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## Special Educational Needs and Disability Policy

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# **A: SSWL Arrangements**

## **A1 DEFINITION AND AIMS**

### **Definition**

A student has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a student has a significantly greater difficulty in learning than the majority of students of the same age in other schools/academies, or a disability that makes it hard for them to access facilities within the academy. Special educational provision means provision that is additional to or otherwise different from that which is made generally for students of the same age in other publicly-funded schools/academies.

### **Aims**

We believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their SSWL career. Many of these students may require help throughout their time at SSWL, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and a high quality educational experience.

In particular, we aim:

- to enable every student to experience success
- to promote individual confidence and a positive attitude
- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give students with SEN equal opportunities to take part in all aspects of SSWL's provision, as far as is appropriate
- to identify, assess, record, and regularly review students' progress and needs
- to involve parents/carers in planning and supporting at all stages of their child's development
- to work collaboratively with parents, other professionals and support services as needed
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

## **A2 ROLES AND RESPONSIBILITIES**

At SSWL, it is each teacher's responsibility to provide for students with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All SSWL teachers, personal tutors and individual learning coaches are responsible for helping to meet an individual's special educational needs, and for following SSWL's procedures for identifying, assessing and making provision to meet these needs.

The **Local Advisory Body (LAB)** in co-operation with the SSWL Principal, has a legal responsibility for effectively implementing this policy and provision for students with special educational needs. The District Governing Body maintains a general overview and has appointed a representative (the SEN link Governor) who takes particular interest in this aspect of the District.

**The LAB** must ensure that:

- the necessary provision is made for any student with SEN
- all teaching staff are aware of the need to identify and provide for students with SEN
- students with SEN join in SSWL activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the Code of Practice for Special Educational Needs and disability (2015)
- parents are notified if the academy decides to make SEN provision for their child
- they are fully informed about SEN issues, so that they can play a major part in academy self-review
- they set up appropriate staffing and funding arrangements, and oversee the academy's work for students with SEN.

Governors play a major part in academy self-review. In relation to SEN, members of the LAB will ensure that:

- they are involved in the development and monitoring of the academy's SEN policy, and that the academy as a whole will also be involved in its development
- SEND provision is an integral part of the Academy Development Plan
- the quality of SEND provision is regularly monitored.

The **Principals of each academy**, through the Head of Student Achievement Services (HoSAS) of the AAT west London area. The SSWL senco have responsibility for:

- the management of all aspects of the academy's work, including provision for pupils and students with special educational needs
- keeping the LAB informed about SEND issues principally through LAB meetings
- the deployment of all special educational needs personnel within their academy.

S/he also has overall responsibility for monitoring and reporting to the LAB about the implementation of the academies' SEN policy.

The **SENCo Space Studio WEST LONDON**, assisted by relevant personnel, are responsible for:

- overseeing the day to day operation of the academies' SEND policy
- co-ordinating the provision for students with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other academy staff
- helping teaching staff to identify students with special educational needs
- liaising with employers and staff involved with students on industry placements
- carrying out detailed assessments and observations of students with specific learning problems
- supporting subject teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the students, and advising on appropriate resources, materials and interventions for students with special educational needs
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the academies' SEND registers and SEND records
- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing academy assessment information; eg class-based assessments/record etc
- contributing to the in-service training of staff
- having overview of Teaching Assistants (TAs), with class teachers, looking at their deployment and effectiveness in enhancing student progress
- liaising with the SENCOs in other schools to help provide a smooth transition from one school/academy to the other.

**Teachers** are responsible for:

- including students with SEN in their lessons, and for providing an appropriately differentiated curriculum. (SENCOs for advice on assessment and strategies to support inclusion)
- deploying TAs effectively, as an integral part of the teaching and learning provision, in their classroom
- making themselves aware of the SSWL SEND Policy and procedures for identification, monitoring and supporting students with SEN
- giving feedback to parents of students with SEND.

**TAs and Personal Coaches** work as part of a team supporting students' individual needs in lessons and outside. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum, as well as support learning across the academies.

- TAs should:
  - be fully aware of the academies' SEND policy and the procedures for identifying, assessing and making provision for students with SEND
  - use the academies' procedures for giving feedback to teachers about students' responses to tasks and strategies
  - take direction from class teachers in support of student learning in lessons, and beyond.

### **A3 CO-ORDINATING AND MANAGING PROVISION**

In the District:

- SENCOs and other key staff meet on a weekly basis with TAs to review student progress and share information
- SENCOs ensure that regular meetings are held two to three times a year, as appropriate, to review IEPs and provision, and that parents and relevant professionals are invited
- There is regular informal contact between all staff to monitor individual students and to discuss concerns. Personal tutors and individual learning coaches will meet regularly with to discuss student progress
- Students are involved as far as practicable in discussions about their targets and provision
- SENCOs ensure that the following information is easily accessible to staff:
  - SSWL's SEND policy
  - the SEND register

- an overview of SEND provision
- SSWL's internal arrangements for SEND, including a clear description of the responsibilities of all staff
- SEND files giving the names of all students on the SEND register, and copies of the students' IEPs, moderation descriptors and other relevant information.

#### **A4 ADMISSION ARRANGEMENTS**

The District academies strive to be fully inclusive. All pupils and students are welcome, including those with SEND, in accordance with the Admissions Policies. If a parent wishes to have mainstream provision for a child with a statement, the LA must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

#### **A5 SPECIALISMS AND SPECIAL FACILITIES**

In WEST LONDON Aspirations Academies District:

- Most teaching staff are experienced teachers who are able to teach students with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student
- Differentiated resources are used to ensure access to the curriculum
- All teaching staff are kept well informed about the strategies needed to manage students' needs effectively, and we try to ensure that other students understand and respond with sensitivity
- We aim to encourage as much independence as possible within a safe and caring environment
- We have access to the expertise of wider education services and other agencies if required
- Space Studio WEST LONDON operates a Personal Tutor and Personal Learning Coach support system meaning no more than eight students are within the support group at a time
- Our academies are fully DDA compliant.

