



**SPECIAL
EDUCATIONAL NEEDS
POLICY**

DOCUMENT CONTROL

Author/Contact	Andrew Haslop Tel: 01946 820356 Email: Haslopa@changinglives.education	
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THE ACADEMY'S OBJECTIVES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Children with special educational needs shall be entitled to the greatest possible degree of access to a broad and balanced education, meeting, wherever possible, the requirements of the National Curriculum.

- Every student should be equally valued and have access to educational opportunities that are both diverse and of assured quality.
- Students should be placed in an environment of success by concentrating on their strengths and abilities, rather than by continually emphasising their weaknesses.
- Meeting the special educational needs of students is the responsibility of all teachers who teach them.
- All students with special educational needs should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.
- Special educational provision will be most effective when those responsible take into account the ascertainable wishes of the children concerned and their parents.

THE MANAGEMENT OF SPECIAL EDUCATIONAL PROVISION

Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator (SENCO) will be responsible for ensuring that all children with special educational needs have the greatest possible degree of access to the National Curriculum through the management of:

- The day to day operation of the academy's SEN policy as laid out in this document.
- Support and advice for subject staff to ensure there is a match between the students' needs and the offered curriculum.
- The educational provision for students at all stages of the assessment procedure including the collating and assessing information from subject staff, parents, student and, where appropriate, external specialists.
- Updating and overseeing the records on all students with special educational needs.
- Working with parents of children with SEN to ensure that they are fully aware of the nature of the educational plan designed to meet their child's particular needs. To ensure, also, that their wishes are known and, where possible, met in respect of the education of their child.
- Liaison with external agencies both educational and non-educational who may have information or support to offer the academy in managing and meeting the individual student's SEN.
- Liaison with the academy's pastoral staff.

IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW OF PROCEDURES

The academy acknowledges its duty to identify students who have special educational needs. A student has a special educational needs if he or she:

1. Has a significantly greater difficulty in learning than the majority of children of the same age.
2. 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.

IDENTIFICATION

The learning difficulties of the majority of students will have been identified by the school from which they are transferring and their records of support will be used in the initial process of identification.

- In Year 7, shortly after entry in September, all students will have diagnostic tests.
- All staff have a responsibility to pass on information about students within the academy who are experiencing difficulties.
- Members of the SEN Department will assess any child referred to them and make a decision as to subsequent provision in the light of that assessment and discussion with the parents and the student.

ASSESSMENT, MONITORING AND REVIEW PROCEDURES

The academy will put into practice the procedure for identification and assessment of students with SEN as laid out in the Revised Code of Practice (January 2015).

Every student is set targets when they arrive in the academy based on both their attainment in their previous school and on the assessments we carry out.

These targets are used to:

- check that each student's rate of progress is similar to that of their peers
- show if there has been improvement from their last assessment
- ensure they are catching up with their peers and not falling behind

These targets are reviewed termly and are discussed with students and shared with parents/carers.

THE CO-ORDINATION OF PROVISION

GENERAL PROVISION

Students with special educational needs will be integrated into mainstream classes for all subjects except where a significant weakness in functioning impacts on their learning. In this case, students may receive intervention to develop their skills and/or understanding in smaller groups.

Information about identified needs recorded on student information sheets will be accessible to all teaching staff (via individual paper copies and electronic means). Those involved will be asked to contribute to regular reviews and to ensure, wherever possible, that they are meeting these needs.

N.B. The Local Authority have produced The Local Offer where parents/carers and young people can find out about more specialist provision available, including health and care provision.

STUDENTS WITH EDUCATION, HEALTH & CARE PLANS

The academy will ensure that students with additional statutory needs receive the provision to which they are entitled. All staff will be aware of, and ensure that, the precise learning objectives of a student's Education, Health & Care Plan are met. Subject staff will contribute relevant information in support of a student's Statutory Review.

Wherever possible, the SENCO will ensure that in-class support is targeted at groups containing students with statutory needs to facilitate the greatest degree of access to the curriculum for such students.

NON-EDUCATIONAL PROVISION

Students with special educational needs shall not be excluded from any non-educational provision made by the academy except where their presence would constitute a danger to themselves or others.

