

Windmill LEAD Academy's Policy for Special Educational Needs & Disability

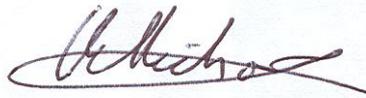
September 2016

Review date - September 2017

Adopted by Governors -

24.8.16

Signed by

A handwritten signature in black ink, appearing to read 'C Richards', is written over a light blue rectangular background.

Chair of Governors - Mr C Richards

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1. Policy Overview and Purpose

The purpose of the Policy is to outline how Windmill LEAD Academy identifies and addresses the needs of all pupils with Special Education Needs (SEN) and/or Disabilities (D). This policy is compliant with the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

It outlines and addresses the needs of all pupils (3-11) identified with Special Education Needs and Disabilities (SEND).

Windmill LEAD Academy is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Windmill LEAD Academy is committed to inclusion. We have developed cultures, policies and practices to include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers', asylum seekers and refugees
- Learners who need support to learn English as an Additional Language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school. This policy follows the Code's philosophy of a graduated approach to identify and support pupils with special educational needs and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE (2013)
- Schools SEN Information Report Regulations (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory guidance on Supporting Pupils with Medical Conditions DfE (2014)
- Teachers Standards, section 5 (2012)

- 'Access Arrangements and Reasonable Adjustments' Joint Council for Qualifications (JCQ), (2015-16)
- 'Reasonable Adjustments for Disabled Pupils', Equality and Human Rights Commission (2012)
- Social Exclusion Unit Report :2003
- Education Act 1996
- Windmill LEAD Academy's Safeguarding and Child Protection Policy

At Windmill LEAD Academy we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Windmill LEAD Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Windmill LEAD Academy sees the inclusion of children identified as having special educational needs /or disability as an equal opportunities issue, and we will also model inclusion in our staffing policies, relationships with parents/carers and the community.

2. Key Definitions

Definition of SEND

The SEND CoP (0-25 years) 2015 states that:

A child young person has SEN if they have a learning difficulty or disability (LDD) which calls for special educational provision to be made for him or her.

A child of compulsory school age has a LDD if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

The term Disability - Definition

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 activities".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Equality legislation defines a disability as:

“a physical or mental impairment which has a substantial and long term adverse effect on (a person’s) ability to carry out normal day to day activities”.

Activities are defined as: mobility; manual dexterity; physical coordination; continence; ability to lift; speech, hearing, eyesight; memory or ability to concentrate, learn or understand; understanding of risk of physical danger.

For the purpose of this Act, these words have the following meanings:

- 'substantial' means more than trivial or minor
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve (12) months (there are special rules covering recurring or fluctuating conditions).

Progressive conditions; people with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. The extension of the Disability definition to include issues of mental health and facial disfigurements highlights the importance of recognising that 'impairment' can only be viewed within the context of its impact.

3. Responsibilities

The Board of Directors of The LEAD Academy Trust has the overall responsibility of ensuring the Trust has systems to effectively discharge its statutory responsibilities in relation to SEND, as outlined in the SEN and Disability Code of Practice 2015.

The Governing Body for Windmill LEAD Academy is responsible for approving the SEND policy. This responsibility cannot be delegated to any other committee or officer.

The head teacher, the deputy head teacher and each designated Senior Leader and SENCo will take all reasonable steps, within the limitations of resources available, to fulfil the requirements outlined in this policy document.

Each of these persons mentioned will monitor the Windmill LEAD Academy SEN and Disability Policy and practices, working closely with the SENCo.

The Head Teacher at Windmill LEAD Academy has the responsibility for reporting back to the Governing Body to demonstrate that the SEND policy and practice are being properly applied within Windmill LEAD Academy.

The Head Teacher and Deputy Head Teacher will line manage the SENCo and keep themselves fully up-to-date with working practise and ensure compliance.

