



## Accessibility Plan

September 2021

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Spencer Academy for this Policy.

It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



## Wyndham Spencer Academy

Date of issue: 1<sup>st</sup> September 2021

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Review date: 1<sup>st</sup> September 2025

Although our Equality Policy is updated every four years, our Equality information is updated annually and is available via our Wyndham website

Created by: Euan Holden

Ratified by

Audrey McCallum – Chair of Governors

Date: 03.11.21

Kirsty Ryan – Principal

Date: 03.11.21

--Please note that this policy is to be read in conjunction with our Accessibility Policy--

### Equality Objectives

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Schools have specific duties under the Equality Act 2010.

#### The legislation

- The Equality Act 2010 replaced the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It protects everyone in England and Wales, so it applies to all schools, regardless of type.
- The DfE has published non-statutory advice on how schools can fulfil their duties under the Equality Act 2010, which relates specifically to discrimination in an educational setting.
- The Act covers 9 protected characteristics

At Wyndham Spencer Academy, we are committed to meeting the public sector equality duties (PSED). The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. We follow and revise our Equality Action Plan (2021-2025), continually review and seek to improve our provision regularly.

The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
  2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
  3. Foster good relations between persons who share a protected characteristic and persons who do not share it.
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**Special Educational Needs and Disability (SEND) Policy**

Issue 5 – March 2020

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Spencer Academy for the SEN Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

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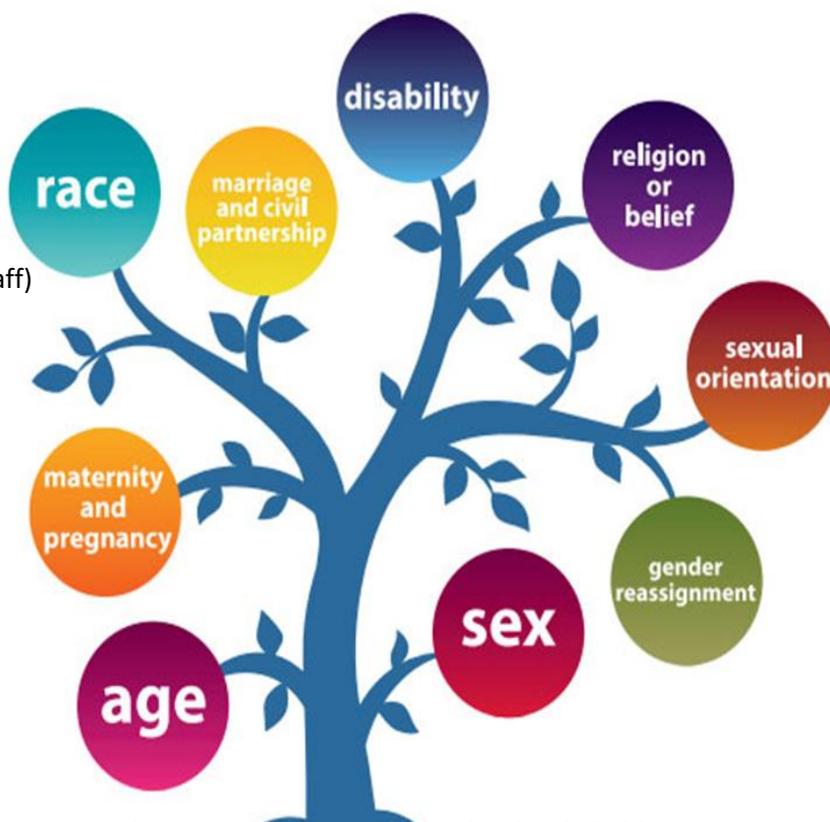
## 1.0 Introduction

‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential’ (*SEND Code of Practice: 0 to 25, 2015. 6:1*).

Wyndham Spencer Academy values the abilities and achievements of all our pupils and are committed to providing the best possible learning environments for all. While many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to address them by parents, teachers and children working together. Our goal is to remove barriers to learning and participation to ensure every child fulfils their individual maximum potential and is presented with a world of endless possibilities.

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community:

- Age (staff)
- Disability
- Gender
- Gender identity and reassignment
- Pregnancy and maternity
- Race (ethnicity)
- Religion and belief
- Sexual Orientation
- Marriage and Civil Partnership (Staff)



Our SEND Policy is written taking into the protected characteristics of all of our school stakeholders.