ARRANGEMENTS FOR SPECIAL EDUCATIONAL PROVISION

The academy will make every effort to make an early assessment of, and provision for, students with special educational needs. An ongoing programme of staff development and training is available to ensure that the required skills are available wherever possible, to meet student need.

The academy will make full use of information passed to it when a student is transferred between schools. Where a previous school, parent or subject staff express concern about a child's level of attainment, the academy will respond in an appropriate way to ensure that the child has equal access to a broad and balanced curriculum.

INCLUSION

Students with a physical disability will be included into mainstream classes and will be encouraged to participate in Physical Education and Performing Arts but should this prove impossible, an appropriate alternative activity will be offered.

SPECIAL ARRANGEMENTS

1. The academy will seek to secure the necessary and appropriate dispensations from examining bodies to enable all students to perform and achieve to the best of their abilities in external assessments.
2. The Special Educational Needs Department, in its role as support for staff in teaching students with learning difficulties will, where possible, offer:
 - a) in class support
 - b) support in the production of differentiated or modified materials
 - c) the loan of ICT
 - d) a "sanctuary" for students experiencing temporary difficulties
 - e) support for students with their homework
 - f) curriculum support and help with personal organisation to students with special educational needs
 - g) independent study facilities

PARTNERSHIP WITH PARENTS

Pre-Transition Links

The academy, initially through the SEN Department, has early contact with parents of children on the Code of Practice through the Year 5 and 6 Open Evening. In addition, an academy representative should be invited to attend the Year 5 and 6 Transition Reviews for students with statutory needs. At these meetings, additional transition visits may, if appropriate, be arranged.

Continuing Links

Parents will be invited to attend, or provide input, at the school based stages of assessment and subsequent reviews.

Parents are able to express their opinions and concerns to members of staff involved in their child's education at any time. High needs students are assigned a keyworker who supports this.

A representative of the Learning Support Department will be present at parents' events throughout the year.

The academy has an open door policy for the parents of all students including those with special educational needs. Parents are welcomed by the academy and encouraged to participate in their child's education. This is particularly important for students with special needs, whose learning difficulties mean that educational plans will require reinforcement and supervision.

Parents' Events also allow for a two-way exchange of information about the educational and non-educational welfare of students.

Future Links

We liaise with our Post-16 Centre and further education and apprenticeship providers to ensure that students can transition onto suitable courses.

We work closely with Inspira to support students in making decisions about their post-16 education. Supported visits can be arranged to the local Further Education College for vulnerable students who are likely to progress onto a Foundation Learning course once Year 11 is completed.

If a student transfers to another school or academy at any point in Key Stage 3 or 4 the SEN team will provide information regarding their individual needs.

Complaints Procedure

The complaints procedure for students with special needs will follow the procedure as defined in the academy's Complaints Policy.

The academy will respond immediately to any initial complaint and will investigate and report back to parents as quickly as is consistent with thoroughness.

STAFFING POLICIES AND PARTNERSHIPS WITH OUTSIDE AGENCIES

LIAISON WITH OUTSIDE AGENCIES

The following agencies, which may be contacted through the appropriate channels, exist to support students' needs. In most instances, contact with these agencies will be made through the SENCo.

Services we have access to include those offered by Cumberland Council SEND team. These include: SEND Teaching Support Team incorporating:

- Physical and Medical Needs
- Sensory: Hearing and Visual Impairment
- Developmental Language Disorder Needs
- Communication & Interaction Needs (Autism Spectrum)
- Severe Learning Difficulties
- Inclusion Support Officer (Behaviour)

Additionally we can request help and advice from:

- Educational Psychologists
- CAMHS
- Physiotherapy
- Counsellors
- SENDIAS
- SALT (Speech and Language Therapy)
- Children with Disabilities Team
- Social Care

EVALUATION OF THE POLICY

The SENCO will monitor the policy and evaluate its effectiveness through a variety of approaches. These approaches will include:

- Monitoring the progress of students supported by the SEN team through standardised tests.
- Providing a report to Governors within the Principal's report.
- Provide statutory details within the Governors report to Parents.
- Provide the Governing Body with relevant statistics on an annual basis.