Responsibilities of SENCo:

The SENCo has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have (Education Health Care) EHC plans.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo is aware of the provision in the Nottingham City Council Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCo also include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

4. Information Report

Each LEAD Academy publishes their Academy SEND Information Report, on their website and reviews and updates this annually. This is also available, on request, in paper form. The Information Report provides the important details of how SEND needs are assessed; provided for and reviewed in

consultation with parents* and other appropriate agencies. The following information is published:

* Here, and throughout this policy, the term 'parents' is to be construed in accordance with the Education Act 1996 and therefore includes anyone who:

- i) is the child's natural parent;
- ii) has parental responsibility for the child;
- iii) has care for the child.

- The kinds of SEND that are provided for at Windmill LEAD Academy
- Processes for identifying children with SEND and assessing their needs, including the name and contact details of the Special Educational Needs Co-ordinator (SENCo)
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting children with SEND and involving them in their education
- Arrangements for assessing and reviewing children progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children in moving between phases of education (EYFS to KS1; KS1 to KS2 and preparing for KS3 at the end of year 6).
- The approach to teaching children with SEND
- How adaptations are made to the curriculum and the learning environment of children with SEND
- Additional support for learning that is available to pupils with SEND

- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- How equipment and facilities to support children with SEN will be secured
- Evaluating the effectiveness of the provision made for children with SEND
- How children with SEND are enabled to engage in activities available with children in Windmill LEAD Academy who do not have SEND
- Support for improving emotional, mental and social development. This includes extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying
- How Windmill LEAD Academy involves other bodies, including health and social care bodies and local authority support services in meeting children's SEND and supporting their families
- Contact details of support services for parents of pupils with SEND
- Where the Local Authority's Local Offer is published
- Arrangements for handling complaints from parents of children with SEND about the provision made at Windmill LEAD Academy.

Arrangements for coordinating SEND provision

1. The SENCo will meet with each class teacher at regular intervals and at the pupil progress meetings to discuss additional need concerns and to review individual Provision Maps.
2. At other times, the SENCo will be alerted to newly arising concerns by staff completing the Provision Maps.

3. The SENCo will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Reviews will be held every 6 weeks for all children on the SEND register.
5. Targets arising from the Provision Map meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCo monitors planning for SEND and supports class teachers with curriculum planning.
7. The SENCo, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENCo, and the management team, in line with current pupil needs. Additional support is funded through individual allocations (HLN Funding; Bands A, B and C) bidden for and given from the LA
9. Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

5. Equality Duty

The SEN and Disability Code of Practice: 0 to 25 years (January 2015) emphasises the requirements of The Equality Act 2010 which places a duty to promote equality on all public bodies, including Academies.

This Academy has due regard to the need to:

- eliminate direct or indirect discrimination
- eliminate harassment or victimisation related to a disability
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory - it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage
- promote equality of opportunity between disabled people and non-disabled people
- promote good relationships between disabled and non-disabled children and young people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even when that involves treating disabled people more favourably than non-disabled people.
- These duties combine to ensure access to education and the inclusion of disabled pupils in every area of Windmill life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEND framework provides auxiliary aids and services.

- Provision and planning for improved access, including reasonable adjustments for children with SEND is published in Windmill LEAD Academy's Accessibility Plan (see Windmill LEAD Academy website for the SEND Information Report).

6. Policy Aims

In making provision for pupils with SEN and/or Disabilities this policy and the Information Report aim to:

- ensure that all stakeholders, including Academy staff, pupils, parents and
- governors, have a clear understanding of the Windmill LEAD Academy approach to SEND support; what is expected of them and what they can expect in terms of provision.
- ensure the duties set out in the SEN Code of Practice (2015) and the Equality Act 2010 are fully met, enabling those with special educational needs or disabilities full access to the normal activities of Windmill LEAD Academy
- develop a culture of high aspiration supported by high quality provision to
- meet individual needs
- promote early identification of need and appropriate intervention
- focus on outcomes that ensure successful preparation for adulthood
- involve children and their parents in decision-making, communicating with them so that they can participate as fully as possible
- ensure that training provided to staff aligns with the specific expertise and knowledge needed within Windmill LEAD Academy to support its pupils with SEND

- Facilitate collaboration between education, health and social services.
- Believing all our pupils can achieve high levels of success.
- Identifying and pursuing opportunities where we can add the most value to young people's lives.
- Creating a culture and framework where our pupils and employees can learn, develop and thrive.