## 2.0 Definition of Special Educational Needs and/or Disability (SEND)

At Wyndham Spencer Academy we believe a child is identified as have SEND if he, she or they has a ~~barrier to their learning that calls for special educational provision to be made above that of peers of a~~ \_\_\_\_\_



similar age. Special educational provision is educational or training provision that is **additional** to or **different** from that made generally for others of the same age, ie provision that goes beyond the differentiated approaches and scaffolded learning arrangements normally provided as part of high-quality, personalised teaching.

A child may be identified as having SEND if he, she or they:

- Have a significantly greater difficulty in communication, cognition and learning, social, emotional and mental health needs or sensory/physical needs than the majority of children of the same age.
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind. (*1993 Education Act, Section 156*)

Children must not be regarded as having SEND solely because their language, or form of the home language, is different from that in which they are taught. At Wyndham Spencer Academy, we will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

### 3.0 Special Educational Aims

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This policy was developed by the SENCO and includes consultations with staff, parents and Governors. The policy is linked to other school policies where there is a consideration of children with Special Education Needs and Disability, including the Equality Policy and the Accessibility Plan. All members of Wyndham Spencer Academy are committed to recognising and meeting the needs of all our children.

At Wyndham Spencer Academy, we endeavour to:

- Ensure that all pupils, regardless of their ability, have access to a broad and balanced WONDER curriculum and are included within all learning episodes wherever possible.
- Provide scaffolds, support and reasonable adjustments, appropriate to the individual's needs and ability, to remove barriers to learning so that children learn alongside their peers.
- Provide bespoke provision for children with SEND, especially those with complex SEND needs, so that all children make progress in line with peers with similar starting points.
- Ensure the identification of all pupils requiring SEND provision is completed early as possible in their school career, to provide early intervention and support to close gaps in learning.
- Ensure that all pupils with SEND take as full a part as possible in all school activities, including in school and out of school activities.



- Ensure that parents of children with SEND are kept fully informed of their child's progress and attainment through termly reviews of their individual plans.
- Ensure that parents of pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- Constantly reflect on the needs of our children with SEND to ensure their provision is constantly evolving to ensure it meets their current needs.
- Ensure children with medical conditions are properly supported so that they can full access to education, including school trips and physical education (*Supporting pupils in school with Medical Conditions – Statutory Guidance September 2014*)

All members of the community will endeavour to ensure the following takes place at Wyndham:

- Plan opportunities that build upon and extend children's knowledge, skills and experiences to promote curiosity, collaboration and creativity in all of our children.
- Use a wide range of teaching strategies, based on current research with a strong evidence base, to ensure all children's learning needs are met.
- Provide a wide range of learning and extra-curricular opportunities to motivate, support and challenge all children, irrespective of their individual needs, so that they can develop a wide range of interests and achievements and develop a love of learning.
- Promote independence in all areas of their life.
- Develop a strong culture of respect, within the classroom and across school so all children feel safe and supported and that their contribution is always valued.
- Use resources which reflect diversity and are free from discrimination and stereotyping.
- Continually monitor children's progress and taking action to provide support as necessary.

### 3.1 Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. Therefore, we ensure that we admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without an Education, Health Care Plan (EHCP) must be treated as fairly as all other applicants for admission. The Code of Practice, 2015 stated that 'All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training'

At Wyndham Spencer Academy, we endeavour to provide this for all children. We recognise that children learn to be strong, confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families as soon as they are admitted and throughout their time at Wyndham Spencer Academy.



## 3.2 Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive, recognising that 'good teaching for pupils with SEND is good teaching for all' as outlined in the EEF Guidance Report focusing on Special Educational Needs in Mainstream Schools. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## 4.0 Evaluating the Success of our SEND Policy

### 4.1 Staffing

The following members of staff have specific responsibility for the implementation and monitoring of SEND strategy and policy:

- The Governing Body, including Mrs Audrey McCallum (Chair of Governors and SEND Governor)
- Miss Kirsty Ryan (Principal)
- Mr Euan Holden (SEND Coordinator [SENCO]).
- All Teachers and members of teaching staff
- The Office and Pastoral team
- Play Leaders

### 4.2 The SEND Team

In school we have a SEND Team, consisting of a range of professionals within school as well as external providers. The SEND Team works in two ways, strategically and operationally.

