



SIR WILLIAM ROBERTSON  
ACADEMY

SPECIAL EDUCATIONAL NEEDS POLICY

July 2022

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## **1. School Arrangements**

### **1.1 Philosophy**

This policy states the values that the Learning Support Department hold and the arrangements that are made for pupils with special educational needs at Sir William Robertson Academy (herein after known as the “school”); that is those pupils who at some time in their school careers need additional support and/or resources to enable them to access the curriculum and learn and to take a full and active part in school life. All pupils with special educational needs (SEN), regardless of their learning difficulty or disability are entitled to:

- the right to access a broad and balanced curriculum;
- the right to be educated alongside their peers;
- the right to feel equally valued;
- the right to become increasingly independent;
- the right to be taught by appropriately qualified staff.

Pupils with additional needs which are not related to a learning should refer to the alternative appropriate policy such as Pupil Premium, attendance or English as an Additional Language.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she –

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **1.2 Aims**

In light of the Children and Families Act 2014 SWRA have a number of over-arching aims in order to address the learning needs of pupils. As a school we aspire to identify additional needs early and provide appropriate intervention and high-quality provision to meet learners needs. Parents and pupils are to be encouraged to participate fully in any decision-making process allowing greater choice and control over support. As a school we endeavour to work collaboratively with health and social care services to meet needs with high quality provision that focuses on inclusive practice and removes barriers to learning. The ultimate aim being successful preparation for adulthood, including independent learning and employment.

- a) To identify pupils with SEN in order that they be encouraged to achieve their potential within each aim of the school.
- b) To encourage a whole school approach to SEN.
- c) To ensure that all staff are fully aware of SEN pupils in their classrooms and ensure that expectations of these pupils, with respect to achievement and behaviour, are realistic.
- d) To identify and promote approaches to teaching and learning that have proved effective for SEN pupils.
- e) To make sure that all staff are given regular opportunities to feed back to the Learning Support Department on the progress of individual students and/or the identification of pupils with SEN.

- f) To share information with staff and review progress of intervention using an assess, plan, do, review model, using Education Plans where appropriate.
- g) To review, monitor and maintain records on the progress of SEN pupils.
- h) To put information gained from the assessment of pupils at the disposal of the staff to inform their teaching practices.
- i) To liaise with and provide access to specialist advice and guidance (external agencies).
- j) To keep parents informed about the progress of their children and encourage the partnership between parents and school staff.
- k) To maintain and regularly up-date the SEN Register
- l) To build confidence and raise esteem in SEN pupils.
- m) To be at the cutting edge of national developments which enhance knowledge and understanding of SEN pupils.

### **1.3 Roles and Responsibilities**

#### **The Governing Body will:**

- have regard to the code of practice;
- understand the statutory duties of the governing body;
- designate an inclusion governor;
- report on the implementation of the school's SEN policy in its annual Impact Statement;
- understand how SEN integrates into the strategic framework of the school.

#### **The school SENCo will:**

- maintain and regularly up-date the school's register of pupils with SEN and have an over-sight of their records (NB – whilst this is no longer a legal requirement, the current SENCo continues to update this as a matter of good practice)
- oversee the day-to-day operation of the school's policy for SEN;
- co-ordinate provision for SEN pupils;
- liaise and offer advice to school staff regarding the learning needs of SEN pupils;
- consult, liaise and negotiate with parents, liaise with external supporting agencies and co-ordinate their contributions.
- chair reviews, meetings and case conferences;
- use published data to inform the work of the school staff with respect to SEN;
- evaluate the effectiveness of the provision for SEN pupils.

#### **The school staff will:**

- put the school's policy into practice and adopt approaches that meet the needs of SEN pupils;
- identify SEN pupils and refer them to the Learning Support Department;
- have expectations of and set targets for SEN pupils that are realistic but challenging;
- communicate with parents;
- learning support staff/assistants will understand their role and work collaboratively with staff and external agencies;
- be able to increasingly support pupils by developing their own skills.