7. Supporting Learning and the Curriculum

The SENCo at Windmill LEAD Academy is responsible for co-ordinating the provision for children with SEND.

The Head Teacher, Deputy Head Teacher and the Senior Leadership Team and SENCo support all colleagues to ensure that Windmill LEAD Academy:

- provides good quality teaching in all classes, setting suitable learning challenges and giving every pupil the opportunity to experience success in learning and achieve as high a standard as possible
- promotes an ethos of high aspirations for all pupils regardless of ability where every teacher is accountable for the progress of all pupils in their classes
- allows differentiation according to individual needs, i.e. teaching strategies used will wherever possible reflect the needs of pupils with disabilities, for example pupils with visual problems, information normally provided in writing will be made available in alternative formats that are clear and user friendly e.g., large print different coloured over lays. The SENCo will convene appropriate training for staff
- responds to pupils' diverse learning needs - taking into account the different backgrounds, experiences, interests and strengths which

influence the way in which they learn, when planning teaching and learning

- offers children equality of opportunity and access, i.e. the curriculum and assemblies.
- encourages staff and pupils to respond positively to the diversity and richness that persons with disabilities bring and positive images will be shown
- staff maintain current good practice in relation to the education of pupils with disabilities
- communicates well with parents and carers, particularly where pupils have additional SEND
- staff are updated on a regular basis with regards to the changing needs of pupils' SEN and disabilities and the training provided.

8. Inclusion

Windmill LEAD Academy is fully committed to the principle of inclusion. We aim to offer an inclusive learning environment in actively removing the barriers to learning and participation that can hinder or exclude individual pupils. Wherever possible we try to ensure that pupils with SEN and disabilities have the same opportunities as non-disabled pupils and that these pupils are not treated differently to others because of the nature of their additional needs.

In some cases, it may be appropriate to withdraw a pupil from mainstream activities, for example when:

- the child will benefit from some intensive individual work;
- medical advice indicates that it is unsafe for the child to participate and some alternative is provided

However, where this is necessary, the general principle that all children will be able to participate in a broad and balanced curriculum will not be compromised and Windmill LEAD Academy will act in accordance with its duties under the Equality Act.

Where disability but no SEN is identified, the SENCo will keep an accurate record of the nature of the disability and the additional support needed and provided for the pupil.

Prior to a pupil joining Windmill LEAD Academy, the SENCo will liaise with the previous school (where applicable) and outside agencies to assess the needs of the child. Once the pupil has joined Windmill LEAD Academy, a teacher who is aware of the pupil's needs and attainment and has a good understanding of their SEN (usually the pupil's class teacher), supported by the SENCo, will liaise with parents regarding concerns and reporting progress in accordance with the SEND Code of Practice 2015.

9. Processes for Identification, Provision and Review of SEN

SEN support in school

Where a pupil is identified as having SEND, Windmill LEAD Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The class or subject 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 pupil. 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.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Nottingham City Council Local Offer should set out clearly what support is available from different services and how it may be accessed.

Windmill LEAD Academy should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability.
- therapists (including speech and language therapists, occupational therapists and physiotherapists).

The SENCo and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Requesting an Education, Health and Care assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Involving parents and pupils in planning and reviewing progress

Windmill LEAD Academy will provide an annual report for parents on their child's progress. Windmill LEAD Academy will also provide regular meetings for parents on how their child is progressing.

Where a pupil is receiving SEN support, Windmill LEAD Academy will 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 pupil and the school. Windmill LEAD Academy will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, 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.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be recorded as needing School SEND Support using Provision Maps to support progress in learning from the LA. In addition, the school may involve outside agencies for intervention strategies e.g. SALT and CEPS.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Differentiation will be recorded in the daily/weekly planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making expected or good progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at **School SEN Support** level may need to be made.

