



Our vision is to provide an

**Inspiring Educational Experience**

for all students which is beyond their expectations and therefore forms  
the foundation of a happy and fulfilled life.

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**Vision Statement**

All WMAT schools are inclusive. This means that all students, regardless of their strengths and weaknesses in any area, are equally valued and have the same opportunities for participation. We strive to ensure that all of our students feel that they belong to the MAT community.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. Not all students with disabilities have Special Educational Needs, and not all students with Special Educational Needs meet the definition of Disability but this policy covers all of these students (as a group SEND).

We respect the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

Within WMAT schools we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is 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, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day.*

**Aims**

- To recognise the unique value and individuality of every child in our schools
- To provide personalised learning routes, coaching, mentoring and support for everyone
- To develop the highest quality learning experiences possible for all our students
- To ensure our students feel safe in their learning environment

- To model high expectations
- To identify students with Special Educational Needs and Disabilities and ensure that their needs are met
- The individual learning needs of students are identified and regularly assessed and that pathway plans are planned and carried out in collaboration with parents, carers, specialist staff and the relevant support agencies.
- All students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.
- Appropriate provision is implemented as part of a MAT approach to meeting SEND
- Appropriate technology, resources and services exist to support a differentiated curriculum
- To ensure that all SEND students have access to a full, broad, balanced and relevant curriculum
- To ensure that learners express their views and are fully involved in decisions which affect their education
- Ambitious educational and wider outcomes will be set for them together with parents
- To make the optimum use of support staff and to ensure that a range of effective support strategies are used
- To help staff to develop their skills in differentiation and to include consideration for individual learning needs in all aspects of curriculum planning.
- To ensure that students with Special Educational Needs and Disabilities are included in all the activities within our schools
- To ensure that adequate procedures exist for effective liaison with primary schools, parents, external parties and other agencies.
- We want all students to become confident individuals and independent learners who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- To ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the School's SEND provision;
- To ensure SEND is an integral part of the School's Improvement Plan;
- To ensure that the Schools Accessibility Plan reflects the needs of learners and promotes an inclusive environment.
- To ensure the quality of SEND provision is continually monitored;
- To ensure that social needs of SEND students are met;

## **Objectives**

To ensure a clear process for identifying, assessing, planning, providing and reviewing for students who have special educational needs and disabilities with students and their parents/carers.

To develop effective whole school provision management of universal, targeted and specialist support for students with special educational needs and disabilities.

## **MAT Approach**

All teachers provide quality first teaching that differentiates expectations for all students and personalises teaching to the individual. This is the first step in responding to students who may have SEND.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Students' progress is regularly tracked. In addition, the SENCO meets with parents during the year, both at Parents' Evenings and individually.

Interventions are offered to students who have not made adequate progress, whether they have SEN/D or not.

Staff have regular opportunities to develop their understanding and repertoire of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered in Inset sessions throughout the year.

Staff involved include:

- SENDCo
- SEND Governors
- School Leadership Team
- Learning Support Team
- All staff
- Safeguarding Lead in WMAT
- External specialist staff

The SENDCo is assisted by a team of knowledgeable and skilful Learning Support Assistants. All staff have a responsibility for SEND. Staff are responsible for tracking progress - in whatever form that may take, be it (academically or socially) The key areas for pupils with SEND are Cognition, Independence/preparation for adulthood, Social and Emotional Well-Being and Physical - and for sharing information with the SENDCo.

All staff have access to discuss concerns or progression with the SENDCo. The SENDCo provides time to communicate with all relevant staff regarding individual student needs.

Professional development and training will be provided to all staff.

The professional working relationships between Learning Support Assistants and teachers ensures the effective support of individual students with classes and, on occasions, individually or in small groups. Learning Support Assistants have regular briefings, SEND department meetings, and INSET relevant to the needs of those they are supporting.

The SENDCo is linked to the Leadership Team to ensure the SEND voice is heard for planning and school improvement.

Regular meetings are held to discuss SEND and future needs.

In addition, in line with the 2014 Code of Practice, the school supports students through Education and Health Care Plans (EHCPs,) and 'Learning and Additional Needs' (LAN/K). EHCPs, LAN and the 'students to be aware of' list constitute a Special Educational Needs Register Having a diagnosis of a learning difficulty does not automatically mean that a child will require an Education, Health and Care Plan.

### **Identification of Needs**

WMAT schools will identify the needs of each student by considering the broader needs of the child as well as any special educational needs that they may have. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Our Schools are committed to early identification of SEND and have an embedded graduated response to meeting SEND in line with the Code of Practice 2014.

