

**SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY**



October 2017

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Review led by: M Rock

Bloxwich Academy is an inclusive school. Each child is urged to fulfil their potential by following a broad and balanced curriculum including attending some of the many extra curricular clubs and activities. Talents are there to be recognised, weaknesses to be supported, according to need. We are a school where no child is left behind because every child matters.

### What defines Special Educational Needs and Disabilities?

The SEND Code of Practice states that “a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (Code of Practice 2014, p.15). These needs fall into 4 categories:

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

### Who is responsible for these pupils?

At Bloxwich Academy, **all** classroom based staff have a shared responsibility to teach pupils who have special needs (Code of Practice 2014). All lessons should be differentiated to be inclusive of all learners.

## Roles & Responsibilities

# SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

### **SENDCO – Special Educational Needs and Disabilities Co-Ordinator**

- Ensure the local offer is updated regularly.
- Monitor the achievement of Wave 1, 2 and 3 pupils on the SEND register.
- Routine day to day management of the Learning Support Team.
- Running Annual and Interim Review meetings with parents/carers and invited outside agencies.
- Completing all statutory paperwork.
- Informing Head of House and all staff of pupil needs and how to address them.
- Training and advising staff on current best practice.
- Compiling SEND register.
- Liaising with Outside Agencies and feeder Primary Schools.
- Liaise with Line Manager.
- Audit, develop, lead and evaluate Learning Support Assistants' training programmes.
- Coordinate and lead whole school SEND Training.
- Monitoring of schemes of work for differentiation.
- Monitoring the quality of teaching of SEND pupils.
- Providing teaching tips and techniques through use of the SEND "Toolkit".
- Completing local authority and DfE returns.
- Writing Individual Education Plans.
- Complete evidence and recommendations for Access Arrangements.
- Monitoring of the extra curricular provision offered to SEND pupils.
- Assess, report on and apply for Access Arrangements in tests and examinations, as appropriate to pupils' individual needs.

### **Assistant SENDCo (if this role is present at a MAT school)**

- Support and monitor of the effectiveness of Individual Education Plans and arrange and chair annual reviews
- Monitor the Accelerated Reading Programme and Paired Reading Programme, analyse results.
- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Work with the SENDCO and other staff to ensure that Individual Education Plans are used to set subject-specific targets and match work well to pupils' needs.
- Deliver training to colleagues to promote inclusive practices and to aid the effective teaching of SEND students.
- Support the SENDCO in managing the implementation of an inclusive curriculum, including courses for pupils with Special Educational Needs.
- Work with the SENDCO to manage the Learning Support Team capitation budget and resources, establishing staff and resource needs for the subject.
- Support the SENDCO in the devising, implementation and updating of Learning Support Team policies which reflect the school's commitment to high achievement, and effective teaching and learning.
- Establish and maintain professional relationships within the school, with other schools, other services or agencies, parents and students.

### **SEND Administrator**

- Organisation of day to day routines. For example: timetables, diary entries and memos.
- Completing statutory paperwork.
- Contact person for parents and outside agencies.
- Collating folders for SEND pupils.
- Distributing SEND register.
- Compiling Individual Education Plan cards for pupils and their teachers.
- Providing SENDCO with administrative support.

### **Learning Support Assistants**

- Specialist support for pupils with specific difficulties such as: Autism Spectrum Disorders or Hearing Impairments and working across the curriculum to support targeted individuals.
- Operate clubs such as: Dyslexia Club, Spelling Club, Maths Club, Homework Club, Handwriting Club and Communication and Interaction Club to enable pupils to access a broad and balanced curriculum.
- Working 1:1 with individual pupils.

### **How will I know if a child has Special Educational Needs or Disabilities?**

All staff will be informed through a variety of ways:

- Pupils are identified, through information from primary school and entrance assessments, then placed on the Special Educational Needs and Disabilities Register.
- Individual Education Plans are shared with all teaching staff and learning support for pupils of all waves.
- Classes are set in the secondary school at KS3 according to ability based on annual reading, writing and numeracy tests and teacher assessed Key Stage 2 SATS levels.

### Code of Practice

Wave 1	All teachers are responsible for Wave 1 children in classrooms and departments. Learning needs should be addressed through differentiation. Pupils will have an Individual Education Plan (IEP)
Wave 2	Pupils will have an Individual Education Plan (IEP) and will receive more support from Outside Agencies e.g. Educational Psychologist, Specialist Teacher or Learning Support Assistant (LSA) as needs are more profound.
Wave 3	This child will have been assessed and provided with a Educational Health Care Plan which is followed by an Annual Review with their needs being supported by the Educational Health Care Plan which is funded by the Local Authority. This child will be allocated various hours of specific support up to 25 hours per week and <u>must</u> receive them.

At all stages, parents and pupils are involved in reviews and the consultation process. All pupils at Wave 1, 2 or 3 feature in The Register which gives code of practice background information on each child and their identified need. Advice on how to meet needs is provided in the SEND Toolkit which is available in the Staff Area in addition to professional training.

### THE REGISTER IS A HIGHLY CONFIDENTIAL DOCUMENT

It is a Departmental Responsibility to discuss SEND matters ensuring that SEND is an item on Department Briefings agenda.

All pupils on the Special Educational Needs and Disabilities register are reviewed at least annually. As progress is measured, pupils can be moved between stages outlined in the Code of Practice (2014). Exceptional progress can mean that they are removed from The Register.

All teachers and Learning Support Assistants will be allocated IEP cards for the pupils who they teach or support. They should be kept in staff planners to inform planning and aid differentiation. The IEPs are also available on the Staff Area in a folder labelled 'SEND'.

### ACCESS ARRANGEMENTS

For information on Access Arrangements, please read this document in conjunction with the Exams Policy and the Exams Disability Policy.

