



## **Combined Special Educational Needs and Disability (SEND) Policy and SEN Information Report**

### **SECTION 1: STATEMENT OF PRINCIPLE**

The SEND policy for Stationers' Crown Woods Academy seeks to ensure that all students have access to the appropriate level of personalised support to enable them to become confident, resilient and independent learners. The policy promotes equal access and opportunity to all areas of the curriculum, alongside a highly personalised approach to learning, assessment and intervention. Our ethos is underpinned by a strong sense of family, and all student and staff at SCWA are valued and respected. Students are encouraged to work collaboratively with staff and other students to develop their personalised education plans, leading to a sense of empowerment and ownership. We believe that every student has the right to high quality teaching and we endeavour to ensure that students make exceptional progress across all key stages.

### **SECTION 2: AIMS**

The aims of our SEND policy and practice are:

- To ensure that students have access to high quality teaching, which includes a strong focus on closing attainment gaps and supporting students through intervention and differentiation.
- To make reasonable adjustments for students with SEND and take action to ensure that students with additional needs are able to access all areas of school life.
- To assess and identify SEND swiftly and secure appropriate provision to meet the diverse needs of our learners.
- To develop outstanding provision supports development across the four broad areas of need:
  - Communication and Interaction.
  - Cognition and Learning.
  - Social, Emotional and Mental Health.
  - Sensory/physical.
- To provide high quality support and personalised interventions that are subject to regular review and evaluation processes.
- To promote partnership working and ensure that there are opportunities for students and parents to contribute to planning and decision making.
- To ensure a high level of staff training and expertise through a targeted programme of professional development and coaching.
- To work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To consult with external agencies and specialist services to ensure that students with SEND and medical conditions are able to access all Academy activities.

### **SECTION 3: SEND TEAM CONTACT INFORMATION**

This policy has been created by the Academy's SENCO in consultation with the SEN Governor, the Academy Leadership team, all staff and parents of students with SEND.

Ms Banton is Special Educational Needs Coordinator for Stationers' Crown Woods Academy. She is a qualified teacher and has over 15 years of experience working with children with SEND, specialising in ASD and SEMH. She can be contacted by telephone on 020 850 7678 ext. 2390, or by email at [aretha.banton@SCWA.org.uk](mailto:aretha.banton@SCWA.org.uk). She is also acting lead for the Visual Impairment Resource.

Ms Emma Smith is the Deputy Principal in charge of Inclusion. She oversees all Inclusion provision within the Academy.

Ms Doyin Fasan, Mr Luis Rego and Ms Fiona Higham are the Academy's Individual Support Teachers. They deliver specialist literacy and numeracy interventions, and act as keyworkers for students with EHCPs.

Ms Liz Pereira is the Lead Teacher for the Designated Specialist Provision for Moderate Learning Difficulties.

### **SECTION 4: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

#### **What are the definitions of special educational needs (SEN) or disability?**

At Stationers' Crown Woods Academy, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

#### **Definition of SEN**

A child or young person has SEN&D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory Academy age or a young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*SEN Code of Practice (2015, p16).*

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

#### **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more and 'substantial' is defined as 'more than minor or trivial'.

*SEN Code of Practice (2015, p16).*

## Identification of special educational needs (SEN)

We recognise the importance of early identification and endeavour to identify a student's additional needs at the earliest opportunity. Students are assessed on application to the school via our banding tests. We use this data combined with KS2 assessments to create a personal learning profile for each student.

The Academy also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. These may include:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance issues
- Health, welfare and safeguarding issues
- Having English as an additional language
- Being in receipt of Pupil Premium grant
- Being a child in care, adopted or under special guardianship
- Having a parent serving in the Armed Forces
- Being a young carer.

Student progress is monitored across the Academy on a half-termly basis. This identifies students who are not making expected academic progress, and may include a summary of progress in other areas, such as social skills and personal development.

## SEN Support and students with Statements or Education, Health and Care Plans.

At SCWA, we make provision to support students SEND needs, including students without a Statement of Special Education Needs or an Education, Health and Care Plan (EHCP).