## 1.4 Co-ordinating and Managing Provision

SWRA follows the code's recommendation of a continuum of provision for supporting SEN pupils and a continuous process of action and review. Information and data are collected from feeder primary schools and supplemented with baseline assessment using Cognitive Ability Tests on entry in September. Information is gathered from the following sources:

Before entry:

- KS1/KS2 SATs data
- Pupil records
- Induction evening/liaison with parents
- Liaison with EP, EBSS, Primary Heads and Year 6 staff
- Medical records

After entry:

- Cognitive Ability Tests
- Referrals from colleagues
- Standardised reading and spelling tests
- Parents
- Classroom observation/teacher assessment.

The SENCo will work with staff and parents to gather all the information available about any pupil for whom there is a concern and take the lead in planning with staff and parents an appropriate form of intervention.

It is anticipated that in the main any additional strategies or provision for the pupil will occur within the classroom setting. Classroom teachers will be responsible for over-seeing the day-to-day delivery, assessment and recording with some help from the Learning Support Department and Pastoral Team.

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.* 6.37 Special educational needs and disability code of practice:0-25 years (June 2014)

Initial concerns are raised, SEN identified, targets and strategies given and a variety of available resources used to address the pupil's SEN. This additional information and provision will be recorded and reviewed as an Individual Education Plan (IEP), delivered by all staff concerned. The SENCo will monitor. If the pupil's needs can be met within the differentiated classroom they shall be recorded as Additional Needs. If they require support in addition to a normal, differentiated classroom they will be recorded as SEN support.

Provision for a SEN pupil will match the nature of their needs and will be regularly monitored and reviewed. IEPs for SEN Support will be reviewed at three times a year - one review coinciding with parents' evening. IEP's for Educational Health Care Plan pupils will be reviewed at least three times a year - one coinciding with Parents' Evening and one at the annual review. The IEP will focus on three or four individual targets relating to the key areas of communication, literacy, numeracy, behaviour

or social skills. The IEP will be discussed with the child's parents and the targets discussed, set and agreed with the pupil.

Where insufficient progress has been made or where the pupil continues to work at levels that are substantially below those expected of children of a similar age more intensive assessment and action will be needed. External agencies will be asked for advice about new IEP targets, resources and strategies, more specialist assessment and support. When the additional advice has been received a new IEP will be drawn up reflecting the recommendations made. The SENCo will have responsibility for monitoring and liaison.

As directed, SWRA's access audit has been undertaken and an access plans to improve accessibility for disabled pupils over time has been completed.

### **1.5 Admission Arrangements**

When considering admissions arrangements, the Governors will meet their obligations to pupils with EHCP.

Where possible, all pupils will be visited by the SENCo/HoH with responsibility for primary transition at their primary school prior to induction day which is held in July. Induction evening for parents allows them the chance to meet their child's form tutor and Head of House. Further opportunities are given to parents to discuss their child's needs with school staff prior to the September start. Data from primary schools are transferred electronically and pupil records are requested at the end of the summer term. Information received prior to pupil entry helps to ensure that the pupil's SEN can be met according to the requirements of the SEN and Disability Act 2001.

## **2. Identification, Assessment and Provision**

### **2.1 Allocation of Resources**

Money to support SEN is delegated as part of the school's budget and reflects the school's profile for SEN. If a pupil has an Education Healthcare Plan (EHCP), the EHCP will identify the provision that is to be made in order to meet the identified needs. This provision is allocated to the school's budget at present by band funding. Further funding for pupils with EHCPs without top up or students with Additional Needs is delegated to the school as the SEN factor.

The allocation of provision to the Learning Support Department has allowed a wide variety of materials and equipment to be purchased, including specialised reading and spelling schemes and IT hardware and software. IT provision encourages and enables SEN pupils to express themselves more effectively by providing a resource to help them overcome their difficulties and to consolidate skills in a rewarding way.

### **2.2 Identification, Assessment and Review**

Some pupils will start at SWRA having had their SEN already identified in their previous school. Support will initially be maintained at this level until a review has taken place. Otherwise, the systems in place are as given in section A, paragraph 4 – co-ordinating and managing provision.

