

# WEATHERFIELD ACADEMY

To become the best person you can be.



## SEND Policy

## **Special Educational Needs & Disability (SEND) Policy**

Weatherfield SEND Policy helps to promote inclusion for all of our pupils, whatever their additional needs are. At Weatherfield Academy, we are committed to offering a range of inclusive curriculums that ensures the best possible progress for all of our pupils, whatever their needs or abilities. Weatherfield Academy is a day school for children and young people between year 5 and year 14. We welcome any child, regardless of their Special Educational Needs and Disability, whose parents/carers or guardians wish them to attend the school, within the constraints of the criteria set out in our admissions and accessibility policies, and the staffing and relevant resources which we have available for that particular child.

### **The aim of the SEND Policy**

The development and review of the school's SEND Policy contributes to a clear and shared vision of our purpose in learning which enables the school to effectively meet the needs of all pupils in the fulfilment of our aim to welcome and develop partnerships with parents, carers, guardians and a range of professionals with whom we can share advice and develop best practice, so that we may:

- Prepare pupils for their future lives
- Enable pupils to be happy, successful and keen to learn
- Provide our pupils with a variety of quality educational experiences in all aspects of life
- Enable pupils to develop effective communication skills, in order to express thoughts, feelings and choices
- Provide a safe and happy environment in which pupils can work towards achieving their best
- Enable pupils to build in confidence, develop self-esteem, self-reliance and make informed choices
- Offer school curriculums that are well researched, broad and balanced, based on statutory requirements, whilst being appropriately adapted to meet the needs of all pupils
- Encourage the development of good social skills, so that pupils are able to develop friendships and become sensitive to the feelings and needs of others
- Develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

### **The specific objectives within our SEND policy focus upon:**

- Working with all our pupils in partnership with other agencies, to ensure that needs are met and learning is maximised
- Ensuring that students at Weatherfield Academy join in with all the activities of the school, to the greatest degree possible (with reference to an individual's particular need)
- Ensuring that all learners make the best possible progress
- Ensuring that we work closely with parents, cares and guardians as partners, to ensure that there is effective communication and a sharing of information between parents and school

- Ensuring that all learners at Weatherfield Academy are taught to express their views and are fully involved in decisions which affect their education
- Promoting a range of effective partnerships and involving outside agencies and the wider community.

The Head of School works within the Local Authority admissions criteria for admissions into Special Schools. We do not discriminate against pupils with special education needs or disabilities:

Our Admissions Policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014.

Pupils will be admitted to Weatherfield Academy subject to the following conditions:

- i) the school is suitable for the age, ability, aptitude or SEN of the child or young person concerned
- ii) the attendance of the child or young person at Weatherfield Academy would be compatible with the provision of efficient education of others at the school

All pupils at Weatherfield Academy have an Education and Health Care Plan (EHCP)

### **Identification and assessment of special educational needs**

Weatherfield Academy is committed to working with a number of agencies in the early support of young people who present with special educational needs. We work with additional staff, such as a specialist assessor, to ensure a smooth transition and sharing of information for our youngest pupils. We liaise and work alongside multi-agency expertise in the identification and assessment of the needs presented by our young people. We work with our local and wider community in the support of best practice for young people with special educational needs through our Outreach/In-reach Work and wider provision.

### **Stages of SEND Provision**

As with all pupils, children with SEND are assessed on the evidence of what they know, understand and can do within all areas of the National Curriculum.

Identifying a pupil's needs will involve using a range of data in order to establish a baseline. Analysing this information will help to establish the pupil's strengths and identify possible reasons for underachievement. Where pupils are falling behind or making inadequate progress given their age and starting point, they will be given extra support.

Adequate progress can include progress which:

- is similar to that of peers with the same baseline
- is similar or better than the pupil's previous rate of progress
- closes the attainment gap between the pupil and their peers

- prevents the attainment gap growing wider

For the majority of pupils, their needs can (and should) be met through the normal whole-school processes for assessing, planning, teaching, target setting, tracking and monitoring progress. However, where analysis shows that a pupil's needs require them to access additional support (that is additional to those normally provided as part of the differentiated curriculum) they will have:

- A review of the quality of the day-to-day teaching the pupil is receiving and any changes required.
- Detailed and accurate assessment of the pupils' needs, starting with information gathered as part of the whole-school assessment, tracking and monitoring processes.
- Opportunities for pupils and parents to be fully engaged in the process right from the start and agreement reached on how needs will be met.
- Effective communication with, and support for, any staff involved in implementing the plan.
- Regular review meetings, at least once a term, with parents and the pupil, where appropriate. As part of these meetings outcomes, progress against targets, and the responsibilities of the parent, carer, guardian, pupil and school are discussed. These reviews will be in addition to the termly parent-teacher meetings.
- Where relevant, external services and providers will work in partnership with schools to meet the needs of the pupil.

### **Outside Agencies**

Short term support and advice from an outside agency may also be sought for children requiring SEND support. This is designed to ensure that support is focussed on individual need and personal outcomes rather than classification or labels. We adhere to the referral criteria and procedures pertinent to the individual partner agency.

### **Assessment, use of Data and Record Keeping**

We follow the requirements of the Data Protection Act 1998. The provision made for pupils with SEN is recorded accurately and kept up to date.

- All staff will plan, monitor and review pupils' progress through writing and reviewing personalised learning plans termly.
- SLT will monitor termly reports evaluating progress using Onwards and Upwards data
- SLT will keep a record of interventions delivered by the Speech and Language Therapist, Learning Mentor, SORTED, the Play Therapist, Music Therapist and Clinical Psychologist. SLT will ensure that all information from outside agencies is shared appropriately with relevant members of staff, parents, carers and guardians.
- The SLT and class teachers will liaise across Key Stages including transition points from entry through to the end of KS5.
- Copies of all letters, referrals, reports and correspondence will be kept by the Academy Office.

- The Senior Leadership Team will ensure this policy is adhered to across the school.

### **Equal Opportunities**

At Weatherfield Academy we believe in the moral, as well as the legal entitlement, of all pupils and staff to have equality of access to teaching, learning, resources and opportunities, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In all activities, positive attitudes towards, and respect for, difference, diversity and individuality will be promoted. Resources and subject plans are differentiated to meet the needs of all pupils and will reflect and celebrate worldwide cultures as well as those of the local community.

### **SEND Policy and Safeguarding**

Weatherfield Academy is a school that ensures strong safeguarding practices. As a Special School, we are aware that the young people who attend Weatherfield Academy may be particularly vulnerable, due to possible physical, cognitive, communication, sensory and/or intimate care needs. We work safely together in a supportive atmosphere, within an ethos of open, supportive and constructive challenge.

### **Further Information**

The schools' complaint policy is available on the academy's website.

A pupil's class teacher, and wider team, will work closely with parents, carers and guardians at all stages in a young person's education, and should be the first port of call in case of any difficulty. The school will provide information about support to all parents, carers and guardians of pupils at the academy. All of our parents, carers and guardians can have access to the support afforded to them through Central Bedfordshire's Local Offer and the advice of other organisations such as SENDIASS.