



# Special Educational Needs Policy

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0.1	SLT	5-10-2016	Pre-Edited Document
1.0	ABI	6-10-2016	Anonymised staff
1.1	CCH	14-9-2018	Minor updates

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# ALDRIDGE SCHOOL: SPECIAL EDUCATIONAL NEEDS POLICY

***'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'* (SEN Code of Practice 2014)**

## **1. Introduction**

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post.

This document contains all of the required information. Further information and advice on meeting special educational needs in schools is available from the government through their document **Special educational needs and disability code of practice: 0-25 years**. The schools operate its policy, provision and practice in accordance with this guidance. Reference has been made to the following legislation in compiling this policy:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- Equality Act 2010
- Children and Families Act 2014

## **2. Special Educational Needs**

*A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty if he or she a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, the provision that is made generally for others of the same age in a mainstream setting in England.*

(SEN Code of Practice 2014)

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Aldridge school is committed to providing outstanding teaching and learning for all students. Through outstanding teaching, most students should secure expected, if not better progress. Students who fall significantly below the expected rates of progress despite quality first teaching may have special educational needs.

### **3. Vision**

-Aldridge School aims to provide equality of opportunity for all of its pupils. Inherent in the school's Statement of Shared Values is the intention to uphold the dignity of the individual and to educate all pupils to the highest possible standards.

-All staff will have high expectations of students regardless of ability and academic starting points. -All students with SEN will make good progress.

This vision is met through the following;

- Providing all students with a broad and balanced curriculum
- Quality first teaching which engages students and is personalised to individual needs
- Providing a whole school approach to the management and provision of SEN support
- Providing a holistic approach to support and provision for students with SEN
- Early identification and intervention of students who have a special educational need
- Intensive transition arrangements with feeder schools
- Support from external agencies as and when necessary - Support and guidance regarding special educational needs for all staff
- Maintaining positive working relationships with parents and carers - Working within the guidance of the SEN Code of Practice (2014) and the Walsall Local Offer.

Provision for children with special educational needs is a matter for the school as a whole. The Governing Body, the Head teacher, the SENCO and all other members of staff, both teaching and support staff, have important day-to-day responsibilities.

### **4. Provision**

Provision at Aldridge falls into one of three categories;

Wave 1 – Quality first teaching and includes effective school policies and frameworks.

Wave 2 – Catch up small group intervention.

Wave 3 – Individualised support.

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## **5. Identifying Students who have Special Educational Needs**

Many students experience delay in their learning and thus do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and /or physical.

As a school, we recognise that progress and attainment can also be affected by factors other than SEN e.g.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted
- Being a child of serviceman/woman
- Entering Year 7 below the expected level

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

## **6. Graduated Approach**

The special educational needs and disability provision at Aldridge School is designed to help pupils to become independent learners. The school has adopted the model described in the Special Educational needs and Disability Code of Practice 0-25 (January 2015) There are three levels of intervention. Waves 1;2 and 3 (see appendix)

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## **STEP 1 – Whole school (Wave 1)**

All teachers provide quality first teaching. This includes differentiation by task, response, resource and outcome. Outstanding teaching is at the centre of what we do to ensure engagement is increased for all students. All students are assessed at regular intervals through the whole school assessment cycle.

## **STEP 2 – Progress Concerns**

Where staff have evidence that certain children are still not making adequate progress\* referral can be made to the SEN department clearly indicating previous interventions and results. Concerns can also be raised by parents/carers. Prior to a referral all staff are expected to follow step 1 of the graduated response; quality first teaching, effective differentiation and intervention including the sharing of information with subject leaders, Heads of House, support staff and parents/carers.

\* The Code of Practice describes 'adequate progress' as progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider'

**STEP 3** –If a special educational need is identified the student concerned will be placed on the SEN support register. This identification will lead to four types of action to be taken. Consultation with parents/carers and students will take place as appropriate. This intervention will follow the structure of:

1. Assess
2. Plan
3. Do (Wave 2 and 3)
4. Review

Specialist Services from outside agencies and support staff may be called upon to provide intensive specific programmes including extraction lessons and one to one support. Students who have SEN will have an Individual Learning Profile (ILP). Individual pupil progress for SEN students will be monitored in line with the whole school assessment policy. The SEN support register at Aldridge School is a fluid and ongoing record of students' needs and progress made.