Students on the SEND register are classed as students receiving support that is **'additional and different from'** that provided within the usual school curriculum offer. Students may either be registered as SEN Support or in receipt of a Statement or EHCP. Students with a diagnosis of a SEND need may make progress as a result of high quality teaching and without additional or different levels of support. In these cases, student will not be added to the SEND register.

The Academy supports students who have difficulties under the four broad areas of need:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory/physical.

The needs of the majority of students will be met from within the Academy's own resources. The Academy receives funding for students with SEND from a number of sources including:

- Age Weighted Student Unit: A proportion of the funds allocated per student to the Academy to provide for their education.
- The Notional SEN budget: A fund devolved to Academies to support them to meet the needs of students with SEND.

Additional funding to support students with high level or complex needs is available via the Local Authority High Needs Block.

### **The graduated approach to intervention and assessment**

At SCWA, we follow an Assess, Plan, Do and Review model. This is often referred to as the graduated approach.

- 1. Assess:** Data is collated by the class/subject teacher in order to make an accurate assessment of the student's needs. Literacy and numeracy skills of all students are assessed on entry and reviewed at regular intervals. Students may be identified for further, more detailed formative assessments conducted by an SEND specialist. Student identified with a special educational need are included on the SEN register and student support profiles are shared with staff. Parents are invited to discuss and contribute to support plans for students with SEND.
- 2. Plan:** Teachers plan lessons and interventions using information about the student's prior attainment. Tasks and assessments are differentiated to meet the needs of each learner in order to ensure steady or rapid progress.

When a student has been identified as having special educational needs, the curriculum and the learning environment will be adapted further by the class teacher. These adaptations may include strategies suggested by the SENCO and/or external specialists on the student's support profile. Some students may require specific literacy, language and/or social/emotional interventions. These are delivered by suitably trained members of staff or external specialists working in partnership with the Academy. A few students may be provided with specialised equipment, such as IPADs or adapted laptops, and receive additional adult support in lessons.

- 3. Do:** SEN support will be recorded on a personalised plan that will identify a clear set of expected outcomes. The plan will include relevant academic and developmental targets, including specific targets around preparing for adulthood. Parents and students will be invited to contribute to the plan. The plan will be shared with all stakeholders and reviewed regularly.

Additional support may include in-class interventions, withdrawal interventions, referral to specialist agency, further assessment, access arrangements or adapted resources and equipment.

- 4. Review:** Progress towards attainment outcomes are tracked and reviewed half-termly by teaching staff and the SENCO. Students who make rapid progress may have their interventions reviewed and reduced. Students who make slower progress may have further intervention or assessment.

Specialist SEND interventions are monitored on a termly basis by the SENCO. If students are making expected or rapid progress, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEN register. If progress rates are slow despite appropriate high quality, targeted interventions, a staff consultation will be held to identify further steps.

## **Section 5: SEND INTERVENTIONS**

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs. Students with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in the Academy and increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observations by the senior leadership, Curriculum Leader and the SENCO.
- regular assessment of progress made by students with SEND.
- work sampling and scrutiny of planning to ensure work is matched to student need.
- teacher consultations with the SENCO.
- student and parent feedback on the quality and effectiveness of interventions.
- attendance and behaviour records.

All students have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Students attainment is tracked via the whole Academy tracking system. Students making less rapid progress are identified quickly and encouraged to access appropriate support. These students are discussed in termly progress meetings and a robust support plan is implemented, monitored and reviewed at regular intervals.

Where it is decided that special educational provision is required to support progress, parents will be informed that the Academy would like to conduct further assessment to ascertain any underlying SEND needs.

