



## **Windhill Academy Trust**

### **Policy for Special Educational Needs and Disabilities (SEND)**

#### **Policy Review**

This policy will be reviewed in full by the Governing Board annually.

The policy was last reviewed and agreed by the Governing Board in July 2023

It is due for review in Autumn 2025.

**Windhill21 is a fully inclusive school that welcomes children of all ability.**

## **1. Introduction**

This policy is based on the SEND Code of Practice (2014)

Children may have special educational needs or disabilities either throughout, or at any time during their school career. Special educational needs and provision can be considered as falling under four broad areas:

### 1. Communication and interaction

*6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, 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.*

### 2. Cognition and learning

*6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

### 3. Social, mental and emotional health

*6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

*6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.*

### 4. Sensory and/or physical impairment.

*6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).*

*6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

*(Italic statements taken from SEN Code of Practice 2015)*

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs. Some children have particular educational needs or barriers to their learning and require the school to take particular actions. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in the school curriculum.

***6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.***

***(Code of Practice 0-25 years, 2015)***

## **2. Aims and objectives**

The aims and objectives of Windhill21 SEND policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of all children are identified, assessed and provided for;
- To ensure that all children make the best possible progress;
- To make clear the expectations of all partners in the process: staff, parents, outside agencies and the children;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents or carers are able to play their part in supporting their child's education;
- To ensure that children have a voice in this process.

### **3. Responsibility for SEND at Windhill21**

All adults at Windhill21 accept that provision for children with SEND is a matter for everyone.

The Special Educational Needs and Disabilities Co-ordinator is Heledd Mann, who is also a member of the Senior Leadership Team.

In our school the SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### **4. The Role of the Governing Board**

The Governing Board has a responsibility for ensuring that the necessary provision is made for pupils with special educational needs. The Governing Board has a duty to monitor and review access to the school and keep the Access Plan up-to-date.

The Governing Board aims to:

- to ensure that the necessary provision is made for any pupil who has special educational needs;
- report annually to parents and carers on the implementation of the school's policy for children with special educational needs and disabilities;
- ensure that parents and carers are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Board has identified a governor to have specific oversight of the school's provision for children with special educational needs and disabilities. The Governor at Windhill21 is Greg Forman. He meets regularly with the Headteacher and SENCO to monitor the SEND provision and keep the Governing Board informed of how funding and resources are deployed. Greg Forman is involved in developing and monitoring our SEND policy.

## **5. Educational Inclusion**

In our school we have high expectations of all our children. We want all children to feel valued as part of our school community. We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, learn and communicate information at different speeds.
- Require a range of different teaching approaches and experiences.

Teachers respond to children's identified needs by:

- Providing support for children
- Effective communication with parents.
- Appropriate feedback and target setting for individual children.
- Regular monitoring of progress.
- Skillfully adapting lessons, in order to support pupils' learning.
- Helping children to manage their behaviour and emotions to take part in learning.

## **6. Access to the Curriculum**

All children are entitled to a broad and balanced curriculum, that is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately; and assessment is used to inform and plan next steps learning. We aim to meet every child's needs through careful planning and consideration of teaching and learning styles. Support for children identified as having SEND is organised by a graduated response, which recognises that there is a continuum of need. Teachers use the provision guidance to ensure that they are meeting the needs of all pupils. Adaptations to the curriculum needs will be identified through the 'subject scheme' and lesson planning identifying key knowledge.

Please refer to the policy; Supporting Pupil's with Medical Needs which ensures children at Windhill21 with medical needs have full access to the curriculum.

## 7. Identification and Assessment the Graduated Response

Early assessment is vital. The class teacher will speak to parents at the earliest opportunity to inform them of any concerns and to enable everyone to work together to help the child. The assessment of the children reflects as much as possible their participation in the whole school curriculum.

Class teachers, SENCO and members of the Senior Leadership Team (SLT) assess and monitor the children's progress in line with existing school practice. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

The SEND support list will be held, with pupils identified under the codes of K (SEN Support) or E (Education and Health Care Plan). These pupils will meet at least one aspect of the school's requirements for being on the SEND register. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties, informing SENCO of the concerns at an Inclusion meeting.

If appropriate, pupils who continue to present with SEMH or a learning need or are below EXS may be provided with a Monitoring One Page Profile (code M) and tracked as part of the school monitoring process. Please refer to Appendix 1 which outlines our internal process of Identifying SEN, monitoring and tracking pupils.

Class and subject teachers, supported by the SLT, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the pupil and their peers*
- *widens the attainment gap*

*(Code of Practice, 2014)*

The school will implement increasing levels of support.

### 1. Quality First Teaching (wave 1)

*Quality First teaching includes a high level of adaptation, that takes account of all learners' needs and prior learning. This involves preplanning to consider pupils' needs and adaptation by the teacher during the lesson. (see Teaching & Learning Policy). At this stage a pupil may receive in-class support planned by the class teacher. The needs of many children with a diagnosis or specific need, can and should, be met through Quality First Teaching.*

### 2. Additional School Intervention and Support (Wave 2)

Teachers will identify children who continue to need further support and would also benefit from additional interventions and programs. These children will be identified using assessment data and professional judgement. Teachers may consult with the SENCO. Information relevant to the pupil is gathered. Parents may be contacted and the pupil may be observed by the SENCO.

The interventions that take place may take the form of individual support or small group programs. The interventions are carefully targeted according to an analysis of need and the progress of learners is closely tracked for impact. This support can occur outside lessons or may be built into the structure of a lesson.

