a young person with special educational needs; "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."

Section xviii which defines a disability as, "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities".

"Long term" is defined as "a year or more" and "substantial" is defined as "more than minor or trivial",

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.

It is accepted that this definition includes more students than many realise, and includes sensory impairments, such as those affecting sight or hearing and long-term health conditions. In addition, a disability may be characterised and classified by a young person's special educational needs alone, and other physical needs may not be present.

Within this definition it is important to note that any provision made for students with SEND does not replace high quality teaching.

### **Roles and responsibilities**

The SENCOs - Mrs. Claire Wright (north campus) and Mr Matthew Perris (south campus). They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEND 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 SEND up to date
- Co-ordination of the provision of students with SEND
- Raising the awareness of SEND throughout the school
- Management of the SEND department and associated staff members
- Providing information and guidance to staff ensuring high quality teaching is differentiated and personalised to each individual needs.
- Monitor the progress of our SEND students and review termly the SEND register
- Assessment and screening of students to inform the planning and delivery of interventions
- To ensure that support is given to students during transition processes, i.e from year 6 into 7, year 9 into 10 and year 11 in post 16.
- Ensuring parents are kept informed regularly.

### **The headteachers**

The headteachers, Emma Reed (North) and Hannah Jones (South) will:

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

### **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 policy
- Adapting the curriculum to ensure inclusive learning

### **Curriculum**

We expect all children to participate in all curriculum areas and activities that are statutory and encourage those to participate in any non-statutory. Our cultural capital is inclusive and all students partake in extra curricular activities that are in place. Students are encouraged to join our clubs and attend any trips that are offered.

We want all students to have access to a broad and balanced curriculum. We work together with all our stakeholders to personalise our curriculum and ensure that each student meets their own personal target.

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

- Reviewing pupils' individual progress towards their goals each PP cycle
- Reviewing the impact of interventions after 6 week
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND 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.

We support pupils with disabilities by:

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

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

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

We work closely as a team with the Anti-bullying ambassadors and are pleased with the testimonial from a year 7 student who said "that the hub provided her with new friends and confidence". The hub is open during social times for students to engage and meet new people.

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 IPSEA and IASS to offer additional support if required.

### **Complaints about SEND provision**

Complaints about SEND 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.

### **Contact details of support services for parents of pupils with SEND**

If parents require additional support, Children First Northamptonshire provide a SEND support service. Contact is via the website: [Northamptonshire Support Services](https://www.northamptonshire.gov.uk/children-first)

### **Who to contact**

EWS strive to work together with parents of SEND students and believe that there should be no barriers to effective communication between school and home. The following information should make it easier to know who to contact:

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

Mr. M Perris (SENCO) [Matthew.perris@ewsacademy.org.uk](mailto:Matthew.perris@ewsacademy.org.uk) (South)

### **The Graduated Response**

When a student is identified as having SEND, EWS work hard to provide a SEND provision that removes identified barriers to learning. This approach is done using the graduated response as identified in the SEND Code of Practice (2015). This is a four part cycle where decisions are continually revisited in order to refine

and improve the provision in place for individual students. This is detailed below and is monitored using Provision Map to track and document the graduated response.

### **Assessment**

Assessments include information shared during transition from primary to secondary school or in year transition. These are regularly reviewed and updated to ensure that information sharing and interventions are well informed. CAT testing is undertaken in year 7 and the data from this is used as a baseline in supporting any students that need additional literacy or numeracy support.

### **Planning**

Where SEN provision is required, communication will be made with the parents and students. A passport will be created for that student to support staff in their planning. Any interventions that take place will be reviewed regularly and after six weeks assessed to see if any progress has been.

### **Wave one interventions:**

Wave one describes inclusive quality first teaching, that is personalised to meet the needs of individuals. The vast majority of students will make expected progress with wave one interventions alone. Class teachers are primarily responsible for delivery at wave one and will use the information and expertise of the SENT team to inform practice. Examples of wave one include:

- Quality First Teaching
- Personalisation of lesson content
- Assessment for learning
- Summative assessments and quality feedback
- CAT screening on entry
- Information sharing
- PSHE
- Form tutor support

### **Wave two interventions**

Wave two describes additional interventions that are delivered alongside wave one, not as a replacement. These interventions are targeted at helping students meet age related expectation, or address gaps in learning. These interventions should, where possible, take place in the classroom and under the supervision of the classroom. Sometimes, wave two interventions will take place outside of the classroom in small groups.

These include:

- TA support in core subjects
- Small group literacy support
- Reading support
- Spelling support
- Homework support
- Time out cards
- Traffic light cards
- Pupil passports
- Social stories work
  
- Work in the hub
- Counselling

### **Wave three interventions**

These are tailored and personalised to meet the needs of an individual and will be delivered in one to one or

small group sessions. These sessions are time limited and reserved for a student with a high level of need. External agencies and other professionals are often involved in the planning and delivery of this wave. This can include:

- Educational Psychologist
- Early Help Assessment
- Work with the Specialist Support Service
- Specialist teaching from teacher of the deaf or visually impaired

### **Review**

The review and effectiveness of the SEND provision is completed regularly. The impact and the quality of the provision or intervention is evaluated alongside the views of the student and parents. This evaluation then informs future assessment of needs and planning of provision.

Examples of this include:

- Teacher assessment and progress reports
- Behaviour and rewards scores
- Observations and feedback from staff
- Summative and formative assessments
- Student feedback
- Parent feedback
- Attendance
- Pastoral support
- Team around the family meetings
- Reports from external agencies
- Measuring of emotional intelligence

### **Monitoring arrangements**

This policy and information report will be reviewed by Mrs E Reed and Mrs H Jones **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.

### **Exam Access Arrangements**

Pupils who have been identified as having specific needs may be entitled to additional or different arrangements for examinations. EWS adheres strictly to the guidance outline by the JCQ and all other relevant bodies. EWS endeavors to identify all students that require exam access arrangements. However, we will not apply for arrangements without the necessary evidence or history of need. Exam arrangements are intended to create fair access, not give advantage to those students with additional arrangements.

### **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