Phase 2 of the Graduated School Provision

SEND Support provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Where a child has an individual Provision Map for one or more of the following areas:

1. Cognition & Learning
2. Social, Emotional & Mental Health
3. Sensory And Physical Needs
4. Communication And Interaction Needs

Children will be recorded as receiving SEND Support. These will include:

- Children, who have needs similar to other children with additional needs within the class, e.g. support with blending/segmenting
- Children whom we consider to have more severe or longer term needs that are likely to need professional advice to support learning in school

Each child requiring SEND Support will have individual targets detailed in their Provision Map with explicit achievable outcomes.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCo.**

Provision Maps will record intervention and impact on the child's learning.

Monitoring will be carried out at regular intervals at pupil progress meetings. Significant achievements and difficulties will be recorded. The SENCo will look at the monitoring information make adjustments to the provision for the child, if appropriate.

Individual Provision Maps will be reviewed at least termly. The class teacher will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to the termly review of the Provision Map.

Phase 2+ of the School Graduated Provision

Request for an Education Healthcare Plan

Stage 1 of EHC Plan

Parental/School Setting Request 1 to 6 weeks

- Application form received - timeline starts
- School request assessment - the assessment does not start until the PCR has been held and the minutes returned with the school information pack
- Week 1-2 Request information from school and for the PCR to be arranged
- Week 1-2 Request existing reports and information from health, social care and education services
- Week 3 - PCR held
- Week 4 - PCR minutes, reports and information co-ordinated
- Week 5 - Education, Health and Social Care decision panel held
- Week 6 - Parents informed of whether assessment will continue

Stage 2 6 to 14 weeks

- Week 6 - Yes decision from panel.
- All professionals involved will receive a partly pre-populated assessment report form
- Professionals will need to consider the provision required and SMART long term outcomes and short term goals for the child or young person
- Where the family may wish to take a personal budget, a key worker will begin working with the family
- Week 12 - all detailed reports should be submitted
- Week 13-14 - information considered and decision made on whether to issue an Education, Health and Care Plan

Stage 3 14 to 20 weeks

- Draft Education, Health and Care Plan is produced

- Parent has 15 days to comment on the plan and confirm if they would like to take a personal budget
- SEN consult with educational placements who must respond within 15 days
- Week 20 - EHCP is issued and parent is informed of their rights of appeal against education, health and social care provision within the plan

Nottingham City Council EHCP

- Is written in a child centred way
- Contains the child's views, wishes and hopes for the future
- Identifies their strengths and what is working well
- Identifies their difficulties and what needs to change
- Has clear and measurable outcomes and goals
- Paints a clear picture of the whole child
- Identifies clearly the indicative budget for provision

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENCo attends regular LEAD SENCo meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

- In-house additional needs and inclusion training is provided through staff meetings by the SENCo or visiting LEAD SENCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training is available.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school when required following discussion with the SENCo as to the purpose of each visit.
- The LA Inclusive Education Support Service visits when required to provide specific information, share resources and provide in-service training
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or Specific Learning Difficulties.

- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated.
- The SENCo liaises as necessary with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - School Nurse
 - Community Pediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
- Parents/carers are informed if any outside agency is involved and consent gained through the CAF form.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo

will attend this meeting if the school or the parent thinks this is appropriate.

- We make sure that all parents/carers are given information about 'Parent Partnership' which is our local parent organisation, as soon as a child has been identified as experiencing special educational needs. This information is available on the LA's website under the 'Local Offer' in Family Information Services.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Provision Map targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Provision Maps and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
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- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Phase 3 of Graduated Provision for SEN Support:

Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our Windmill LEAD Academy will comply with all local arrangements and procedures when applying for
 - High Level Needs Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local

NCC policy and guidance - particularly with regard to the timescales set out within the process.

10. Identification of Disability

The Academy liaises with parents and health professionals to collect and act upon disability information for every pupil, including reporting to the DfE on all Disability data. This information is accessible to Windmill staff on a 'need to know' basis.

The existence of an impairment which meets the legal definition of 'disability', whether formally diagnosed or not, is considered to be a disability.

To be classed as a disability, the pupil's impairment must satisfy the full legal definition of "disability" (as set out in the Equality Act 2010), whether or not it has a particular label.

