



SEND POLICY

This policy is reviewed annually in the summer

Approved by Governors: 11/07/2016

Review date for Document: 11/07/2017

Introduction

Our Beliefs and values with regard to SEND

The vision for all our students is inclusion, ensuring that they have access to a broad and balanced curriculum and to provide an environment where students can grow in confidence and self-esteem and develop independence. We endeavor to foster an atmosphere in which students experience a sense of belonging at Joseph Leckie and feel that they are able to make a contribution to the school community irrespective of their status. We believe that every child has a right to enjoy and achieve. This includes students with special educational needs and disabilities. We also believe that every child is a teacher of SEND.

Section 2

Aims & Objectives

Aims

We know that many students will have special educational need at some time during their school life. At Joseph Leckie Academy we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy achievement.

In accordance with the Special Education Needs Code of Practice (2014), **a student has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made or has a disability which prevents them from using the facilities in school.** By special educational provision we mean that which is additional to or different from the educational provision made generally for students of the same age. A student has a disability if this has a substantial or long-term adverse effect on the ability to carry out normal day-to-day activities.

At Joseph Leckie Academy we believe that all students are capable of excellence and the aim of this policy is to raise standards throughout the school in order to ensure a positive outcome for students with SEND. We believe in equality of opportunity and will eliminate discrimination on the grounds of ethnicity, gender and disability.

Objectives

In order to achieve this, Joseph Leckie Academy will:

- ensure that all students with special educational needs have their needs identified and met
- operate a whole school approach to the management and provision of support for special educational needs
- make effective provision to ensure inclusion
- offer full access to a broad, balanced, differentiated and relevant Curriculum

- ensure that the progress of all students with special educational needs is carefully monitored
- provide advice and support to all staff working with students with special educational needs students

Section 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Section 6 of the SEND Code of Practice 2014 (page 97-98) describes 4 categories of need:

- Cognition and Learning
- Speech Language and Communication Needs
- Social Emotional and Mental needs
- Sensory and Physical Impairment

In identifying the special educational needs of students at Joseph Leckie we look at the needs of the whole child. Due consideration is given to factors which may have an impact on a pupil's progress and attainment but is not SEN. These include:

Disability (the Code of practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
 Attendance and Punctuality
 Health and Welfare
 EAL

Being in receipt of Pupil Premium Grant

Being a Looked after Child

Being a child of a serviceman/woman

In keeping with the new Code behaviour is no longer described as SEN but as an underlying response to a need.

Section 4:

A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistant or specialist staff. High quality first teaching, differentiated for individual students, is the first stage in responding to students who have or may have special educational needs. As a school the quality of teaching for all students, including those at risk of underachieving, is consistently monitored through faculty review as well as lesson observation for performance management.

At Joseph Leckie quality first teaching is important in helping all students maximise their learning. As a part of this, teachers use rigorous assessment of and for learning. Where students fail to make adequate progress, class teachers plan effective interventions targeted at the area of a pupil's need. Careful consideration is given at this stage to the views of the students and his or her parent. Teachers subsequently implement the interventions in accordance to the students need. If the pupil

continues to make inadequate progress after a few Assess- Plan – Do- Review cycles; teachers consider the possibility that the child has SEN.

SEN Provision

Where it is decided that a student has SEN, subject teachers and the SENCO take into account the all of the information gathered within the school about the student's progress, alongside national data as well as expectations of progress. This information is discussed with students and parents and their views are solicited.

For students with more complex or higher levels of need, specialised assessments from the educational psychologists, sensory specialists (VI or HI), speech, language and communication therapist or other external professionals or agencies are taken into account. AT JLA we will always have a discussion with or at least seek parental consent prior to the involvement of external agencies.

Names are added to the SEND register when all the evidence has been examined and meaningful discussions with students and their parents have taken place.

Section 5: Managing Students Needs on the SEN Register

The various interventions offered at JLA are generally shown on a provision map. In addition students with more complex needs have a passport (students with dyslexic tendencies) or individual provision map detailing their targets and expected outcomes. These will all be stored on the school's data base and are accessible to subject teachers who are responsible for monitoring and evidencing the progress of individual students in their class according to the outcomes described on the plan. The SENCO is responsible for updating individual provision maps at least once termly. Aside from this there are live tracking sheets (these are traffic lighted) by year groups for all the students on the SEND register. The SENCO looks at these every term once the progress data is entered and in so doing monitors the progress of all students on the register.

Deciding on the level of provision

Based on students history of SEND which includes information from primary schools, feedback from teachers, support staff, parents, and termly data interventions are put in place according to severity of need.

Where the provision at JLA is not sufficient to meet their needs we endeavour to seek advice from the LA Educational Psychology, secondary schools in our local area and other external professionals.

Section 6: Criteria for exiting the SEND Register

Where students make adequate progress over 2-3 terms and narrow the attainment gap significantly between them and their peers, they are removed from the SEND register.

Section 7: Supporting Students and Families

Local SEND provision

To find information on the local offer please go to www.mywalsall.org/walsall-send-local-offer/ . You can also find general SEND information at Walsall Parent Partnership – you can contact them via telephone 01922650330 or email parentpartnership@walsall.gov.uk

Admission arrangements

The admission arrangements for our school treat students with special educational needs who do not have a statement exactly the same as for all other students. They are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority. A copy of the Admission Arrangements is available from the Academy or Education Walsall. This booklet also sets out the arrangements that apply for the admission of children and young people with statements of special educational needs.

Primary transfer

Parents are invited to meet the SENCo at Academy Open Evenings, Parents Evenings and by appointment.