### 3. High Need (Wave 3)

Teachers will identify those children whose needs continue to require more individualised support and will liaise with the SENCO regarding these needs. At this stage, the SENCO may liaise with other professionals in order to provide specialist assessments and give advice on specific strategies, programs and materials. For those children with more significant learning needs where extended support from outside agencies and increased financial support may be beneficial. This stage indicates that the school feels an Education, Health and Care Plan (EHCP) may be required and a request will be made to the local authority panel. Close consultation with parents or carers will be maintained at all times.

## 8. Assess Plan Do Review Process

The Code of Practice outlines a graduated response to pupils' needs, recognising that the nature of support must be cyclical. This response is seen as action that is **additional to** or **different** from the provision made as part of the school's usual differentiated curriculum and strategies.

Where a pupil may be identified as having SEND, they are placed on the register of pupils with SEND.

In order for a pupil to be placed on the SEND Register the pupil will meet at least one of the following criteria:

- Requires 'different from or additional' to Quality First Teaching
- Be attaining at least 2 academic years behind their expected level
- Have an EHCP
- Have a formal diagnosis

It is at this point that the school will follow the Graduated Response as outlined below and parents will be informed. Please refer to Appendix 1 which outlines our internal process of Identifying SEND, monitoring and tracking pupils.

### **Assess**

In identifying a pupil as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs and barriers to learning. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them (if the parents agree).

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents must be formally notified and placed on the SEND Register. The teacher and the SENCO should set, in consultation with the parent and the pupil, targets to address the barriers to learning. The outcomes or target

should be specific, measurable, and achievable, taking into account the needs and ability of the child. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. Each pupil will receive a termly Individual Provision Map (IPM)).

## **Do**

The support and intervention provided should be implemented to meet the outcomes or target identified for the pupil and should be provided by staff with sufficient skills and knowledge. The class teacher should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **Review**

The effectiveness of the support and interventions and their impact on the pupils' progress should be reviewed. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support 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.

This four-part cycle will be recorded by class teachers on the pupil's individual IPM (Individual Provision Map). The IPM is drawn up by the teacher and parent, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the IPM. The IPM is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating IPM's. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

## **9. Educational, Health and Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil or young person, the pupil has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In this case an application should be made to the LA, who will make the final decision.

## **10. Criteria for Exiting the SEND Register**

If it is felt that children are making progress which is sustainable and that their individual need is no longer impacting on their academic progress, social interactions or emotional well-being then they may be taken off of the SEND Register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND Register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

## **11. Partnership with Parents and Carers**

We work hard to include parents and carers in their child's education as we recognise that this leads to the best outcomes for children. We aim to build relationships with parents/carers with sensitivity and confidentiality and welcome their views and comments. We meet regularly with parents and carers and ensure that they are involved in decision-making processes regarding their child.

Parents of children on SEND Register will be invited to meet with school each term to review progress and discuss their child.

Parents will be signposted to and made of the Local Authority Offer

## **Specialist Support**

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the pupil in the same way as other SEND support.

## **12. Pupil Involvement**

We always work closely with the children, getting to know their preferences and needs with regards to their learning and welfare. We meet with them termly to discuss, set and review targets on their Individual Provision Map. We also have regular pupil interviews to discuss their views and opinions.

As part of our school ethos of valuing all stakeholders, we have a pupil forum, which provides an additional way to gather children's views and ideas and to implement their suggestions where appropriate.

## **13. Allocation of Resources**

The SENCO is responsible for the management of the agreed resources for the special needs provision within the school, including the provision for children with an EHCP. The Headteacher informs the Governing Board of how the funding is allocated to support special educational needs and disabilities and how it has been used. The Headteacher and SENCO meet regularly to agree how to use funds directly related to the budget from the Local Authority.

In Hertfordshire children with an EHCP receive a banding level according to the needs detailed in the EHCP. The pupil's EHCP will identify what funding is needed for our school to be able to deliver the specified provision in the EHCP.

Local High Needs Funding (LHNF) meets the emerging needs of children and those with complex needs who do not have an EHCP. If, the SENCO and Headteacher feel that an individual child's needs meet the criteria to require additional funding in order to facilitate their access to

the curriculum in the immediacy, the SENCO can apply for LHNF, whilst the school consider whether an EHCP assessment is necessary. LHNF panels meet once a month.

#### **14. Monitoring and Evaluation**

The quality of our SEND provision is continually monitored and evaluated. The SENCO monitors the movement of children within the SEND system in the school. The SENCO supports teachers, parents and children in drawing up of Individual Support documents. The success of the policy will be monitored using the following systems:

- Analysing pupils' progress using Assessment Data against their starting points, particularly focused on their SMART targets
- Monitoring classroom practice by SLT, SENCO or Teaching and Learning Coaches to ensure that strategies are in place and that there is high quality teaching
- Pupil Voice and Observations
- Gaining Parents' views of progress through formal and informal meetings.
- External moderation process and OFSTED inspection arrangements
- Monitoring of procedures and practice by the SEND governor

This policy will be reviewed annually as part of the School Improvement Planning process to ensure that it reflects good practice and is in line with current guidelines.

This policy should be read in conjunction with the school's:

- Teaching and learning policy
- Behaviour policy
- Accessibility Plan
- Anti Bullying Policy
- Accessibility Plan
- Admissions Policy
- Complaints Policy
- Supporting Pupils with Medical Needs

#### **15.Complaints**

The school follows the Ivy Learning Trust Complaints Policy, which also applies to complaints regarding SEND provision. Parents and carers are encouraged, in the first instance, to raise any concerns with the class teacher or SENCO. If the matter remains unresolved, it should then be referred to the Headteacher. A full copy of the Ivy Learning Trust Complaints Policy can be found on our school website.

## Appendix 1: The internal process of identifying SEN, monitoring and tracking pupils at Windhill21.

