WEAVERS ACADEMY
Creative Education Trust

Special educational needs and disability policy

1. The aims of the Policy

1.1. To raise achievement by ensuring that pupils with Special Educational Needs or disabilities ('SEND') enjoy their education and achieve their potential.

1.2. To guarantee full inclusion for SEND pupils by ensuring they can access a broad, balanced and differentiated curriculum so that they can fulfil their potential and enhance their self-esteem.

1.3. To enable SEND pupils to access extra-curricular activities and develop as valuable members of the community.

1.4. To offer appropriate forms of support by the most effective use of staffing and resources.

1.5. To ensure that, in accordance with the Equalities Act (2010), all pupils, regardless of disability, have the right to equal educational opportunities.

1.6. To ensure that SEND pupils are safe in the Academy.

2. Context

2.1. This SEND policy details how the Academy will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to teach them. The Academy will take action to ensure that teachers in the Academy are able to identify and provide for pupils who have special educational needs in order to allow them to access the full range of Academy activities, so far as is reasonably practical and compatible with the efficient education and safety of the pupils.

2.2. The Academy will have regard to the Special Educational Needs Code of Practice 2014 (updated 2015) when carrying out its duties toward pupils with special educational needs or disabilities, and will ensure that parents are fully involved in discussions and decisions regarding their child, and are notified if SEND provision is considered necessary for their child. The

Academy recognises that partnership with parents is important in enabling children and young people with SEND to achieve their potential and that parents have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with special educational needs will, therefore, be treated as partners and supported to play an active and valued role in their child's education. Where a pupil is over the age of 16 at the beginning of an academic year, the Academy will work directly with the pupil.

2.3. The Academy recognises that children and young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and, when relevant, transition processes between schools.

3. Objectives

3.1. The Academy will support the aims of the policy by:

3.1.1. identifying and assessing students with SEND through liaison with other schools or internal assessment, and using a graduated approach based on an 'assess, plan, do and review' model

3.1.2. ensuring that class and subject teachers, supported by the SEND Co-ordinator (SENCO), take responsibility for all pupils in their care who have SEND

3.1.3. involving parents and other staff in the identification, assessment and support of SEND pupils and promoting liaison between all agencies concerned

3.1.4. supporting all staff in meeting the needs of pupils with SEND

3.1.5. devising a structure for setting, implementing, monitoring and reviewing Classroom Support Plans

3.1.6. members of staff responsible for transition and the SENCO monitoring the annual intake to ensure that pupils with SEND (with or without an Education Health Care Plan) are not discriminated against

3.1.7. the SEND department offering advice and training opportunities to all teachers on promoting quality first teaching, employing differentiated teaching methods and resources so that they can make appropriate provision for pupils with SEND

3.1.8. the SENCO ensuring that our pupils' special educational needs are known to other schools to which they may transfer

3.1.9. ensuring that safety is addressed when allocating resources, particularly in science, design and technology, art and physical education

3.1.10. encouraging pupils to develop independent learning through care for themselves and others, and to take into account the demands of changing environments

3.1.11. class and subject teachers, together with year/phase leaders and the SENCO identifying underachievement related to learning needs or disability and implementing appropriate intervention strategies.

4. Definition of Special Educational Needs

4.1. Students have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

4.2. Students have a learning difficulty if they:

4.2.1. have a significantly greater difficulty in learning than the majority of children of the same age

4.2.2. have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

4.3. The Academy will place pupils on the SEND register – under the care and guidance of the SENCo if they have a learning difficulty or disability and require additional intervention at some time during the academic year. Additional intervention can be in the form of specialist mentoring, additional teaching time, or any other form of intervention that will allow pupils to improve their knowledge, skills and understanding that could not be achieved through normal teaching approaches.

4.4. Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5. Roles & Responsibilities

5.1. The roles and responsibilities of Academy personnel with regard to special educational needs are in accordance with Code of Practice guidelines and Academy job descriptions.

5.2. Leadership Team

5.2.1. The Principal oversees the allocation of funding provision for SEND staff and teaching assistants ('TAs') through the Academy's budget, from the prescribed funding streams.

5.2.2. The line-manager for the SENCO sets targets for the SENCO through Performance Management to maintain the quality of provision.

5.3. SENCO

5.3.1. Oversees the day-to-day running of the Academy's SEND Department.

5.3.2. Makes efficient use of resources for pupils with SEND.

5.3.3. Makes staffing arrangements for SEND staff and TAs in line with the devolved budget.

5.3.4. Keeps all staff up to date with the latest developments in SEND.

5.3.5. Supports the class and subject teachers in assessing and co-ordinating provision for children with SEND through SEN Support and Education Health Care Plans.

5.3.6. Liaises with subject leaders, year/phase leaders, the leadership team and outside agencies, including other schools.

5.3.7. Contributes to professional development for colleagues.

5.3.8. Tracks and reports on the progress of SEND pupils as required by the Principal/Headteacher and in standard formats for the Academy Council/Rapid Improvement Board and CET.

5.3.9. Alongside class and subject teachers, liaises with parents of children with SEND.

5.3.10. Co-ordinates and manage systems of support.

5.3.11. Ensures that the academy provides students with an environment in which they can feel safe at break and lunchtimes.

5.3.12. Maintains the SEND register.

5.3.13. Supports the class and subject teachers in delivering the intervention for SEND students.

5.3.14. Cooperates with the special educational needs governor to enable them to carry out their role effectively.

5.4. SEND teaching staff

5.4.1. Provide expertise in the education of pupils with SEND.

5.4.2. Liaise with subject staff, as necessary, to ensure that they are fully informed as to the special educational needs of any pupils in their charge.

5.4.3. Support staff and subject teachers in planning and delivering strategies and identify appropriate methods of access to the curriculum.

5.4.4. Support class and subject teachers in planning and delivering individualised programs.

5.5. Teaching staff

5.5.1. Provide all pupils with quality first teaching by devising strategies and identifying appropriate methods of access to the curriculum for all students.

5.5.2. Work with pupils and provide help on a daily basis.

5.5.3. Plan, deliver and monitor individualised programs for students with SEND, involving teaching assistants as appropriate.

5.5.4. Maintain thorough records of intervention and pupils' progress.

5.5.5. Implement classroom support plans for students with SEND.

5.6. Teaching Assistants

5.6.1. Support teachers to provide SEND pupils with the best learning opportunities.

5.7. CET Board through the Academy Council/Rapid Improvement Board

5.7.1. Must be aware of their statutory duties regarding the co-ordination and provision of SEND, in particular to use their best endeavours to secure SEND provision for relevant pupils.

5.7.2. Provide a nominated member who is proactive in seeking out information about developments and issues related to SEND pupils and visits the department at least twice in an academic year.

5.7.3. Monitor the effectiveness of the Academy's SEND provision, pupils' progress and outcomes through standard reporting mechanisms.

5.7.4. Ensure that the SEND information report is reviewed annually and is published on the Academy's website.