# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSION POLICY

**FEBRUARY 2017**

**AUTHOR: MRS P WILLIAMS**

**WMG ACADEMY FOR YOUNG ENGINEERS**

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSION POLICY

|  |  |  |  |
| --- | --- | --- | --- |
| **Author:** | Paula Williams | **Version:** | 3.0 |
| **Date Approved:** | February 2017 | **Date for Review:** | September 2019 |

# Introduction

The WMG Academy for Young Engineers, promotes the safeguarding and welfare of all young people in its care. This policy accepts the definition of SEN as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015

*‘Young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’*

A child of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age

**or**

1. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

Young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is “*a physical or mental impairment which has along term and substantial adverse effect on their ability to carry out normal day to day activities*”

This definition includes young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEN, but where they require special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition the WMG Academy has regard to the statutory guidance regarding supporting pupils with medical conditions. [Dfe 2014)

**2.0 Context**

The WMG Academy is a school of circa 400 students situated on the west side of the city. Our intake reflects a range of SEND, some Statements of Education and some Education, Health and Care Plans. Our SEND students have a variety of difficulties including social and communication, social, emotional and mental health, sensory and/or physical difficulties as well as cognition and learning.

The learning support team is made up of a SENCO and two learning support assistants. The Associate Principal has overall responsibility for the SEND area. Furthermore there is a non-teaching Pastoral Support Lead and an Intervention Officer. The faculty works as a team and establishes close working relationships between students, staff, parents, governors and outside agencies so that all of our students are supported in a fully inclusive environment.

1. **Underlying Principles**

The WMG Academy is committed to the following key principles:

* All students with SEND must have their needs routinely met;
* Raising the achievement of students with SEND is a whole academy responsibility;
* Early identification and early intervention are essential for ensuring better outcomes for students;
* All students are encouraged and supported to be active partners in the decision making about their education;
* Active respectful involvement of parents/carers as equal partners in the education of their son/daughter has a positive impact on the learning and well being of the student
* All students with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment;
* Positive steps and reasonable adjustments are taken to ensure that, where possible, disabled pupils can fully participate in the education provided by the academy and that they can enjoy the other benefits, facilities and services which the academy provides for students;
* All students benefit from teachers expecting them to assess, plan and teach them at a level which allows them to progress;
* Collaborative working with external partners and services is essential to ensure that we effectively meet student need;
* Effective transition arrangements will be in place across all phases of education to ensure positive outcomes for the student and their family;
* Resources allocated to SEND must be effectively used to secure maximum impact and value for money;
* Systems for monitoring and evaluating developments in SEND support improvement in students’ learning and provide appropriate challenge.

**4.0 Aims**

* The Governing Body and teaching staff will work together to ensure that the necessary provision is made for any learner who has special educational needs and ensure that, where the Associate Principal or the appropriate governor has been informed by the Local Authority that a learner has special educational needs, those needs will be made known to all who are likely to teach them;
* The staff and governors in the academy are aware of the importance of identifying and providing for those learners who have special educational needs;
* The Associate Principal, staff and governors will draw up and report annually to parents on the policy and effectiveness of the academy’s work for learners with special educational needs;
* To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2014) and the Special Educational Needs and Disability Act (2001) and Equality Act (2010);
* The staff will ensure that reasonable adjustments are made to allow pupils with SEND to access the activities of the academy together with learners who do not have special educational needs, so far as that is reasonably practical and compatible with the learner receiving the necessary special educational provision, the efficient education of other learners in the academy and the efficient use of resources.

**5.0 Responsible Persons**

Associate Principal: Mr M Brady

Assistant Principal: Mrs E Ridler

SENCO: Mrs P Williams

Pastoral Support Lead: Mrs A Reddington

Learning Support Assistants: Mrs R Coyle and Miss E Pemberton

**5.1** **The Associate Principal is responsible for**:

* Monitoring and evaluating the progress of all pupils and reporting this regularly to the Governing Body and the Executive Principal;
* Making strategic decisions which will maximise their opportunity to learn;
* Delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO);
* Ensuring they are informed of the progress of all vulnerable learners and any

issues with regard to the academy’s provision in this regard through;

* Analysis of the whole-academy progress tracking system;
* Maintenance and analysis of a whole-academy provision map for vulnerable;
* Learners as supplied by Senco;
* Student progress meetings with Senco and individual teachers;
* Regular meetings with the Senco;
* Discussions and consultations with pupils and parents.