## **B Identification and Assessment and Provision**

### **B1 ALLOCATION OF RESOURCES**

The governors of SSWL regularly monitor the needs of students with SEND. Resources are allocated according to need. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND.

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice (2015) outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of SSWL's usual differentiated curriculum and strategies.

Aligned to the new Code of Practice, SSWL will offer a graduated approach to potential and identified student SEND. Staff will Assess, Plan, Do and Review the effectiveness of support provided, along with the views of the student and their parents. This feeds back into an analysis of

the impact of the support provided. In the light of the review, a revision to additional support may be agreed. SSWL will use an Individual Education Plan (IEP) format to record this.

SSWL maintains information about the identification, assessment and provision for each student. A register is kept of students with SEND and circulated to all teaching staff. Where concern is expressed that a student may have SEN, the class teacher and support staff take early action to assess and address the difficulties.

### **Categories of Special Educational Need**

The SEND Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Behaviour, emotional and social development, and Sensory and/or physical.

#### **Code of Practice needs**

- Communication and interaction
- Cognition and learning
- Behaviour, mental and emotional health
- Sensory and/or physical

#### **Students with Statements of SEN/Education, Health and Care (EHC) Plans**

Parents are encouraged to attend reviews and to play a full part throughout the process.

#### **Statement/EHC Plans**

Only a very small proportion of students require a statement of SEND/EHC Plan. These students are likely to have severe or complex needs that require more specialist advice and support.

#### **Annual Reviews**

For students with an EHC Plan, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the academy day. All relevant professionals, including those who contributed to the original EHC Plan statement, are invited to attend or submit a written report.

### **B3 CURRICULUM ACCESS AND INCLUSION**

Students are grouped in classes according to age and/or ability or subject choice. As there is a wide range of ability in each class, all teaching staff provide a differentiated curriculum suitable for all students, to ensure access at all levels.

Any students with particular needs are included as fully as possible into the normal learning environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a student, to work individually with a TA or other staff member in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling, basic numeracy. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

## **English as an Additional Language**

Students who have English as an Additional Language do not necessarily have special educational needs. EAL students are given specific interventions by experienced staff and assigned TAs who support their integration into academy and speed up their acquisition of English.

Occasionally, students may have SEND and have EAL.

Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the academy's programmes of learning and in their personal development.

### **B4 EVALUATING SUCCESS**

The success of SSWL's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo, subject and key stage coordinators, through pupil progress meetings, assessment data collection analyses, exam analyses, lesson observations, etc
- scrutiny of value-added data for students on the SEND register
- regular monitoring of procedures and practice by the SEND link governor
- progress against the Academy Development Plans
- evaluation visits, including OFSTED inspections
- frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.

### **B5 ARRANGEMENTS FOR COMPLAINTS**

Should students or parents/carers be unhappy with any aspect of provision they should follow the District complaints procedure, which aims to resolve issues at an informal level, if possible.

## **C Partnership Within and Beyond SSWL**

### **C1 PARTNERSHIP WITH PARENTS**

All staff in the District will continue to forge home/academy links and encourage parents to be partners in the education process. Parents are involved from the outset and are encouraged to discuss any concerns with teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at their academy. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held according to the academies' calendars, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with the teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

In planning for time to be spent with employers – in school or at the place of employment - employers will be fully briefed about any particular needs of individual students and students themselves will be prepared for working directly with employers. Employers will also be invited to submit reports for the annual review.

## **C2 THE VOICE OF THE STUDENT**

All students should be involved in making decisions where possible right from the start of their education at SSWL. The ways in which students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during their time at SSWL.

At SSWL, we encourage students to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to personal tutors and individual learning coaches about their learning
- utilising class and individual reward systems
- undertaking an annual My Voice Survey
- becoming Aspiration Leaders and joining academy councils
- using and engaging with their My Aspirations Action Plan (MAAP).

## **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

SSWL has access to a wide range of education, health and social services professionals available in the region. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils and Students with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Educational Psychologists, Speech and Language Therapists and others. We are committed to using the expertise and advice provided by other professionals. As part of the District we can purchase advice as and when we need it, and we are in control of the quality of this provision.

## **C4 LINKS WITH OTHER ACADEMIES AND TRANSFER ARRANGEMENTS**

### **Transfer and links with other academies**

- SEND action records are transferred following agreed procedures
- Secondary pupils with SEND are able to make advanced visits, if required to Space Studio WEST LONDON so that they will become more confident in their new situation at age 14 or 16 transition.
- Representatives from the academies are available for consultation before the time for transfer
- For students with a statement of SEND, the student's statement is amended by 15 February of the year of transfer. It must be amended in the light of the recommendations of the annual review the year before, the parents' views and preferences and the response to consultation by the Local Authority with the academies concerned
- The SENCo, where possible, attends the final annual review of students with EHC Plans/statements when SSWL has been named
- Representatives from SSWL visit other schools/academies to meet parents and students before transfer.

## **C5 STAFF DEVELOPMENT AND APPRAISAL**

- The District is committed to enhance expertise in the area of SEND
- There is regular and on-going training for teachers and TAs
- SENCo attends the partnership SENCo support group meetings
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the academies
- Newly appointed teaching and support staff SENCo to discuss SEN procedures in the academies
- Staff with the national SENCo qualification, and with specialist Dyslexia training are directly employed.