The strategic element of the SEND Team focuses on the quality of education for pupils, including accessibility arrangements, monitoring the effectiveness of provision and progress as well as improving attendance for pupils with SEND. The strategic team meet on a bi-weekly basis to improve outcomes for pupils with SEND and includes curriculum leads, associate senior leaders responsible for conditions across school, the SEND Admin and the SENCo.

The operational side of the SEND Team includes a range of teaching staff and play leaders with responsibility for a specific area of SEND. They are the knowledgeable others across school and offer bespoke support for teaching staff that have children with specific areas of needs. Within the operational SEND Team, we have staff with a focus on the following areas of SEND:

- Cognition and Learning
- Physical Development
- Early reading/Phonetic difficulties
- Attention Therapy
- Speech and Language/PECS
- Dyslexia
- ASD
- ADHD



- Trauma and Attachment
- Behaviour
- Sensory Processing/Lego Therapy
- Physical Literacy
- Social, Emotional and Mental Health
- Self-Esteem
- Visual Impairment
- Hearing Impairment
- Lunchtime behaviour
- Lunchtime ASD support

#### 4.3 Evaluating the SEND Policy and Provision

The SENCO will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'Special Educational Aims' section of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Senior Leadership and Extended Leadership Teams (SLT/ELT)
- Teachers and teaching staff.
- Parents/carers of children with SEND.
- Pupils identified with SEND.
- The SEND Team
- External professionals.

An SEND Implementation plan will be created and reviewed termly with targets matched to a set of specified aims to provide indicators against which progress can be measured and ensure provision and leadership of SEND is continually evolving.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Weekly-weight in meetings focused on the current attainment of pupils and led by members of the SLT and ELT
- Consideration of each pupil's success in meeting Individual Plan (IP) targets which are reviewed with the SENCO, class teachers and parents on a termly basis.
- The use of standardised tests (PIRA/PuMA/SATs).
- Evidence generated from IP review meetings.
- Responses by parents/carers/pupils.



## 5.0 Identification and Initial Assessment

At Wyndham Spencer Academy, we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to our broad and balanced curriculum offer and are integrated into all aspects of the school.

The Updated SEND Code of Practice (CoP), 2015 makes it clear that the class teacher is responsible for the child's SEND stating. 'The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the child. Therefore making each teacher a teacher of SEND (CoP 6.1).

All teachers understand their role and the responsibility in teaching children with SEND and for identifying pupils with SEND. In collaboration with the SENCO and the SEND Team, they ensure that those pupils requiring different or additional support are identified at an early stage and constantly reviewed to ensure their provision is meeting the needs of the children they are accountable for.

Assessments, observations and professional discussions are the processes by which pupils with SEND can be identified. Whether or not a child is making progress, is seen as a significant factor in considering the need for SEND provision but there are many other factors that can contribute to a child being identified as having a SEND. Social and emotional factors, such as Leuven Scales and the monitoring of ACES, are taken into account as well as academic ones when identifying children with SEND.

### 5.1 Early Identification

The early identification of pupils with SEND is a priority of the school. At Wyndham, we will assess each pupil's current attainment and skills on entry through baseline assessments, building on information from previous settings and key stages where appropriate (CoP 6:16). It may be appropriate for the SENCO to observe a child prior to admission at their current setting to ensure identification of SEND is accurate and provision can be carefully matched.

The school will use appropriate assessment and screening tools, and ascertain child attainment and progress through:

- Teacher/SENCO observations and assessment.
- Standardised tests such as PiRA/PuMA/GAPS tests.
- Using in school EXCELlence Trackers for reading, writing and maths which are accurately matched to National Curriculum objectives
- Screening /diagnostic tests.
- Reports or observations from external professionals (Speech and Language therapists, Occupational therapists, Educational Psychologists, ASD Advisors,, Specialised health support teams etc.)
- Attainment recorded at national assessment points (End of Key Stages)
- Records from previous schools or settings.
- Information from parents.



- Child portfolios.

On entry to the school, each child's attainment will be assessed. A child will not necessarily be identified as having SEND on entry, just as a result of information from a previous setting. In school baselines and observations will contribute to the identification process. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning.