**5.2 The Special Educational Needs Coordinator (SENCo)**

In line with the SEND Code of Practice 2014, the SENCo will oversee the day- to-day

operation of this policy in the following ways:

* Maintenance and analysis of whole-academy provision map for vulnerable learners;
* Identifying on this provision map a staged list of students with special educational;
* Needs – those in receipt of additional SEND support from the colleges devolved;
* Budget, those in receipt of High Needs funding and those with statements of Special;
* Educational Need or Education Health and Care plans (EHC);
* Co-ordinating provision for learners with special educational needs;
* Liaising with and advising teachers;
* Managing other classroom staff involved in supporting vulnerable learners;
* Overseeing the records on all students with Special Educational Needs;
* Contributing to the in-service training of staff;
* Implementing a programme of Annual Review for all learners with a current statement of special educational need or EHC. Complying with requests from an Education Health and Care Plan;
* Coordinator to participate in a review;
* Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a special educational need which will require significant support;
* Overseeing the smooth running of transition arrangements and transfer of information for all students who transfer from one phase of education to another;
* Monitoring the academy’s system for ensuring that Individual Education Plans, where it is agreed they will be useful for a learner with special educational needs, have a high profile in the classroom and with learners;
* Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
* Meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the academy’s provision map;
* Liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers;
* Attending area Senco network meetings and training as appropriate;
* Liaising with the academy’s SEND Governor, keeping them informed of current issue regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within academy);
* Liaising closely with a range of outside agencies to support vulnerable learners;
* Ensuring effective deployment of resources – including teaching assistant support -to maximise outcomes for all groups of vulnerable learners.

**5.3 Subject teachers are responsible for:**

Liaising with the SENCo to agree:

* Which learners in the class are vulnerable learners;
* Which learners are underachieving and need to have their additional interventions monitored on the a vulnerable learners’ provision map – but do not have special educational needs;
* Which learners (also on the provision map) require additional support because of a special educational need and need to go on the academy’s SEND list. Some of these learners may require advice/support from an outside professional and, therefore, an Individual Plan to address a special educational need (this would include students with statements/EHC Plans);
* Securing good provision and good outcomes for all groups of vulnerable learners by;
* Providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
* Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely ‘*additional to or* *different from those normally provided as part of the differentiated curriculum* *offer and strategies.’* (SEND Code of Practice 2014).

**5.4 SEND Governance**

**To meet the statutory requirements of the Code of Practice (2014)**

* There must be a member of the governing body or a sub-committee with specific oversight of the academy’s arrangements for SEND and disability;
* The governing bodies of academies **must** publish information on their websites about the implementation of the governing body’s policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014** and **must** include information about:
  + The kinds of SEND that are provided for;
  + Policies for identifying children and young people with SEND and assessing their needs;
  + Arrangements for consulting parents of children with SEND and involving them in their child’s education;
  + Arrangements for consulting young people with SEND and involving them in their education;
  + Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review;
  + Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood;
  + The approach to teaching children and young people with SEND;
  + How adaptations are made to the curriculum and the learning environment of children and young people with SEND;
  + The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

**6.0 Admission and Inclusion**

All the teachers in the WMGA are teachers of young students with special educational needs. As such the WMGA adopts a ‘whole academy approach’ to special educational needs which involves all the staff adhering to a model of good practice. The staff of the WMGA are committed to identifying and providing for the needs of all young people in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.

All young people are entitled to an education that enables them to make progress so that they:

* Achieve their best;
* Become confident individuals living fulfilling lives and;
* Make a successful transition into adulthood; whether into employment, further or higher education or training.

The WMGA operates an equal opportunities policy for young people with special educational needs who are afforded the same rights as other young people. This includes both those young people with statements of special educational needs or Education Health Care Plans and those others with less significant problems.

The Schools Admissions Code of Practice requires young persons with SEND to be treated fairly. As such, the WMGA as part of its Admissions arrangements:

* Must consider applications from parents of young people who have SEND but do not have an EHC plan on the basis of the WMGA’s published admissions criteria as part of normal admissions procedures;
* Must not refuse to admit a young person who has SEND but does not have an EHC plan because they do not feel able to cater for those needs;
* Must not refuse to admit a young person on the grounds that they do not have an EHC plan.

