



Wise Owl Trust

Special Educational Needs & Disabilities Policy

Approved by PQS: 13th October 2022

Last updated: September 2022

Due for review: September 2023

Special Educational Needs and Disabilities Policy

Philosophy:

All members of staff, in conjunction with the authorities, (Governing Body, Trustees and LA) have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1 Definitions

- 1.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 1.2 A Child or Young Person will have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than the majority of others of the same age; or
 - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 1.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

2 Aims

- 2.1 All academies within the Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- 2.2 Wise Owl Trust will ensure that:
 - the special educational needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
 - it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
 - it has a Special Educational Needs and Disabilities Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEN record held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for

ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and

- children and young people with SEN/D engage in the activities of the school alongside pupils who do not have SEN/D

2.3 This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2015 and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

3 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Trustees of Wise Owl Trust and Governors of each academy. This policy remains under constant review by Principals and Trust Inclusion Lead.

- Each academy has appointed a governor with responsibility for SEN/D. The SEND Governor will raise SEN/D issues at governing board meetings; monitor the quality and effectiveness of SEN/D provision within the academy and work with designated senior leaders to develop the SEND policy and provision.
- The Principal will work with the SENCO and SEND Governor to develop the SEND policy and provision within the school. The Principal and Trust Inclusion Lead have overall responsibility for the provision and progress of learners with SEND.
- The SENDCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCO and teaching assistants to ensure the "Assess Plan Do Review" cycle is appropriately implemented to support any pupil with SEN/D.

3.2 The academies will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of pupils with SEN/D will be able to discuss the needs of their child with their child's teacher, the member of SLT overseeing the phase / Key Stage and the SENDCO.

4 Identification & Assessment of SEN

The academies use the graduated response as outlined in “The Code of Practice (2014)”. Pupils who have been identified as potentially having additional needs are assessed using the ‘**Manchester Matching Provision to Need Tool**’ in consultation with class teachers, parents / carers and pupils. In addition, pupils will be assessed using the following approaches:

- Continuous assessment for learning
- Tests undertaken by the SENDCO as identified
- Observations by staff
- Members of staff consult with the SENDCO if they identify pupils who may need specialist support. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals e.g. Educational Psychologists, CAMHS, Speech and Language Therapy, School Health Nurse, Outreach Support.

4.1 Information about previous special educational needs will usually accompany pupils upon entry to our academies and this will be used by the SENDCO to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the academy. If there is an in-year transfer, the same procedures will be followed. If the pupil has an Individual Education Plan, SEND Support Plan or EHCP in place, close consultation will occur, to ensure a smooth transition and continuity in targets, provision and expected outcomes.

4.3 If a member of staff identifies a pupil whose special educational needs are not met by quality first teaching, then the class teacher will work with the pupil setting clear targets and providing a more focussed level of support. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.

4.4 At this point information will be gathered. The class teacher will inform the parents about the learning difficulties and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil, where appropriate, will be involved in sharing information and agreeing outcomes. Further scaffolding and adaptations to lessons will be implemented and a SEND Support Plan may be put in place, detailing specific interventions, provision and targets.

4.5 If a parent/carer refers their child to the academy as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers)

to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

- 4.6 In all cases, where internal support is not effective in supporting the pupil, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.7 If there are no concerns regarding the pupil's academic progress then the academy will ensure appropriate adaptations and scaffolding in lessons continue in the classroom, and interventions are put in place if appropriate.
- 4.8 Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 4.9 All staff teaching pupils on the SEND register will be made aware of the individual needs. The SENDCO and Senior Leadership Team will help teachers when required, to develop techniques in adapting and scaffolding lessons and will ensure that appropriate resources are available as part of the academy's CPD programme.

5 Reviewing

- 5.1 The progress of all pupils is monitored and reviewed regularly, regardless of needs. Data collated during the academies' reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using SEND Support Plans and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENDCO may refer to a specialist services such as an Educational Psychologist.
- 5.2 If a pupil has an Education Health Care Plan an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a pupil is removed from the SEND register, the pupil will continue to be monitored through the academy's assessment and reviewing processes.

6 Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy

7 Leadership

SENDCOs at each of our academies are:

Mrs R. Squires at Briscoe Lane Academy

Mr A. Royle at Seymour Road Academy

Miss N. Simcock at Old Hall Drive Academy

Mrs C. Ross – Wise Owl Trust SENDCO & Trust Inclusion Lead

National Award for SEN Coordination – Mrs C. Ross and Mrs R. Squires have qualified with Manchester Metropolitan University. Miss N. Simcock and Mr A. Royle are currently studying for their NASENDCO Awards.

Complaints Procedures:

Initially, all complaints from parents or carers regarding their child's provision is made to the SENDCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed. This is outlined in our policy which is available on our website.