ILPs will be devised for all students who have SEN. ILPs are student centred support plans which provide detailed information on a student's needs, strategies, targets to support needs and provision available. ILPs will be compiled after evidence is gathered through student trails, discussions with staff and analysis of assessment

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data. All ILPs are to be reviewed at least twice a year to measure impact and review intervention in place. If a student has made the necessary progress and/or their barriers to learning have been removed a student will be taken off the SEN support register. However, their ongoing needs will be shared with all staff via an additional needs register and pupil profile (PP). The pupil profile will be similar in format to the ILP. There will be no termly review of PPs, however they will be updated as and when necessary. An early review of a child's ILP may be called by teachers and/ or parents/carers if necessary. A student who has a statement or Education Health Care Plan will also have their progress and attainment tracked and monitored through ILPs.

**STEP 4** - Education Health and Care Plans Children who still make very little progress, despite steps 1-3 may have more complex needs. If a student is considered to have complex needs and requires more additional support than the school can reasonably provide within its own budget, the SENCO will liaise with external agencies and parents/ carers to request a formal assessment for an Education Health and Care Plan. Further information on the Education Health and Care Plan procedure can be found on the Walsall Council website. <https://www.walsall.gov.uk>

## **7. Supporting pupils and families**

- Parents are encouraged to look at the Walsall local offer found on the Walsall Council website.
- Parents are encouraged to discuss any concerns they may have about their child's special educational needs with the SENCO.
- The SENCO can signpost parents to relevant agencies and support if needed.

## **8. Support Services for Parents of Children with SEN**

Walsall Information, Advice and Support Service (SEND) – This service provides impartial advice and support for parents who have children with special educational needs. Tel: 01922 650330 [www.walsallparentpartnership.org.uk](http://www.walsallparentpartnership.org.uk)

## **9. Training and Resources**

Schools receive funding for all students with SEN and we are able to purchase resources to support students from this funding. The local authority provides top up funding for students with a high level of need.

- Training needs of staff are identified through the appraisal cycle and planned through the whole school Continuing Professional Development (CPD) programme.

## **10. Roles and Responsibilities**

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Provision for pupils with special educational needs and disability is a matter for the school as a whole. All members of staff have important responsibilities in this process.

**The Governing Body** in co-operation with the Head Teacher, determines the school policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and has oversight of the school's work.

**The Headteacher** –has responsibility for the day to day management of all aspects of the school's work, including provision for SEND. The Head teacher keeps the Governing Body fully informed and also works closely with the school's SEN team.

**The senior leader responsible for SEN** works closely with the SENCO and fellow teachers to plan the strategic development of the SEN policy and provision.

**The Special Educational Needs Co-ordinator (SENCO)** has responsibility for the day to day operation of the Schools SEN policy and for co-ordinating provision for students with SEN, particularly through wave 2 and 3 provisions

**All teaching and support staff** are responsible for planning an inclusive curriculum acting as the primary source of support for pupils with SEN

## **11. Complaints procedure**

If you are not satisfied with an aspect of your child 's education, then your first point of contact is to speak to your child's head of house or the SENCO. If you feel that this has not been resolved, then you are advised to discuss your concerns with the Head teacher.

## **12. Reviewing the Policy**

The SEN policy is reviewed annually by the SENCo and Governing Body to take account of any changes made to the Code of Practice or Walsall Guidelines.

Policy Reviewed Sept 2018

Next review date Sept 2019

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# Appendix

## Wave 1-Whole School

- Extra-curricular activities and trips
- Teacher data to track progress
- Catch up and redo
- Seating plans
- Word banks
- Feedback
- Level description and progress ladders
- Opportunities for team/group work and individual work
- Thinking skills
- Numeracy skills
- Literacy skills
- Monitoring pupil achievement and effort.
- Spelling skills-look/cover write/check
- Self and peer assessment
- Monitoring of teaching standards
- Pupil support through the house system
- Experienced and well trained staff
- Planning at Faculty/class/ individual level by teaching staff.
- Access to counselling
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## Wave 2-As above and any of the following:

- In class support-teaching assistant or HLTA
- One to one tuition
- Mentoring
- Arrow
- Pragmatics/Social Use of Language Programme
- Individual Learning Plan
- Reading Record
- Target report card
- Writing slopes
- Coloured overlays / worksheets printed on coloured paper
- Lego Therapy
- Social club
- Homework club
- Pass to leave lesson early to avoid crowds
- Post it and Park it
- Precision teaching
- Emotion Coaching

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### **Wave 3**

-EHCP / Statement -SEN team

-outside agency involvement such as:CAMHS (Child and Adolescent Mental Health Service), Educational Psychology Service, Visual Impairment Service, Hearing Impaired Service, Occupational Therapy Service, Physiotherapy Service, Outreach from a variety of sources, SEN team, Speech and Language Therapy Service.

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