



## Willow International Academy (WIA)

### Special Educational Needs and Disability Policy

#### Introduction

At WIA, we believe that one of the most important facets of our school is to enable all students to maximise their potential through excellent learning opportunities with regard to their abilities and needs. We strive to provide personal and social skills in our learning community that nurtures intellectual growth as well as a strong desire for inner excellence reflected in high performance achievement and a continuous love for learning.

This document sets out the policy for learning support for special educational needs at WIA and should be read in the context of all other WIA policies, in particular those on the Curriculum Development such as Assessment, Recording, Tracking and Reporting of Pupil Progress and Teaching Learning Policy. In achieving the aims of the school, the SEN department has a central role to support the curriculum in developing lively and enquiring minds, preparing all SEN students for the opportunities, challenges and responsibilities of life in a changing world as well as developing a passion for academic excellence and independent learning.

#### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

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. A child of compulsory school age 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
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...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, this definition includes sensory impairments such as those affecting sight or hearing and long-term conditions such as asthma, diabetes and epilepsy. These children do not necessarily have SEN but there can be a significant overlap.

01.09.20

This policy refers to:

- The Equality Act 2010
- The Children and Families Act 2014
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (Department for Education)
- The Data Protection Act 2018 (GDPR)
- Orden de 16 de julio de 2001 por la que se regula la atención educativa al alumnado con necesidades educativas especiales escolarizado en centros de Educación Infantil (2º ciclo) y Educación Primaria. ▪ Orden de 14 de marzo de 2005 de la Conselleria de Cultura, Educación y Deporte, por la que se regula la atención al alumnado con necesidades educativas especiales escolarizado en centros que imparten Educación Secundaria.

#### **AIMS OF WIA SEND POLICY AND PROVISION**

- To enable all children to have access to all elements of the school curriculum, focusing on inclusive practice, removing barriers to learning and ensuring that all students with special educational needs achieve their full potential.
- To make high quality provision to meet the needs of young people and to promote equality of opportunity in order to support their social, emotional, intellectual and physical development.
- To identify as early as possible, any student who finds learning more difficult than others in his/her age group.
- To work with outside agencies when necessary to make sure that the needs of the child are met and to contribute to whole school CPD provision in order to raise awareness and support all teachers to become more reflective practitioners as far as provision for SEN students is concerned.
- To provide information to parents, enabling and encouraging their participation to play an active role in their child's learning development in order to support the school's high expectations and drive to promote academic excellence.
- To ensure that the views of the student are taken into account.
- To provide clear guidance for teachers on putting this policy into practice.

#### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers are identified as early

01.09.20

as possible. To understand the learning needs of pupils, at Stokes Academy we identify four broad areas of need (new code of SEND practice):

- **Communication and Interaction (SLCN):** This area includes speech, language and communication needs, which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. Children with Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and Learning (SpLD):** Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

- **Social, Emotional and Mental Health Difficulties (SEMH):** Manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention or forming attachments with adults also fall into this category. It is crucial to look for the underlying causes of any difficulties with behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour. For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

- **Sensory and or Physical Needs:** Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available. These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

The purpose of identification is to work out what action is needed to support students in mainstream education. It is not to fit students into specific categories. Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

## **CATEGORISATION OF INTERVENTION**

We use a simple categorisation of students which helps provide a consistent and understood language.

- WAVE 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- WAVE 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
- WAVE 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

## **ROLES AND RESPONSIBILITIES**

Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning. All teachers are teachers of children with special educational needs.

All staff should be aware of their particular responsibilities with respect to the SEND Policy. They should seek advice from the Guidance Department whenever necessary.

## **ROLE OF EDUCATIONAL PSYCHOLOGIST**

The Educational Psychologist is responsible to oversee the day-to-day operation of the school's SEND policy:

- Identification of children with special educational needs.
- Co-ordinating provision for children with SEND.
- Liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support, so that they can apply targets and make provision for identified pupils.
- Reviewing and tracking pupils' progress with teachers on a termly basis, using Provision Mapping, PLPs and SSPs.
- Liaising with parents/carers of children with SEND, working closely attending and contributing to review meetings/parent meetings when necessary.

01.09.20

- Liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, Health Services, Social Services and the schools to which pupils transfer.
- Providing professional guidance to colleagues.
- Supporting the class/subject teacher(s) in determining the kind of adjustments to the teaching that would be most effective.
- Keeping the Senior Leadership Team (SLT) informed about provision, pupils' needs and changes to statutory requirements.
- Ensuring that the school keeps the records of all pupils with electronic SEND register up to date.
- Teaching pupils according to their specific needs recognising their particular strengths and learning needs to promote achievement of their academic potential