Windmill Academy should consider whether the pupil has difficulty with any of the following 'normal day-to-day activities':

- mobility; getting to/from Windmill LEAD Academy, moving about Windmill LEAD Academy and/or going on Academy visits
- manual dexterity; holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball
- physical co-ordination; washing or dressing, taking part in PE
- ability to lift, carry or otherwise move everyday objects; carrying a full school bag or other heavy objects
- continence; going to the toilet or controlling the need to go to the toilet

- speech; communicating with others or understanding what others are saying; how they express themselves orally or in writing
- hearing
- eyesight
- perception of the risk of physical danger; inability to recognise danger.

For the purpose of the definition, all treatments, except the use of spectacles, are ignored. The effect of the impairment has to be considered as it would be without any medication or other treatment. So a young person whose epilepsy is well controlled by drugs has to be considered as s/he would be if s/he were not having regular treatment.

Listening to disabled pupils and those identified with additional needs

- Windmill LEAD Academy encourages the inclusion of all children in the School Council and other consultation groups.
- We include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- Windmill LEAD Academy recognises that there will be a number of disabled parents of children within the school, and we work to try to ensure they are fully included in parents activities.
- When a child starts at the school we ask the parents about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. For two parents we ensure that we have regular contact with both sets of parents, using their preferred method of communication.

Disability equality and trips or out of school activities

- Windmill LEAD Academy tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities and we try to rearrange transport for children with specific travelling needs as necessary.

11. Inclusion of pupils with English as an additional language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching. (Education Act 1996, Section 312 (1) and (2))

A pupil who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of the expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

Learning difficulties may affect children of all abilities. Sometimes pupils learning difficulties may not become apparent until educational pressures increase.

The following provision can be expected:

- initial assessment of EAL
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language

- pupils will be placed in groups which match their academic ability.

Initially this may be in a main-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and SENCo. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

12 Inclusion of pupils who are looked after in local authority care

Windmill LEAD Academy recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003) why children who are looked after in local authority care often fail to make expected progress at school :

Placement instability

Unsatisfactory educational experiences of many carers

Too much time out of school

Insufficient help if they fall behind

Unmet needs - emotional, mental, physical

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is the Head Teacher Miss Ellie Green). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

13. Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary aged children -based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results

- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics at KS2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

14. Medical Needs

We recognise that some pupils at Windmill LEAD Academy with medical conditions need support for full access to the curriculum, including off site visits and physical education. Pupils with medical conditions may have special educational needs and or a disability. For children with medical needs this policy is applied in conjunction with the Supporting Pupils with Medical Needs Policy and the Equality for Pupils Policy.

15. Access to the Environment (see also Academy Access Plan)

- Windmill LEAD School's Academy is a single site school. Entrance to the building is through the main entrance, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.
- There is currently no shower, facilities. There is currently one accessible toilet, changing and laundry facilities for children or adults in the Foundation Unit.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- An access audit of the school has recently been carried out and we have designated an orange badge bay and dropped the kerb from the car park. We will incorporate a number of the other recommendations into our repairs and maintenance programme.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Arrangements for providing access to learning and the curriculum (see also Academy Accessibility Plan)

- The school ensures that all children have access to a 'balanced and broadly based' curriculum, and that the New Creative National Curriculum's 2014 programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse.
- Staff work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Staff will have regard to LA provision maps as appropriate, refer to Universal and SEN Support provision Maps.

- Children with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where this is appropriate.
- The school ensures that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our *Accessibility Plan*.

Access to Information (see also Academy Accessibility Plan)

- All children requiring information in formats other than print have this provided (e.g. if a child needs to use Braille).
- We adapt printed materials so that children with literacy needs can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Windmill LEAD Academy uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

- Details of our plan to improve access to information, with targets, are contained in the Academy's Accessibility Plan.

16. Pupil/Parent Voice

In addition to the ongoing dialogue with pupils and parents about individual provision for SEN and/or Disability (SEND), annual meetings will be convened with a sample of SEND pupils and their parents for the purpose of recording their views on SEND provision as part of the Quality Assurance measures.

