



**Policy**                      **Special Education Needs and Disability**

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Approved by               Board

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**1. Introduction**

1.1 Please note this policy should be read in conjunction with other policies and not as a standalone policy.

**2. Basic Principles**

2.1 At the CWA Academy Trust ("the Trust") these are the principles that underpin our SEND policy:

- Equal value and respect for all
- Equal opportunity for all
- Recognition of individual differences
- Development through the provision of appropriate learning opportunities
- Constant striving for improvement in the quality of teaching and learning
- Commitment to the spirit of statutory requirements in legislation for learners with identified SEN

2.2 The Trust recognises that all children have learning needs and that for some these become Special Educational Needs.

The Code of Practice 2014 defines SEN as “a young person having a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools/academies within the area.”

2.3 The Trust recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs is at the core of all excellent teaching and learning.

**3. Legal Framework:**

3.1 The national framework within which LAs and schools are required to identify assess and provide for the needs of students with SEN has undergone considerable change.

3.2 The revised SEND Code of Practice 2014 (updated 2015)

3.3 The Equality Act 2010

#### **4. Scope of Policy**

- 4.1 This policy applies to all children at the Trust who have SEN and for whom the Trust has a statutory obligation as defined by the SEND Code of Practice 2014.
- 4.2 The Policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, sexuality or social circumstances.

#### **5. Philosophy**

- 5.1 The key values and beliefs which underpin the Trust's SEND Policy are:
- Equal value and respect for all.
  - Equal opportunity for all.
  - Recognition of individual differences with special regard for children with special educational needs.
  - Development through the provision of appropriate learning opportunities.
  - A constant search for improvement in the quality of teaching and learning.
  - Commitment to the spirit and statutory requirements of legislation, including partnership between students, parents/carers and other professionals.

#### **6. Statement of Principles and Values**

- 6.1 The principles and values within the Trust's Policy are underpinned by the Government's four broad aims for Local Authority policy:
- Promote high standards of education for young people with SEN.
  - Encourage young people with SEN to participate fully in the Trust's community and take part in decisions about their education.
  - Work with other statutory and voluntary bodies to provide support for young people with SEN.
  - For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are:
    - Early intervention
    - Promoting inclusive education
    - Partnership with parents/carers and carers
    - Promoting high expectations
    - Equality of opportunity
    - Sharing responsibility
    - Continuum of high quality provision
    - High quality trained staff
    - Procedures, which are clear and effective
    - Monitoring, review and evaluation
    - Partnership with young people

#### **7. The SEND Objectives of the Trust**

- 7.1. To provide students with SEN with a safe and secure environment.
- 7.2. To ensure students' SEN are identified at the earliest possible opportunity.

- 7.3. To implement a whole Trust policy on special educational needs which forms an integral part of the Trust's development plan.
- 7.4. To teach students with SEN together with their peers for as much of the time as possible.
- 7.5. To support curriculum staff in their work on curriculum development with particular reference to issues of differentiation, curricular access and entitlement and work with employers in relation to supporting learners in the workplace.
- 7.6. To implement a coherent and comprehensive assessment procedure for identifying, meeting, recording and reviewing needs.
- 7.7. To adopt the partnership approach as outlined in the Code of Practice and to liaise and work closely in partnership with parents, carers and employers and involve them fully in all decisions regarding SEN provision.
- 7.8. To provide a variety of support to help all staff to take responsibility for meeting the needs of all students in their classes.
- 7.9. To promote staff development in relation to SEN by ensuring that SEN related issues permeate all aspects of staff development in the Trust.
- 7.10. To co-ordinate the involvement of outside agencies.
- 7.11. To implement the Trust's aims and objectives and the SEND Code of Practice making maximum use of available resources
- 7.12. To work within the Cluster approach to allocating SEND funding, taking a wide view of need across the locality and working in partnership to achieve the best outcomes for all young people in a climate of reduced funding.

## **8. Implementation of Objectives**

- 8.1. To provide students with SEN with a safe and secure environment

The design of the aims to provide safe physical access to all parts of the site while supporting the Trust's inclusive approach in term of the academic, pastoral and social experiences of all students needs as well as mainstream students. Spaces are designed to be clear, calm and ordered with layouts that reduce confusion. Wherever possible, wheelchair access is provided to all parts of the building and site with disabled parking, adequate dropping off points, level entrances, step-free routes and lifts. Our buildings accommodate safe means of escape for all building users. Where not fully DDA compliant, the Trust seeks all opportunities to remedy this through funding applications for environmental improvements and makes any necessary adjustments to the timetable and rooming to allow students to take part in all activities.

- 8.2. To ensure that students' SEN are identified at the earliest possible opportunity

Students, who have been deemed as having or identified as having additional needs and who choose the Trust as their preferred educational route are all identified in the Spring and Summer Terms and some SEN related information is collected at this point. In the Summer Term all these students are visited at their secondary schools by staff from the Trust.

Each student with identified SEN is invited to take part in transition planning, as is the SENCo in the current provision and a range of information is collected. Identifying students' special

educational needs and becoming familiar with successful strategies already developed by the secondary school is an important part of this procedure. The information gathered is shared with permission and helps to inform the support strategies that can be put in place. Students with SEN are identified and support is established for the start of term in September.

Significant information on students is circulated to relevant staff. All students coming to the Trust in September are invited for induction. Included this are various assessments which are used to help us create personalised learning plans.

The policy for SEND is reviewed and evaluated annually. The responsibility for ensuring this review takes place rests with our governing body. The annual SEND information report is uploaded onto individual academy websites.

This includes evaluation of:

- Systems for identifying and assessing students with special educational needs
- The provision made to meet students' special educational needs
- The record keeping for special educational needs
- The allocation of resources to and amongst students with special educational needs

8.3. To teach students with SEN together with their peers for as much of the time as possible.

At the Trust it is the policy and practice to educate students with SEN in whole groups. There are times, however, when some students with SEN will be withdrawn for teaching. Students may be withdrawn for additional literacy, mentoring, counselling, intensive behaviour programmes provided by the Inclusion Team, either alone or as part of a small group.

It is the policy of the Trust to enable students with SEN to have access to a broadly based and balanced curriculum.

8.4. To support staff in their work on curriculum development with particular reference to issues of differentiation, curricular access and entitlement and vocational and work based learning.

SENCo will give input into staff training days, deliver CPD and contribute to leadership meetings.

8.5. To implement a coherent and comprehensive assessment procedure for identifying, meeting, recording and reviewing needs.

## **9. Four areas of SEND**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

For individual SEN Information Reports; detailing what each academy within the trust does for SEN students, see individual academy websites:

[www.kingslynnacademy.co.uk](http://www.kingslynnacademy.co.uk)

[www.downhammarketacademy.co.uk](http://www.downhammarketacademy.co.uk)

[www.kesacademy.co.uk](http://www.kesacademy.co.uk)

[www.nelsonacademy.co.uk](http://www.nelsonacademy.co.uk)

[www.eastgateacademy.co.uk](http://www.eastgateacademy.co.uk)

[www.southeryacademy.co.uk](http://www.southeryacademy.co.uk)

[www.emnethacademy.co.uk](http://www.emnethacademy.co.uk)

[www.upwellacademy.co.uk](http://www.upwellacademy.co.uk)

[www.northwoottonacademy.co.uk](http://www.northwoottonacademy.co.uk)