In school interventions and assessment may consist one or more of the following programmes:

### **Assessments:**

- NGRT group reading test
- Accelerated Reader Star Reading Test
- Access arrangements assessments
- Visual Stress Screening
- NFER single word reading assessments

### **Interventions/ resources**

- In class Learning Support Assistant support
- Toe by Toe Dyslexia interventions
- Visual stress reduction overlays
- Reading pens
- Adapted laptops/ iPads
- Specialist literacy support delivered by a specialist SEN teacher

- Specialist numeracy support delivered by a specialist SEN teacher
- Speech and Language development groups
- Social skills groups
- Mindfulness and circle of Friends group
- Counselling and mentoring
- PSU intervention for students displaying SEMH or challenging behaviour

In complex cases, a student may be referred to external agencies such as:

- Speech and Language Service.
- Educational Psychologist.
- Specialists working in other LAT Academies e.g. Teaching Schools, Special Schools.
- Autism and Sensory Support Team.
- Hearing Impairment Team.
- Visual Impairment Team.
- External counselling Services.
- Child & Adolescent Mental Health Service.
- Alternative Provision.
- Educational Welfare Officer.
- Social Services.
- Youth Services.
- Academy Nurse.

All SEN support interventions are time limited and subject to review.

### **What support is available for children during public examinations?**

SCWA will make applications for examination access arrangements for a small number of students in Years 9–13 with significant, severe and persistent SEND. Applications for additional support are submitted to the exam boards who inform the Academy of their decision. This option is only considered in exceptional circumstances and only after detailed consultation with parents, teaching staff and external agencies involved with the student's care.

### **What support will there be for children overall well-being?**

The Academy offers a wide variety of pastoral support and guidance for students. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Assemblies and enrichment activities.

- Opportunities for students and parents to share their experiences and feedback.
- In class mentoring support.
- Wellbeing sessions focused on developing social, moral, spiritual and cultural awareness.
- PSHE action days.
- Post 16 mentoring.
- Academic mentoring.
- Rewards and commendations.

**How will students with SEND be included in activities outside the classroom including Academy trips?**

- The Academy provides a range of extra-curricular activities, and all students, including those with SEND are encouraged to attend.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all Academy activities.
- The Academy ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any Academy provided activity.

**SECTION 6: WORKING WITH STUDENTS AND FAMILIES**

**Admissions**

SCWA is a co-educational Academy working with students aged 11-19. The Academy ensures that students with SEN are admitted on an equal basis with others in accordance with its Admissions Policy. Please refer to our admissions policy for further information.

For children with an EHCP or Statement, parents have the right to request a place at SCWA and the local authority must comply with that preference and name the Academy in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our Academy in a child's EHCP, the local authority will send the consultation papers to the Leadership Team and governing bod. We will consider whether we can meet the students' needs very carefully before a final decision on placement is made. Parents of a child with an EHCP also have the right to seek a place at a special Academy/School if they consider that their child's needs can be better met in specialist provision.

**How will parents know how their child is doing?**

Attainment towards the identified outcomes is shared with parents half termly through feedback and also through the Academy reporting system and Parents' Evenings. Parents can communicate with staff via email, telephone or by using the student planner.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO, a member of ALT at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the student's home school to arrange a suitable appointment time.

### **How will parents be helped to support their child's learning?**

Please look at the Academy website. It includes links to our curriculum overview at KS3-5 along with ideas for home-school interventions. The website also has links to external sites and resources that may support parents to help their child learn at home. The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.

### **How is the decision made about how much support each child will receive?**

For students with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken in consultation with staff and parents. For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or with staff and parents during the annual review process.

### **How will parents be involved in discussions about and planning for their child's education?**

This will be through:

- discussions with the school staff.
- during parent's evenings.
- meetings with support and external agencies.

### **Who can parent contact for further information or if they have any concerns?**

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the Academy's response to meeting these needs they are encouraged to contact the following:

- The students form tutor or class teacher
- The Subject Leader
- The students Head of School
- The SENCO
- The Executive Principal, the Associate Principal or the Deputy Principal.