17. Admissions

The Academy aims to meet the needs of any pupil whose parent(s) wish to register him/her at Windmill LEAD Academy as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he or she has SEN or a Disability. However, where he or she is the subject of an "Education, Health and Care Plan" and it is proposed that Windmill LEAD Academy is named in that Statement or EHC Plan, Windmill LEAD Academy may make representations to the local authority that placement at Windmill LEAD Academy is incompatible with the efficient education of others, or the efficient use of resources, and no reasonable steps may be made to secure compatibility.

18. Transitions

Smooth transitions between key stages are important for all children. For children with SEN and/or Disability this process may be more disruptive. Advance planning for the transfer of pupils with SEN and/or Disability between phases is essential.

Transfer KS3

- The SENCo is invited to the Year 6 reviews and there is close liaison with the head of Year 7. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.
- In the summer term the KS3 SENCo at the feeder school invites pupils, for whom there are concerns regarding transfer, for extra visits.
- Transfer forms are completed by the SENCo and class teacher and relevant documentation is transferred indicating the child's needs, placement on the register, relevant assessments, special arrangements that have been made at KS2 SATS and the nature of current support.
- The SENCo informs the feeder school of any pupils with specific learning difficulties, and if any special arrangements have been made at KS2 SAT's. The KS3 staff visit Windmill LEAD Academy to discuss all children on Special Needs Register and may attend transition meetings, if appropriate.

Transfer KS2

- Transition into school, between classes and onto their next school phase is carefully managed by all the staff. At the end of each year the staff attend a feed forward meeting with the new teachers of their old class. All relevant information including details of any interventions used, strengths and needs of the child are discussed and passed on.
- The SENCo attends the reviews of the Year 2 children transferring in September. At the reviews, parents will be invited in the Summer

Term to a meet with the SENCo to discuss an action plan for the new academic year.

- The SENCo passes on relevant information to the year 3 team.

19. School Transfers

The SENCo will arrange planning meetings with parents and other agencies when a pupil is moving on.

In the case of pupils joining Windmill LEAD Academy, the SENCo will attend meetings with the current education setting to gather information; plan provision with parents and arrange any necessary transition activities. New admissions that have SEN and/or Disability should have, on transfer, information which includes; detailed background information, copies of written plans and information about external agency involvement. The SENCo may wish to assess the child to supplement transfer information.

Planning for SEND children starting school for the first time will take place with parents and other agencies already working with the family. The SENCo will ensure that all necessary information is recorded and shared with parents and Academy staff.

When a pupil transfers to another Academy or school, the SENCo will forward all relevant information regarding the child's needs within fifteen (15) days of the pupil ceasing to be registered with Windmill LEAD Academy.

20. Other Agencies

The Academy will engage with outside agencies to work with individual pupils when it is deemed appropriate, following discussion with parents. In order to ensure good quality provision for pupils' needs SENCos will liaise regularly with specialist agencies who offer support and guidance.

The following are examples of such specialist agencies:

- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Community Educational Psychology Services (CEPs)
- Educational Welfare Officer (EWO)/Attendance Officer
- Local Common Assessment Framework (CAF) Co-ordinator
- Local Inclusion Services for Communication and Interaction; Cognition and Learning; Behaviour, Emotional and Social Development; Sensory and/or Physical needs
- Paediatricians
-

SEND Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies.

Windmill LEAD Academy has an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCo, head teacher and governing body should establish a clear picture of the resources that are available to the school. Windmill LEAD Academy will consider the strategic approach to meeting SEND in the context of the

total resources available, including any resources targeted at particular groups, such as the pupil premium.

Windmill LEAD Academy is not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. Nottingham City local authority, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

21. Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

22. Related Policies

This policy is applied in conjunction with the following Windmill LEAD policies:

- Equality for Pupils

- Supporting Pupils with Medical Needs
- Safeguarding

The policy is subject to annual review ensuring regular updating as new SEND reforms are developed and implemented. The annual review will reflect feedback from all stakeholders that will improve policy and practice of our Windmill Academy.

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