The SENCo attends annual reviews of students with a statement of special educational needs in Year 6 in order to prepare for transition to Joseph Leckie Academy for some students a transition plan is developed to ensure a smooth transition in September with the support of the Consultation and Inclusion Support Services. This may involve a student having several pre-visits to Joseph Leckie Academy to familiarise themselves with the school and the staff.

During the summer term the SENDCo or Transition Manager will visit all feeder schools in order to gather information about students etc.

Access arrangements

At Joseph Leckie Academy we make sure that students with SEND are not at a disadvantage because of their SEND status. Within the classroom teachers take the necessary steps to make assessments accessible through enlarged print, extra time, readers, scribes, word processor as required according to the students need. The same applies to external exams. The exams officer along with the SENCO fill in the necessary paperwork and process applications in line with the JCQ requirements so that students are able to benefit from exams concession appropriate to their needs.

Section 8: Supporting Students at school with medical Conditions

Section 100 of the Children and families Act 2014 places a duty on the governing bodies of schools to make arrangements for supporting children with medical conditions. Students with medical conditions have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. Schools have a responsibility for the health and safety of students in their care (Health and safety at work Act 1974).

We recognize that students with medical conditions are supported in such a way that they have full access to the curriculum including physical education and school trips. That is they have the same privileges as their peers.

We are aware:

- that medical conditions may affect a child's educational, social and emotional well-being. Children may also be self-conscious about their conditions and as a consequence develop anxiety or depression.
- Some children with medical conditions may be disabled and where this is the case the School will comply with its duty under the Equality Act 2010.
- Some may have special educational needs and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their educational provision and the SEN Code of Practice (2014) is followed.

Section 9: Monitoring and Evaluation of SEND

Monitoring the success of the provision made

We regularly monitor the progress of all of our students. We set targets for improvement for all children and will ensure that these targets are made available to both the students involved and their parents. This is particularly important for children with special educational needs as we will need parents to work with us and support the additional work that we are doing. We will also make sure that we have the same high expectations for students with special educational needs as we do for all. Further monitoring of our provision takes place through our own self-evaluation process. We report at least yearly on progress to the Governing Body and also to the Government. Provision for children and young people with special educational needs is also part of the OFSTED Inspection process. Some possible examples of policy evaluation might include:

- increase in the number of students with special educational needs attaining specified levels in National Curriculum assessment
- increase in the number of parents attending or contributing to reviews and consultations
- increased proportion of students achieving better outcomes
- achievements of students

We can also tell how well we are doing from feedback from:

- Parent questionnaires / sampling parents' views
- Students' views
- Staff views
- Governors

Through evaluation and monitoring we can improve the way we deliver provision for students with SEND and as a result secure better outcomes for our students.

Section 10: Training and Resources

Through our annual performance management cycle staff indicate areas for development and training including SEN. General feedback from teaching and support staff during discussions is also vital in gathering information about training needs. From these, in-house training sessions are arranged in addition to individual staff attending a variety of courses. Information from these is often fed back to other staff.

The SENCO also regularly attends the LA SENCO network meetings in order to keep up-to-date with local and national changes in SEND.

Joseph Leckie is currently a part of the Sutton Alliance with Streetly School and staff from both schools engage in developmental activities.

New Staff

We run an induction programme for NQT, new teachers and support staff when they take up a position at Joseph Leckie Academy. This includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Section 11: Roles and Responsibilities

SEND Governor: Pam Wade

To ensure that SEND provision in the school is line with New Code and students with special educational needs in the school are properly provided for.

SEND Teaching Assistants – line manager-	A.Johnson
Designated Teacher with safeguarding responsibility:	K.Whittlestone
	M.DeRome
Staff responsible for managing PPG/LAC funding	K.Whittlestone
Staff responsible for managing students' Medical Needs	A.Johnson

Section 12: Storing and Managing Information

Protecting students' personal information is very important to us at Joseph Leckie Academy. All confidential information (students' files) is stored securely in lockable filing cabinets. Data stored on the school's system is usually password protected.

Section 13: Making the school accessible

We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and special educational needs;

- Ramps
- Painted stairways

Blinds and carpeting are available in some rooms to assist access for children with sensory needs, a disabled toilet/s exist/s, handrails are fitted to all stairs, ramps have been built to the main and side entrance

Do we have an accessibility plan?

For disabled children attending Joseph Leckie Academy we strive to provide an inclusive ethos so that they feel able to participate in all school activities. This may take the form of adult support to access, for example, physical activities such as swimming lessons.

Accessing staff

The SENCO is available by appointment. Subject teachers are available at consultation evenings as well as by prior appointment.

Section 14: Dealing with Complaints

We will always be open to receiving either compliments or complaints in respect of students with special educational needs in the school. In the first instance these should be relayed to the SENCO either by calling for a discussion / to make an appointment, or by writing to school. If it is a complaint, it may be that it can easily and quickly be dealt with by a telephone conversation. Please be aware that all staff in the school will be fully involved in teaching and supporting children so the times at which they can come to the phone are limited. In the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCO to discuss this further. If you are still not satisfied that your concerns have been resolved then you should either phone the Principal for a conversation or appointment to meet, or put your concerns in writing.

Section 15: Bullying

The school runs a SHARP system where students including those with SEND can make a complaint anonymously. Complaints are dealt with promptly by a member of staff. More details about this can be found in the school's policy on bullying found on the school's website.

Year 7 students who are particularly vulnerable are placed in the nurture group and may stay in the group until Year 8. Regular assemblies address the issue of cyber bullying and safe use of social media and the internet.

Section 16: Reviewing the policy

The SEND policy will be reviewed annually and will be available to parents on the school's website. This policy has been updated following the statutory requirements of the SEND Code of Practice 0-25 (2014) and has been written with due regard to the following documents and guidance:

- Equality Act 2010: advice for schools DfE. February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions
September 2014
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012