For pupils with identified SEND, the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Identify targets for Individual Plans
- Assess the barriers a child has within their education.
- Ensure on-going observations/assessments provide regular feedback on achievements /experiences, for planning next steps in learning.
- Involve parents in a joint home-school learning approach.

When a teacher has concerns around the progress a child is making or around specific areas of need, an Initial Concerns Checklist will be completed and shared with the SEND Team. This will outline what has been tried to support the child already and what the impact has been. Next steps will be developed through the SEND Team meeting and relevant support or referrals will be recommended and made.

## 5.2 SEN Support

Any child that is identified as having a special educational need and/or disability will be classified as requiring SEN Support (unless they have an Education, Health and Care plan). SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum that is available to all pupils. Non-external interventions can be implemented through concern, supplemented by evidence that, despite receiving quality first teaching with reasonable adjustments, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing functional skills in English and Maths
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress, despite the provision of specialist equipment.
- Experience social communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a child requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the child and have an input in planning future support and the child will be added to the SEND list. A graduated approach, outlined below, will be taken to provision and interventions with regular opportunities to review and



assess the impact of the support given. The class teacher will remain responsible for planning and delivering individualised programmes and parents will be closely informed of the action and results. This is classed as Wave 2 support and will be outlined within the SEND list.

If there is still cause for concern it may be necessary to involve external agencies in supporting a child with SEND (Wave 3 support). External support services will advise on targets for a new IP and provide specialist inputs to the support process. External support will also follow a graduated approach in order to monitor provision and its impact effectively. External agency involvement will usually be triggered through continued concern, supplemented by evidence that, despite receiving quality first teaching with reasonable adjustments and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has social communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the child. Parental consent will be sought for any additional information required. The resulting Individual plan will incorporate specialist strategies (Wave 3 support). These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

## 6.0 Planning, Implementing and Reviewing SEND provision

Provision for children with SEND takes a graduated approach in which specific staff constantly **plan, do, review and assess** the impact of support and interventions. This ensures provision provided is specific to each individual's needs and is constantly evolving as their needs change. The process of identification and reviewing provision is outlined below:



### Assess

Look at what is being done to assess the child and by who and ensure that it is being recorded.

- It is the teacher's role to provide clear analysis and evaluation of child's needs.
- The teacher is supported by the SENCO in gathering assessment information and interpreting it.
- Parent views and external advice also form part of assessment.



## Plan

Ensure that a plan is developed in response to the assessment process, keeping the child and their needs at the centre of the process.

- If it's agreed that a child requires SEND support, parents are informed.
- The teacher and the SENCO should agree (with the parents/carers and the child) what support or interventions will be put in place, what the expected outcomes are, the impact and progress expected and a review date

## Do

Implement the plan. Ensure it is evidenced and considers the roles of different staff involved and their different responsibilities identified.

- The class teacher retains the responsibility for the child for day to day teaching, small group or 1:1 teaching away from the classroom.
- The class teacher works closely with any specialists or SEND support to plan and assess the interventions.
- The child may be supported by a learning ambassador or within a different provision, but they work under the direction of a teacher.

## Review

Termly reviews of any SEND individual plan occur with the class teacher, SENCO and parent to identify progress against targets and adapt provision accordingly.

### 6.1 Provision at Wyndham

The main SEND provision made by the school are outlined here:

- Quality first teaching is the best provision a child with SEND can receive and our teachers understand their responsibility around this. Children with SEND are fully included in all learning episodes within their class, wherever possible, and supported by class teacher/learning ambassadors through a range of strategies aimed at removing individual barriers to learning such as;
  - Whole class scaffolding of support
  - In class support from class teacher or learning ambassador
  - Pre/post teach intervention before or after a learning episode to front load learning or to secure understanding
  - Individual instructions for tasks to reduce cognitive overload
  - Specific learning support packages e.g. coloured overlays, large printed resources etc.
  - Bespoke support packages such as fidget toys, timers, individual timetables, individual reward charts
- The Nurture group, focusing on explicit teaching of emotional literacy strategies.
- Support from specialists within class or as part of a withdrawal programme.
- Playtime/lunchtime support individualized timetables or extra-curricular clubs.
- A range of social and emotional interventions such as Lego Therapy, Bush Craft and Active Learning groups