#### **ROLE OF SEND for teachers**

- Involvement in the day-to-day operation of this policy and its procedures.
- Providing practical provision for children with special educational needs, co-operating with teachers and SEN support teachers.
- Involvement in testing of EY and Primary pupils.
- Liaising with parents of children with SEND.
- Liaising with external agencies.
- Keeping the Educational Psychologist fully informed of the progress of the provision for SEND.
- Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.
- Every teacher is a teacher of SEN. It says that 'class and subject teachers, supported by the Guidance Department (GD), make regular assessments of progress for all pupils. Where concerns are identified, teachers work with the Educational Psychologist to assess whether the child has SEND.
- Teachers should set clear progress targets for all pupils with SEND that focus on 'their potential to achieve at or above expectation'.
- Teachers and GD engage parents and young people in decisions about matters that relate to their own or their child's SEND, including how those needs should be met. Class teachers, in

01.09.20

consultation with the GD, may be asked to hold regular meetings with parents to discuss their child's progress towards agreed outcomes.

### **Role of SEN support teachers**

The SEN Support Teachers have line-management input from the GD and are responsible for:

- Identifying areas of concern regarding individual pupils.
- Managing and updating SSP and PLP in coordination with the GD.
- Ensuring that strategies or programs of work put into place to support pupils are implemented and reviewed periodically.
- Maintaining records and keeping class files up to date.

### **A GRADUATED APPROACH TO SEND SUPPORT**

In line with the new code of practice, where a pupil is identified as having SEN, school takes action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

The four stages of the cycle are:

#### **ASSESS**

In identifying a child as needing SEN support in Primary and Secondary, the class or subject teacher, working with the Guidance Department, carry out a clear analysis of the pupil's needs. These professionals liaise with the school to help inform the assessments.

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. A clear understanding of a child's needs is a critical precondition to:

- planning effective teaching
- determining appropriate provision
- informing adjustments to teaching that will lead to good progress and improved outcomes for pupils.

01.09.20

Assessment of need starts with a whole school approach that can identify where a child is not making expected progress, sharing concern with GD in regular pupil progress meetings. For pupils identified as underachieving, further assessment may indicate the cause of their difficulties and suggest what might need to be done to enable them to get back on track.

At WIA, Special Educational Need is identified using fine-tuned assessment, to explore further the precise gaps in the pupil's learning and development and/or to clarify what the barriers to learning might be. The views and experience of parents, the pupil's own views and, if relevant, outside professionals from health or social services are considered essential in this stage. Several individualised assessment 'tools' are applied to support this closer identification of need, such as:

- Information from previous schools for new pupils
- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.
- Standardised tests: o GL Assessment – Progress Tests in English and Mathematics o GL Assessment – CAT4 o CEM – Midyis, Yellis and Alis
- Screening assessments
- Educational Psychologist Assessment
- Speech Therapy Assessment
- Criterion-referenced assessments and checklists.
- Class and playground observations.
- Sampling pupil work

## **PLAN**

Once the need for SEN support has been identified, the first step in responding to a pupil's identified needs is to ensure that high-quality teaching, differentiated for individual pupils, is in place.

Teachers and GD work together taking into account:

01.09.20

- What they know from the individualised assessments they have undertaken, about the pupil's strengths, areas of need, barriers to and gaps in learning.
- The views of the pupil and their parents/ carers.
- What changes or adaptations to day to-day class/subject teaching this new information indicates that they need to make.

For Stokes Academy, one of the key themes is the need to ensure that where additional/different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision. Strategies employed together with specific targets to enable the child to progress are recorded within: -Specific Support Plan (SSP): for pupils who require additional and time-limited interventions (WAVE 2) to accelerate their progress.

#### **Personalised Learning Plans (PLP):**

for pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. (WAVE 3)

Pupils who are studying Lengua and Ciencias Sociales in Primary, and Lengua y Literatura and Geografía e Historia in Secondary, can benefit from curricular adjustments according to Educational Spanish System (Adaptaciones Curriculares de Acceso y/o no significativas).

The Educational Psychologist and Form Tutor agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parents are fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

#### **DO**

It is responsibility of the class teachers and form tutor to ensure that the SSP/PLP are implemented, although coordination, review and update of the SSP/PLP will be led by the GD.

The form tutor and subject teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any SEND support teacher involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The GD support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

If one-to-one or group Specific Intervention sessions are considered necessary, parents will be informed. Pupils who do receive support will only do so for as long as it is needed. The aims of development support (group/one-to-one/in-class):

## **REVIEW**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. The form tutor and/or subject teacher, working with the GD, revise the impact and quality of the support and interventions in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. If the difficulties persist over a period of time and/or it is decided that the needs of the child are not being met by the school alone (i.e. little progress is seen or the child needs psychological support), the Educational Psychologist and form tutor together will ask the child's parents to consult an external agency.

## **RECORDING SEND**

Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. The GD will keep a Special Needs Register (SEND Register) and files on each child identified as having special educational needs, containing correspondence, SSPs, PLPs, resources bank, etc. The class teacher or form tutor has access to the information through the school ICT system. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the SEND register.