**6.1 Before students come to WMG Academy the SEND team will:**

* Collect information about the student’s educational background from the last school attended, any educational support services who may have been involved with the student and from the parents/carers and pupils’ views;
* Visit any student with a significant SEND at school;
* Interview all students.

**6.2 Once students arrive in school we will:**

* Identify any students with SEND and establish their strengths and weaknesses;
* Profile the needs of each student and share strategies with staff in the form of an inclusion passport;
* Discuss the students SEND needs with parents/carers;
* Progress is reviewed termly through monitoring targets set and attainment data.

If a review at school reveals insufficient progress on the part of the student, or if the team believes the nature of the difficulties requires such action the school will:

* Seek the involvement of external agencies to support the production of a profile for the student;
* Continue to work closely with parents;
* Continue to keep the students’ progress under regular review.

Students can come off the SEND register if sufficient and agreed progress is made.

**6.3 When students leave the school we will:**

* Pass on any relevant information about the students educational history to any receiving school
* Complete transfer documentation as required

**7.0 Access to the Curriculum**

**7.1** The curriculum will be made available for all learners. Where learners have SEND a graduated response will be adopted. The academy will, in other than exceptional cases, make full use of classroom and academy resources before drawing on external support.

**7.2** The academy will make appropriate provision to meet the individual needs of learners with SEND. The teacher will keep accurate records of learner’s needs, the action taken to support them and the progress they make.

**7.3** There will be flexible grouping of learners so that learning needs may be met in individual, small group or whole class contexts, making particularly good use of the flexible work spaces within the academy.

**7.4** The curriculum will be differentiated to meet the needs of individual learners. Teaching styles and flexible groups will reflect this approach.

**7.5** Schemes of work for learners, within classes and year groups, will reflect whole academy approaches to teaching and learning and will take account of SEND.

**7.6** Curriculum tasks and activities may be broken down into a series of small and achievable steps for learners who have learning difficulties.

**8.0 Providing the response to SEND**

The academy offers a differentiated curriculum. When a learner fails to make progress and shows signs of difficulty in some of the following areas:

Code of Practice areas of need:

* Cognition and learning
* Communication and Interaction
* Social, Emotional and Mental Health
* Sensory and Physical Disability

The academy will place the learner at ‘SEND Support’ and support that is additional to and different from the differentiated curriculum will be provided through an Individual Learning Plan in a range of ways including:

* Classroom organisation and management;
* In-class support by teacher/learning assistant;
* Withdrawal for individual/small group work;
* Counselling;
* Use of specialist equipment;
* Alternative teaching strategies.

The resources allocated to learners (see 7) who have special educational needs will be deployed to implement these Individual Learning Plans at SEND support as outlined in the revised Code of Practice (2014).Where it is felt appropriate the academy may seek the guidance of an outside agency in devising an Individual Learning Plan. Parents will be informed and learners will be involved in decisions taken. (See also 8, 11 and 12)

**9.0 Statements and Education, Health and Care Plans**

Theproduction of a statement or EHCP is organised by the Local Authority in close liaison with the school, students and parents/carers.

The provision outlined in a learner’s statement/EHCP will be closely monitored by the team and reviewed annually. Parents/carers and learner’s will be invited to contribute to the review and attend the review meeting.

Education, Health and Care Plans are replacing Educational Statements over the next two years. New requests to the local authority will be under the system as set out in the 2014 Code of Practice. This will be closely monitored, tailoring provision to the student’s individual needs. School will work in partnership with parents/carers and the young person in order to provide the best educational experiences, rapid progress in learning and high aspirations.

**10.0 Building adaptations and special facilities**

We have the following adaptations and special facilities:

* Wheelchair access to all teaching areas on all floors via lift;
* Toilets for students with disabilities including wheelchair access.

**11.0 The allocation of resources to and amongst students with SEND**

The Governing Body of the school set the overall budget available to meet SEND taking account of:

* Statutory requirements;
* Other budgetary pressures in the school;
* The resources identified (but not earmarked) for SEND within the whole school’s budget;
* The availability to additional grants to the school.

The SENCO works with the Senior Leadership Team of the school to:

* Identify the pattern of need across the school;
* Establish the most cost effective means of meeting these needs;
* Allocate support to groups of students and individual students, including those with statements of special educational needs;
* Ensure that support is allocated on a fair and equitable basis;
* Monitor the progress made by students with SEND;
* Evaluate the effectiveness of provision for SEND;
* Ensure that the support staff, including the learning support assistants, work within the framework of school policy and practice.