- Evidence is gathered regarding the 'student of concern' from all parties. This includes, teachers, learning support assistants and parents and the child themselves. This takes many forms including our assessment and monitoring data, social, emotional and wellbeing information and parent/student wishes.
- Once a special educational need is identified, consecutive actions are taken to put effective support in place. This is known as the Plan, Do, Review cycle. All PDR cycles are reviewed regularly to inform support and planning for individual children.
- Students are placed on the Schools' register of SEND for one or more of the following reasons:
  - If the learner is not making expected progress despite intervention
  - A learner makes expected progress due to additional support or curriculum changes which would need to be ongoing.
  - When concern is raised by analysis of assessment data.
  - When a parent/teacher raises "cause for concern", an individual assessment will be undertaken to substantiate concerns.
  - Diagnosis of a specific condition or need requiring on going awareness and support.
- Those already identified as SEND will be reviewed regularly.
- Those with a (Statement of Educational Needs) statements no longer exist, they have all been transferred to EHCPs or Education and Healthcare Plan (EHCP) will be reviewed annually via formal review.

- Our Schools hold a SEND register.

Our SEND Register is available to all staff electronically, to enable them to appreciate and meet the needs of our students. Some students names may be included if they are under review to be added to this register or are to be aware of.

### **Partnership with our Parents**

We strive to work in partnership with all parents and especially with those whose children have Special Educational Needs. Their knowledge, views and experience are taken into account when considering the provision for the students. Parents have an important role in supporting their child at home and are regularly communicated with. Building these relationships is key to our success.

### **Child-Centred Approach Children**

A child-centred approach is key in knowing what works for them and where they need support. The child is always at the centre of all discussions around their learning, progress, successes and wellbeing. The child is actively encouraged to give their views in meetings or at any time and adults acts as advocates to ensure their voice is heard.

### **Wave Criteria**

Our Schools will provide provision within the 'Wave' criteria (see Appendix 1) as follows:

Wave 1: Quality First teaching and learning that matches the needs of all students

Wave 2: Where necessary, small-group intervention (e.g. Additional Literacy/Maths Support and Further Literacy/Maths Support programmes) provides support for students who can be expected to 'catch up' with their peers because of the intervention. This form of intervention is often short term, usually six weeks.

Wave 3: Specific targeted intervention for individual children identified as requiring SEND support. Students at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist support. It may involve individual support and involve specialist teaching using structure, cumulative and multi-sensory teaching methods. It aims to rebuild foundations, reduce gaps in attainment, and facilitate greater access to Waves One or Two. Students receiving Wave Three support will always be placed on Additional Support or be in receipt of an Education and Health Care Plans (EHCP).

Those who receive the support from an external agency, where another professional is involved in assessment, planning and review, will also be placed at SENS, this may be long term.

### **Monitoring and Evaluation**

The quality of provision we offer all students is regularly monitored and evaluated and that this informs future developments and improvements.

- Each WMAT school will work closely with the nominated SEND governor who regularly reports through the various governor committees and LGB meetings

- The progress of both SEND and Pupil Premium (Disadvantaged) students is a MAT and individual school priority for all subject areas

## **Transition**

Our schools should receive primary/nursery SEND records within 15 days.

The SENDCo will liaise with relevant feeder school/nursery personnel in preparation for entry to the school and to identify any SEND.

Our Schools have good links with Primary/Nursery School partners.

The SENDCo will attend the annual review of students who are intending to transfer to the School often in Yr5 and/or Yr6.

In July the SENDCo will hold transition meetings/programme with schools and parents of students that may find moving to secondary/primary/Specialist school difficult and those that are currently on the SEND register.

Some Children with SEND may benefit from enhanced transition programmes, additional time in their new school, additional visits or planning meetings with staff.

SEND students are encouraged and supported as necessary to visit post-16 and post 19 educational venues.

The School can make introductions and assist in completion of relevant paperwork to support students gain entry to their chosen college/ future provision.

Transition packages are supported by our Schools.

## **Complaints Procedure**

Dealing with complaints If a parent wishes to complain about provision or policy they should in the first instance raise it with the SENDCo (name located on the schools SEND Information Report, in the case of special school provision this will be the class teacher), who will endeavour to resolve the situation. If the issues cannot be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaint procedure. The SEND Governor is also named on the SEND Information Report.

All related policies are available on the School's individual websites.

Parents and carers who are unhappy about any aspect of the provision being made to meet their son or daughter's special educational needs are urged to contact the school as soon as possible.

The school can provide details of the Partnership with Parents Organisation which provides help and advice for parents of students with Special Educational Needs.

## **Contact Details**

The contact details of SEN contacts in each WMAT school is available at the individual school sites.

## **Storing and Managing Information**

All SEND documentation is stored confidentially in school for\* unnecessary word until the individual is 25 years old.