- Specific Interventions led by trained members of staff such as hearing impaired and visual impaired groups)
- Bespoke targeted provision (outlined below). Children for these are carefully considered by the SENCO, class teachers and the SLT. Children must have significant barriers to learning to access these provisions and parents/carers informed of the need for a bespoke education for their children prior to their attendance.
  - Catherine, Duchess of Cambridge provision  
**Core Purpose:** To develop functional skills in Maths and English and independence in the skills for life that will allow our pupils to thrive in school and the wider community

## 6.2 Nature of Intervention

Once a child has been assessed and identified as having a SEND, the SENCO, in collaboration with the class teacher, will decide the appropriate action required to help the child make progress. Based on the results of previous assessments, the actions might be:

- In class support for the child.
- Pre/Post interventions.
- Development of bespoke supportive packages/resources/learning equipment
- A referral to a social and emotional intervention
- Deployment of support staff to support the child.
- Individualised or group learning support, targeted on specific barriers to learning.
- Staff development/training to understand the needs of the child and develop more effective strategies.
- Access to external agencies or support for advice on strategies, equipment, or staff training.

## 6.3 Individual plans (IPs)

All children recognised as having a SEND will have an Individual Plan (IP) with specific targets identified to meet their individual learning needs. The child's IP will consist of:

- General information about the child.
- Strengths and areas for concern of the child.
- Up to three short-term SMART targets focused on their next steps in their learning.
- Teaching strategies outlined to help child achieve the targets.
- The provision the child will receive to support them in achieving their targets.
- An update on the previous term to state the current progress the child is making.



- Date for review.

The IP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on up to three individual targets that closely match the pupil's needs. The IP will be discussed with the child and the parent/care of the child to ensure their views are included in all areas of their education. Where a child's attendance is a concern (below 90%), there will be a target linked to improving attendance.

#### 6.4 Reviewing Individual Plans

Individual plans will be reviewed at least termly to ensure that children's targets are regularly updated and their progress celebrated. Wyndham Spencer Academy will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate, the school will involve pupils in this process.

The SENCO will meet with the class teacher of the child to review the progress and targets prior to discussing this with the parents/carers. Reviews will assess the impact of current interventions and the success in meeting targets and decide whether movement between stages of provision is required to meet the needs of each individual.

The Code of Practice, 2015, states 'Where a child is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. Schools should meet parents at least three times each year' (CoP 6.65).

'These discussions should be led by a teacher with good knowledge and understanding of the child who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil' (CoP 6.66)

#### 6.5 Monitoring Pupil Progress and impact of provision

Progress and achieving targets is the crucial factor in reviewing the need for additional support and what support is provided to a child. Appropriate progress is that which:

- Narrows the attainment gap between child and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social, communication or personal skills.
- Shows improvements in the pupil's behaviour.



Where teachers decide that a pupil's progress is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted and explore what provision is available to the child. If progress is not as good as expected, changes to the provision for a child will be changed as part of the assess, plan, do, review graduated response cycle and outlined in the child's individual plan.

If, after further consideration, a more sustained level of support is needed, external provision may be contacted and where concerns remain despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHCP).

## 6.6 Record Keeping

The school will record the steps taken to meet pupils' individual needs at all stages of the graduated response. This allows for evidence building should a child continue to make less than expected progress and the needs for an Education, Health and Care assessment be required. The SENCO will maintain these records, collating the following information in addition to the usual school records:

- Information from parents.
- Information on progress.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies.

## 7.0 Request for Education, Health and Care Plan (EHCP) Assessment

The school will request an EHCP assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern or there is limited progress against many of their individual targets. An EHCP assessment might also be requested by a parent or outside agency. The school will have to provide the following information to submit an EHCP assessment request:

- A detailed report outlining the why an EHCP is being requested.
- A chronology of actions and support the child has received since their identification of requiring SEN Support under the graduated response.
- The pupil's IP with termly review information.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- Attainment levels of the child.
- Relevant assessments from specialists such as support teachers and educational psychologists.



- The views of parents with a chronology of the family/child.
- Where possible, the views of the child.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

An EHCP for Special Educational Needs will normally be provided where, after a EHCP Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP Assessment does not inevitably lead to a plan.

An EHCP will provide a detailed plan of provision for a child to help them to meet short term (within the next 12 months) and long term (by the end of Key Stage) targets.