### **Support services for parents of students with SEN:**

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The contact on the nearest PPS can be located via <http://www.partnershipforchildren.org.uk/resources.html>. Parents can also contact their local SENDIASS providers – information is accessible via the following website <https://www.kids.org.uk/sendias>
- For parents who are unhappy with the Local Authority or Academy responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free services is located here <https://www.ipsea.org.uk/what-you-need-to-know/mediation>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the Academy or council has discriminated against your disabled child. Information on this process is available here <https://www.ipsea.org.uk/what-you-need-to-know/send-tribunal>



- Information on where the Local Authority's Local Offer can be found <https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/fsd/localoffer.page?localofferchannel=0>

## **SECTION 7: TRANSITION ARRANGEMENTS**

### **How will the Academy prepare/support my child when joining or transferring to a new Academy?**

A number of strategies are in place to enable successful transition. These include:

#### **On entry:**

- A planned introduction programme is available during the Summer term.
- Parent/carers are invited to a meeting at the Academy and are provided with information outlining available support at SCWA.
- The SENCO and transition team will meet with prospective parents of students who are known to have SEND.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns

### **Preparation for adulthood and independent living**

#### **After Academy:**

The Academy delivers ongoing careers information during wellbeing, preparation for adulthood and SMCS workshops. Additionally, the Academy buys in a careers service Prospects to ensure access to expert and independent advice for all students from Year 9 to Year 13.

Where a student has an EHCP or Statement, all annual reviews from Year 9 onwards focus on preparing for adulthood, including employment, independent living and participation in society.

Students in year 11 and year 13 are supported to apply for further or higher education courses. Transition visits to schools, apprenticeship providers, colleges and universities are arranged, and where necessary, school staff support students to access these visits. Key information is forwarded to new post 16 provider or university at the earliest opportunity.

## **SECTION 8: SUPPORTING STUDENTS AT THE ACADEMY WITH MEDICAL NEEDS**

- Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the Academy nurse, the Academy First Aider, parents and if appropriate, the student themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the Academy nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at Academy with medical conditions (DfE) 2014.

## **SECTION 9: MONITORING AND EVALUATION OF SEND PROVISION**

Rigorous monitoring and evaluation of SEND provision is central to the Assess, Plan, Do and Review model, and forms an essential part of whole Academy monitoring, evaluation and review (MER). This

includes half-termly progress reviews, observations of teaching and learning, learning walks, book looks and sampling of parent, pupil and staff views. Ongoing feedback is provided to staff in order to ensure that standard remain high.

## **SECTION 10: TRAINING**

Academy staff have access to ongoing professional development. There is a teaching, Learning and Assessment drive team which focuses on supporting staff to deliver high quality provision. Staff have access to weekly training sessions, and have accessed to enhanced training at Academy and LAT levels.

The training needs of staff, including support staff, are regularly reviewed to ensure that training is relevant and targeted to the Academy profile. All teaching and support staff undertake induction training when taking up their post and this includes meeting with the SENCO to explain the systems and structures in place around the Academy's SEND provision and practice, and to discuss the needs of individual students.

Enhanced training is provided to support students who have complex needs profiles. These sessions are facilitated by either the SENCO or specialist external practitioners. The SENCO also provides training to local partner agencies and the Academy Governors.

The SENCO regularly attends the Local Authority SEND Forums and LAT cluster groups in order to keep up to date with local and national updates in SEND.

## **SECTION 11: ROLES AND RESPONSIBILITIES**

The Principal has overall responsibility for SEND. He delegates responsibility to the SENCO, Faculty Leaders, subject teachers but is still responsible for ensuring that all students' needs are met and they make the best possible progress.

### **Students:**

There is an expectation that students are fully involved in their learning at all stages. Students are expected to participate in the setting of targets for improvement, and engage positively with the systems in place for self- evaluation and review. Our ethos is to ensure that students are empowered to take ownership of their learning and development.

### **Parents and Carers:**

We encourage parents/carers to be work in partnership with the Academy to support their child's academic and social progress. This can be done through consistent and regular communication with the form tutor, class teacher, Head of School and SENCO.