**12.0 Assessment**

The SENCO will refer students with special educational needs to the educational psychology service and other relevant external agencies. Such referrals will always be first agreed with parents /carers.

Students are entitled to forms of assessment which are appropriate and recognise their achievement.

The SENCO and the exams officer will ensure access for students with literacy difficulties when written formal assessment is required for national curriculum purposes.

Reporting of a student’s attainment will be made in the context of the School’s Assessment Recording and Reporting Policy.

**13.0 Identification and Assessment – a graduated response**

**13.1** If progress is still not achieved despite ‘SEND support’, the learner may be assessed bearing in mind the Local Authority guidance with a view to initiating a statutory assessment or Education, Health and Care Plan. The appropriate forms will be used for recording and referral as necessary.

**13.2** Identification of learners with special educational needs will be undertaken by all staff supported by the SENCo and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher. Assessments allow the learner to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary learners will be referred to the SENCo for diagnostic testing to construct a profile of the child’s strengths and weaknesses.

**13.3** The progress of learners with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Individual Provision Plans will be reviewed annually (interim reviews if needed due to concerns about a learner’s progress). Additionally, the progress of learners with a Statement of Special Educational Needs will be reviewed annually, as required by legislation. Provision must be looked at during every review.

**13.4** Detailed records will be kept of the learners receiving extra teaching support. These will include: records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

**14.0 Resources**

**14.1**  The school is allocated extra funds for learners with SEND including those with statements. These funds are devoted to the provision of additional support for learners with SEND.

**14.2**  Resources are allocated to learners according to need, identified through:

* Provision outlined in a Statement of Special Educational Needs;
* Standardised testing;
* Monitoring of the learner’s progress;
* Teacher recommendations.

**14.3** The Local Authority does not make separate funding available to the school to support the learners who are the subject of statements under the terms of the 1996 Education Act.

**15.0 Liaison**

Parents’ permission is required before an external agency becomes involved with their child. (See also 11).

**15.1** Regular liaison is maintained with the following external agencies for learners at ‘SEND Support’ and learners with Statements of Special Educational Needs/EHCP:

* SEND Support Services;
* Educational Psychology Service;
* Social Care;
* The Hearing Support Service;
* The Vision Support Service;
* Autism Outreach;
* Physical Disability Support Service;
* Health Service;
* Education Welfare Service;
* CSWP;
* LAC Team;
* Parent Support Service;
* Child Adolescent Mental Health Service (CAMHS);
* EIS.

**15.2**. The academy’s inclusion team liaise regularly with class teachers to ensure that they are aware of the needs of learners and advise on strategies to support them.

**16.0 Arrangements for the Treatment of Complaints**

In the first instance complaints should be addressed to the Assistant Principal**.** Having received the complaint, the Assistant Principal will investigate. The SENCo will respond to the complaint as quickly as possible, but in any case within 10 working days.

Please see the academy’s separate complaints policy for escalation thereafter.

**17.0 Staff Development**

In-service training needs related to special educational needs will be identified by the Principal in consultation with the staff and will be incorporated into the staff development plan.

**18.0 Working with Parents**

**18.1** The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with learners who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

**18.2** Parents must be involved in the assessment, identification, planning and review of progress in accordance with the recommendations outlined in the Code of Practice.

**18.3** As mentioned in ‘8’ above, parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings.

**19.0 Learner Participation**

The school will work to ensure that learners are fully aware of their individual needs and the targets in their Individual Learning Plans. Learners will need to be involved in assessment planning and review involving decisions which are taken regarding their education.

**20.0 Evaluating Success of the SEND Policy**

This policy will be kept under regular review. The governors will gauge the success of the policy by the achievement of agreed targets for academy performance. In addition evidence will be gathered regarding:

* Staff awareness of individual learner need;
* Academic progress of learners with special educational needs;
* Improved behaviour of the learners, where this is appropriate;
* The increase in the level of inclusion achieved within the school setting as a percentage of time;
* Learner attendance;
* Number of exclusions;
* Number of learners supported by the funding allocation for special educational needs;
* Consultation with parents;
* Learners’ awareness of their targets and achievements;
* The school meeting the statutory requirements of the SEND Code of Practice 2014.

**21.0 Monitoring and review**

This policy will be reviewed every 3 years or sooner in the event of any legislative change or change of personnel