Parents will be fully consulted at each stage of the EHCP process to ensure they understand what is happening at each stage.

The school also recognises that parents have a right to request an EHCP assessment. Information regarding this can be found on the Derby City Council – Local Offer (<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>) or through the Special Educational Needs and Disability Independent Information, Advice and Support Service (<https://derbysendiass.org.uk/>).

### 7.1 Reviewing an Education, Health and Care Plan

An EHCP must be reviewed at least once annually. The LA will inform the Principal and SENCO at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent or legal guardian.
- The child, if appropriate.
- The child's teacher.
- A representative of the LA.
- Any other person the SENCO considers appropriate in reviewing the child's targets and provision.

The aim of an EHCP review will be to:

- Assess the pupil's progress in relation to the EHCP targets.
- Review the provision made for the child in the context of the National Curriculum and levels of attainment in functional skills of Maths and English and life skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.



- Set new targets for the coming year.

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews, the SENCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code of PActive, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA within 14 days of the review meeting.

The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

## 8.0 The Role of the SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Developing and implementing a clear strategy with regards to whole school SEND provision.
- Overseeing the day-to-day operation of the policy.
- Developing whole school provisions to meet the needs of all pupils with SEND.
- Co-ordinating Wave 2 and Wave 3 provision for pupils with SEND (Provision mapping).
- Tracking progress (Engagement Model, Pre-Key Stage Standards and Attainment levels).
- Impact assessments of interventions.
- Monitoring IP'S (standards).
- Liaising with the LA with regards to complex children with SEND, Governor Consultations for new pupils, finance and provisions
- Liaising with and giving advice to fellow teachers.
- Line managing learning ambassadors and Pastoral team.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to INSET.
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.
- Complete applications for shared placements, securing additional support and funding.



For effective co-ordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in providing effective provision for pupils with SEND.
- The commitment required by staff to keep the SENCO well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about pupils with SEND.
- What exactly constitutes a 'cause for concern' and at which point SEN Support is initiated.
- Mechanisms that exist to alert the SENCO to such 'Causes for concern'.
- The procedure by which parents are informed of this concern and the subsequent SEN provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## 9.0 The Role of The Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for pupils with SEN.
- Ensuring that pupils with SEN are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.
- Challenging leaders of SEND about the provision and systems surrounding SEND practice.

## 10.0 The Role of the Class Teacher

Throughout the Code of Practice 2015, it is clearly stated that class teachers have the responsibility to start identifying children with SEN, assess, plan, do and review the support required and for the progress and support thereafter. Teachers at Wyndham Spencer Academy are responsible and accountable for the progress their children with SEND at all times.

The Code of Practice states;

*'The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the child. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support' (CoP 6.52)*



## 11.0 The Role of the Principal

The Principal's responsibilities include:

- Developing and implementing a clear strategy with regards to whole school SEND provision.
- The day-to-day management of all aspects of the school including the SEN provision.
- Keeping the Governing Body well informed about SEN within the school.
- Working closely with the SENCO/SEN team.
- Informing parents of the fact that SEN provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## 12.0 SEND INSET

Due to 'good teaching for pupils with SEND being good teaching for all', all CPD offerings include supportive strategies to support the progress of children with SEND. All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEN. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEN. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs.

## 13.0 Partnership with Parents

At Wyndham Spencer Academy we firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Wyndham Spencer believes parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

The school considers parents of pupils with SEN as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision-making processes affecting them.

The Code of Practice 2015, state that engaging with parents can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school, and any changes in the pupil's needs (CoP 6.66).



#### 14.0 Links with External Agencies / Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEN.

When it is considered necessary, colleagues from the following support services will be involved with children with SEND:

- Educational psychologists.
- Autism Advisors.
- Medical officers.
- Speech therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.
- Behaviour support services.

In addition, important links are in place with the following organisations:

- The Local Authority and Academy Trust.
- Specialist Services (STEPS).
- Education Welfare Officer.
- Social Care.
- Sure Start.
- Umbrella.
- Parent Partnership.
- Paediatric Services.
- SENDIASS

#### 15.0 Complaints Procedure

The school's complaints procedure is outlined in the school prospectus and on the school website (<http://www.wyndhamacademy.org/>). The proprietors of academies, free schools and independent schools must, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents (CoP 11.71).

