

Special Educational Needs and Disabilities Information Report and Policy

Current Document Status			
Version	V0.3	Approving body	Wave Trust Board
Date	1 September 2013	Date of formal approval (if applicable)	December 2015
Responsible officer	E Vyvyan	Review date	December 2018
Location			
Version History			
Date	Version	Author/Editor	Comments
19 August 2013	V0.1	S Tysall/E Tennant	
03 December 2014	V0.2	L Stocker/E Vyvyan	
10 th December 2015	VO.3	E Vyvyan	
December 2016	V0.4	Executive Committee	Reviewed
November 2017	V0.5	Executive Committee	Reviewed and updated
Document retention			
Document retention period	Until superseded		

Scope

This Policy applies to:

- all employees of Wave
- other workers (including casual and agency workers, secondees and contractors).

Aims and Objectives

Wave will ensure that the necessary provision is made for any pupil who has special educational needs in line with the SEN Code of practice 2015. The Principal and SENDCo will be responsible for informing all staff of the needs of individual pupils.

The Principal, SENDCo and the staff in the Academy are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Principal, SENDCo and staff will draw up and report annually to parents on the Policy and effectiveness of the school's work for pupils with special educational needs. **(This is mandatory).**

Occasionally pupils will be educated between different AP Academies.

Responsible Persons

The 'responsible persons' for SEN are the Principal and SENDCo

The person co-ordinating the day to day provision of education for pupils with special educational needs is the Principal and/or the SENDCo.

Admission and Inclusion

All the teachers in the Academy are teachers of pupils with Special Educational Needs (SEN). As such, Wave adopts a 'whole school approach' to SEN which involves all staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is regarded as crucial to the Policy.

The Academy operates an equal opportunities policy for pupils with SEN who are afforded the same rights as other pupils. This includes both those with Statements and those others with less significant problems.

Special Provision

Wave is a Multi Academy Trust which specialises in the education of pupils with Social, Emotional and Behavioural Difficulties (SEBD). A service level agreement between Wave and Cornwall Council enables work to be carried out in collaboration maintaining quality provision for pupils with SEN. At Wave we ensure that the Policy for SEN is implemented in an effective, efficient and equitable manner. Pupils at will gain access to a broad, balanced and relevant education whilst having their exceptional and individual needs met.

Access to the Curriculum

- The National Curriculum core subjects will be made available for all pupils. Where pupils have SEN a graduated response will be adopted.
- The Academy will make provision for pupils with SEN to match the nature of their individual needs and the Principal, Vice-Principal, SENDCo and teachers will keep regular records of the pupils' SEN, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual or small group contexts.
- The curriculum will be differentiated to meet the needs of the individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEN.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Identification and Assessment – Graduated Response

The pupil may be assessed bearing in mind the Cornwall Council criteria with a view to initiating a Statutory Assessment of SEN under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

Identification of SEN will be undertaken by all staff through the SENDCo and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the teachers or as a result of standardised tests of educational achievement administered by the teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. On entry pupils will be assessed in order to construct a profile of their strengths and weaknesses.

The progress of pupils with SEN will be reviewed through formative and summative assessments as outlined in the SEN Code of Practice. Personalised Learning Programme reviews will be set each term. Additionally, the progress of pupils with a Statement of SEN will be reviewed annually, as required by current legislation.

Detailed records will be kept of the pupils. These will include: Personalised Learning Programmes, baseline assessments, Standard Attainment Tests, tests and examination criteria, incident reports, outside agency involvement.

Liaison

Parents/carers will always be informed when an external agency becomes involved with their child. Regular liaison is maintained with the following external agencies for pupils at Wave 2 – targeted level and pupils with Education Health Care Plans or Statements of SEN.

- SEN Support Services
- Education Psychology services
- Social Services
- Audiology Service

- Service for the Visually Impaired
- Health Service
- Speech and Language
- Occupational Therapy
- Welfare Service
- Youth Offending
- Careers South West
- Looked after Children Officer
- SEN Assessment and Education Provision Team
- Parent Partnership Service
- Child Adolescent Mental Health Service

The Academy has links to all local schools and liaison is maintained particularly with regard to transition and reintegration issues.

Arrangements for the Treatment of Complaints

The procedure for managing complaints.

- If a parent/carer objects to the SEN provision for their child, then the first course of action is to speak to the Principal and arrange an interview to air their complaint.
- Any parent/carer still not happy will have recourse to the Executive Committee and ultimately the Multi Academy Trust Board.

Staff Development

In-service training needs related to special educational needs will be identified by the Principal in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

Working with Parents/Carers

The Academy will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important for pupils who have SEN to receive support and encouragement from parents/carers. This is often a crucial factor in achieving success.

Parents/carers will always be kept informed about the SEN provision for their children in accordance with the recommendations outlined in the SEN Code of Practice. Communications between the parent and the Academy will be consistently maintained, using a variety of appropriate methods.

Parents/carers will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend formal review meetings at all stages.

Pupil Participation

The Academy will work to ensure that pupils are fully aware of their individual needs and the targets in their Personalised Learning Programme. Steps will be taken to involve pupils in decisions which are taken regarding their education.

We believe that by successful pupil participation in the decision making process about their education that they will be able to:

- Contribute to IEP and Provision Map reviews
- Contribute to the assessment of their needs
- Contribute to Annual Reviews and Statutory Reviews
- Be involved in Transitional and reintegration Planning

Evaluating Success

The Pupil Performance Sub Group will gauge the success of the Policy by the achievements of previously agreed targets outlined in the pupils' Personalised Learning Programme, progress reviews and/or annual reviews.

Additional evidence may be gathered from the following:

- staff awareness of individual pupil need
- academic progress
- improved behaviour
- pupil attendance
- consultation with parents/carers
- pupils' awareness of their targets and achievements
- successful re-integrations to mainstream
- numbers of exclusions
- Emotional development assessments such as Boxall, TIS
- the APA meets the Statutory requirements of the SEN Code of Practice

Communicating the Policy

Any changes to this Policy will be communicated throughout the organisation using appropriate communication channels.

Evaluation and Review

This Policy will be reviewed annually.