### **Teachers:**

We expect our teachers to:

- plan teaching effectively, allowing for the diverse learning needs of each group.
- enable access to the National Curriculum at a level that stretches and challenges all students.
- have high expectations of all students in regards to their behaviour and academic progress.
- to refer to available SEND information for students they work with.
- to work collaboratively with the SEND team.

**Curriculum Leaders:**

We expect our Curriculum Leaders to:

- ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- ensure that Literacy and Numeracy strategies are embedded across all subject areas.
- monitor, evaluate and review the quality of teaching, learning and assessment across their subject areas, paying particular attention to students with SEND.
- monitor the academic progress of students with SEND across the curriculum in order to ensure that the identified strategies are consistently in place.
- make referrals to the SENCO or Head of School where there are concern relating to SEND, student progress or behaviour.

**SENCO:**

We expect the SENCO to:

- identify students' needs accurately and ensure support is targeted efficiently and effectively.
- maintain and update the Academy's SEN profile.
- work with subject areas to develop resources so that students achieve in line with national expectations and in line with their ability.
- establish clear systems that ensure statutory requirements are met for SEND under the SEND Code of Practice.
- deploy staff and resources according to the needs of the students.
- write a termly reports to the Governing body on progress and developments.
- agree a programme of professional development with the Academy Leadership Team to ensure that all staff have the knowledge, skills and understanding to support students with SEND.

**Learning Support Assistants (LSAs):**

Learning Support Assistants are classroom-based practitioners. They are primarily linked to subject areas according to their subject specialism or strengths. We expect them to:

- work with teachers and support students so that students with SEND have better access the curriculum, and as a result, make expected or good/outstanding progress.
- empower students to develop a better understanding of how they learn best, and to enable them to become independent learners.
- implement specialist support strategies within the classroom environment.

**The Academy Leadership Team:**

We expect the Academy Leadership team to:

- ensure statutory requirements are met for SEND by the subject areas.
- monitor and evaluate the quality of teaching, learning and assessment, and ensure that high quality teaching is consistent and embedded across the Academy.

- establish a program of professional development that supports staff to make improvements in planning, teaching and learning at all levels.

**Governors:**

We expect the Governors to:

- review and agree the SEND policy annually.
- ensure that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all students.
- make regular visits to monitor SEND provision within the Academy.

**SECTION 12: THE LEIGH TRUST BOARD OF GOVERNORS**

The Leigh Trust Board of Governors involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of students with special educational needs and in supporting the families of such students. The Leigh Trust Board of Governors has engaged with the following bodies:

- Free membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service.
- Educational Psychology – Three EP’s are currently appointed to work 5 days, jointly, a week across the Leigh Academies Trust.
- Access to Local Authority service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for students with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCO – SENCO Forum, Leigh Academies Trust SENCOs and NASEN (National Association for Special Educational Needs).

**SECTION 13: STORING AND MANAGING INFORMATION**

Please refer to whole Academy Data Protection Policy.

**SECTION 14: ACCESSIBILITY**

Our Accessibility Plan (statutory requirement) describes the actions the Academy takes to improve access to the environment, the curriculum and resources. This is available on the Academy website.

**SECTION 15: DEALING WITH COMPLAINTS**

For complaints, please contact the SENCO in the first instance. She will deal with the matter or refer it to the appropriate person. If the parent is unhappy with the outcome of the complaint, the complaint should be put in writing and addressed to the Principal. If the complaint is about the Principal, then contact the Chair of Governors via the clerk to Governors. Their details are on the Academy website.

**SECTION 16: BULLYING**

The Academy is committed to providing a safe, nurturing and caring environment for all students. Bullying of any kind is unacceptable in our Academy. Please refer to Academy's Anti-Bullying Policy.

## **SECTION 17: REFERENCES AND KEY DOCUMENTS**

This Policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities.
- Equality Act 2010: advice for schools DfE Feb 2013.
- SEND Code of Practice 0 – 25 (June 2014).
- School Admissions Code of Practice.
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64).
- Schools SEN Information Report Regulations (2014).
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014).
- The National Curriculum in England framework.
- Supporting students at Academy with medical conditions.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers Standards 2012.