Individual pupils on the SEN register are monitored and assessed on a regular basis using both the school's systems to track pupil progress as well as standardised tests and specialist assessment where necessary. Accurate and detailed records are kept, IEPs are written and reviewed and extra support is given either in class, at lunchtime or by withdrawal from lessons although this is kept to a minimum. Information is gathered from:

- End of Key Stage tests
- CATs
- Annual reports
- Interim assessment grades (an internal system used for tracking pupil progress)
- Annual reviews
- Progress reports
- Liaison with departments.
- Reading and spelling ages - determined three times a year for all pupils below functional literacy (10 years) to monitor progress. This is supplemented with diagnostic reading and spelling tests if progress is minimal to pinpoint areas of weakness – programme is then adapted or a new programme implemented as necessary.
- TA reports on individual pupils
- Reviews that include pupil self-evaluation

### **3. Curriculum Access and Inclusion**

An inclusive curriculum is provided based on the three principles set out in the National Curriculum handbook. These are:

- setting suitable learning challenges;
- responding to diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### **3.1 Evaluating Success**

The Learning Support Department uses the following criteria for monitoring and evaluating success:

- Governors, senior management and staff are familiar with and implement the school's special needs policy;
- Pupils are quickly identified and assessed;
- Parents who support their child, liaise with the school and feel involved in the education process;
- Accurate SEN Register is maintained (NB – whilst this is no longer a legal requirement, the current SENCo continues to update this as a matter of good practice);
- IEPs are written, implemented and reviewed. SEN pupils make progress towards achieving their individual targets;
- Subject staff are confident in dealing with pupils with special educational needs in their classrooms and provide relevant and appropriately challenging learning opportunities;
- Staff discuss pupils' needs with the Learning Support Department;
- Learning Support staff are deployed effectively and efficiently;

- Learning Support staff increase their knowledge of strategies of supporting pupils and facilitate pupil independence;
- Close liaison with all external agencies;
- Regular reviews are held;
- SEN pupils are integrated into their year group;

Pupils with special educational needs display increased confidence and begin to move towards becoming independent learners in the classroom.

#### **4. Complaints Procedure**

Sir William Robertson Academy prides itself on working closely in partnership with parents for the good of all our pupils and although there is an approved procedure for dealing with complaints about the school curriculum any concern or query can be discussed with the Headteacher or member of staff concerned. Formal procedures involving the Governors may be invoked by contacting the Clerk to the Governors.

#### **5. Staff Development and Appraisal**

Learning Support Staff and Assistants have annual Professional Development Meetings. Learning Support Department Staff and Assistants are allocated places on courses appropriate to their needs and the needs of the department. This is based upon areas of responsibility within the department or an interest shown by a member of the department for professional development or to develop new ideas / projects within the school. Individual needs may also be identified through the school's performance management policy and through informal discussion throughout the year.

#### **6. Partnership within and beyond the School**

##### **Links with external agencies**

Liaison with external agencies in order to provide specialist advice and guidance and access for pupils to their services is given high priority by both the Learning Support Department and the Pastoral Team. Systems are in place for close liaison and internal communication so that all parties concerned are informed.

##### **Partnership with parents**

Parents will be informed as soon as it is considered advisable that a pupil is placed on the SEN Register. Links with parents will be maintained through day books, written communication, parents' evenings and telephone contact. All opportunities will be taken to forge effective links with parents in order to liaise about individual pupil needs.

Liaise ([liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)) is also available to parents of children with special educational needs. The aim of this service is to ensure that such parents have access to quality information and can be fully involved in decisions affecting their child.

## **Pupil**

Pupils with special educational needs at SWRA will be consulted and involved in making decisions that affect their learning through IEP reviews, annual reviews, and any other assessment or review meetings. Where possible, pupils will be actively encouraged to voice their views and opinions at these meetings.

## **Links with other schools and transfer arrangements**

Over the course of the academic year a great deal is done to promote community links with our feeder primary schools – involving them in curriculum activities liaising with primary colleagues and being actively involved in bridging the gap between primary and secondary education in order to make the transition from KS2 to KS3 as smooth and effective as possible.

## **Legislation:**

- 1996 Education Act
- 1998 Human Rights Act
- Special educational needs and disability code of practice:0-25 years (June 2014)
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

## **Related school policies:**

- Inclusion policy
- Behaviour management policy
- Equal opportunities
- Accessibility plan