



**WIDNES ACADEMY WEST BANK**

**SPECIAL EDUCATIONAL NEEDS and DISABILITIES  
POLICY**

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Author:	K Highcock/Angela Harrison		Version:	1.3	
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Recommended by	K Highcock
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**CHANGE RECORD FORM**

Version	Date of change	Date of release	Changed by	Reason for change
1.1	17.9.14	24.9.14	KH/MC	Consultation with Margaret Cassin in response to changes to SEN Code of Practice 2014
1.3	8.9.17		AH	Updated policy as part of review process

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### **Related Policies:**

This policy is part of a whole school strategy to promote the inclusion and effective learning for all pupils and should be read in conjunction with the following policies:

Anti-bullying  
 Behaviour  
 Diversity and Equality  
 PSHE / Citizenship

### **Introduction**

Widnes Academy is committed to enabling every pupil to reach their potential, regardless of ability level, race, gender, social status or cultural background. Every pupil has access to the Foundation Stage Curriculum or National Curriculum 2014 (as appropriate) through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every pupil's needs and, for those children that need it, Individual Education or Behaviour Plans are provided to enable progress to be made.

In line with the current Special Educational Needs Code of Practice 2014 and the SEND provisions of the SEN and Disability Act 2011, we believe:

- a pupil with Special Educational Need (**SEN**) will have their needs met
- all teachers are teachers of pupils with additional needs and everyone should commit themselves to the challenge of ensuring pupil participation

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- where appropriate, the views of the pupil should be sought and taken into account
  - parents/carers have a vital role to play in supporting their child's education
  - relationships of mutual respect will be developed with every pupil - celebrating successes and supporting pupils through difficulties
  - due regard will be given to the current Special Needs Code of Practice in all decision making, including liaison with other agencies.

### **Aims**

Our overall aims are:

- To identify pupils with additional needs.
- To ensure that the learning environment matches the pupils' needs.
- To enable all pupils to have full access to all elements of the school curriculum and be included in all aspects of school life.
- To assess, develop strategies, teach and monitor the pupil's progress to enable the pupil to make progress and achieve their potential (in academic, emotional, social and/or behavioural aspects of development).
- To maintain and enhance self-esteem of pupils who have difficulty in accessing the curriculum or conforming to behavioural norms at school.
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs.
- To enable and encourage pupils to participate in setting targets and contributing to learning/behaviour plans.
- To provide support as appropriate for a pupil's needs, working in liaison with other agencies as necessary.

### **Identification of Special Needs**

All pupils throughout the school are monitored via our Provision Mapping tool which identifies each pupil's needs against the four areas of need in the Code of Practice, and also identifies the provision in place for that pupil (staffing, resources, activities, approaches). This is reviewed termly and is the basis for discussion between class teachers and the SENDCo, particularly at transition time in July.

As recommended in the Code of Practice, there is a graduated model of action and intervention to help pupils who have special educational needs at Widnes Academy, West Bank. This approach recognises that there is a continuum of special educational need. Where necessary, staff will follow the Graduated Approach model therefore ensuring progressively more powerful interventions can be used to meet increasing need. This model also allows the range, type and intensity of interventions to be reduced as a pupil makes adequate progress.

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Concern may initially be expressed by the class teacher, parent/carer or pupil about progress being made in school. There may be a concern about development in any of the four areas of need as set out in the Code of Practice;

- 1) Communication and Interaction Needs (e.g. ASD, Aspergers)
- 2) Cognition and learning Needs (Moderate, severe etc.)
- 3) Behaviour, Emotional & Social Development Needs (includes Mental Health needs)
- 4) Sensory and/or Physical Needs (Vision, hearing etc) or a combination of these. (co-morbidity)

The class teacher will then carefully monitor the situation to gather some evidence of the problem. A number of diagnostic tools can be used, such as:

- Classroom/playground observations
- Behaviour checklists
- Miscue analysis/appropriate reading tests
- Spelling tests
- Numeracy assessments
- Standardised test scores
- Observation

The class teacher will then inform the SENDCo of their observations and concerns. They will then discuss the pupil's records and teachers' observations to build a picture of the pupil's strengths and areas of concern.

This may then be shared with the parents/carers and/or the pupil as appropriate. If the concerns registered require action above and beyond what is usually going on in the classroom. A course of action will then be agreed upon between the parents/carers, pupil, SENDCo and class teacher.

When a pupil has been identified as having needs that require interventions that are additional to, or different from, those provided as part of the usual curriculum offer, the class teacher will use a variety of strategies.

The Class Teacher uses the assessments and observations to draft a package of support with clear targets outlined for the pupil. The SENDCo will have a clear oversight of this support and works with teachers to make any necessary amendments and to make sure all additional planned support follows the SMART (Specific, Measurable, Achievable, Realistic and Time related) target approach.

This planning, teaching and reviewing tool should underpin the process of planning intervention for the individual pupil with special educational needs. It will record the targets set, the assessment criteria, appropriate resources, suitable teaching strategies, as well as outlining how parents/carers can help, what is expected from the pupils and when the support will be reviewed. These targets are then discussed with the parents/carers and pupil (when appropriate) and finalised. The pupil's name

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will then be entered on the school's record of pupils with Special Educational Needs. The class teacher and SENDco will formulate a School Focused Plan (SFP) which will outline the support needed and the targets for the child. These will be shared with parents and with the child (at an age appropriate level)

The class teacher remains responsible for working with the pupil on a daily basis, and for planning and delivering the individual programme. Teachers may need to develop a range of teaching strategies and adapt the learning environment to ensure these targets can be achieved by the pupil. There may be targeted adult support provided by a Teaching Assistant (**TA**) or allocated time with the class teacher as resources allow.

The target setting process, with the involvement of parents/carers and pupil, is repeated on a termly basis (or more frequently if necessary). After evaluation of the targets it may then be felt that;

- a) intervention has been effective, and further support is necessary to ensure continuing progress.
- b) the problem has been resolved, therefore no further support is necessary, and the pupil's name may be taken from the Special Needs record.
- c) the problem has been resolved, therefore no further support is necessary, but the pupil will continue to be the subject of careful monitoring.
- d) the gap has widened and it may be necessary to consult an outside agency. The key test of the need for further action is evidence that the current rate of progress is inadequate.

The SENDCo keeps a record of any advice received about a pupil from external agencies. A plan of support will then be devised with all agencies involved, which will incorporate additional information to support the class teacher. The class teacher will incorporate additional or different strategies to those offered previously. The SENDCo will take a lead in further assessments of the pupil, planning future interventions and monitoring and reviewing the action taken. Main provision is by the class teacher, with targeted adult support provided by a TA where resources allow.

The target setting process, with the involvement of parents/carers and pupil, is repeated on a termly basis (or more frequently if necessary). After evaluation of the targets it may then be felt that:

- a) intervention has been effective, and further support is necessary to ensure continuing progress.
- b) good progress has been made and the support of outside agencies is no longer required, therefore the pupil can now access the curriculum as appropriate.
- c) the gap has widened and it may be necessary to consider involving an Educational Psychologist to see if all needs are being addressed adequately by the school, or if it is now appropriate to consider putting the pupil forward for Statutory Assessment to obtain an Education, Health and

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Care Plan or to apply for Enhanced Provision. The key test of the need for further action is evidence that the current rate of progress is inadequate.

## ***Education Health and Care Plan or ENHANCED FUNDING***

If progress is still limited, it may be decided to put a pupil forward for statutory assessment or Enhanced funding.

### **Statutory Assessment**

The SENDCo, class teacher and parents/carers will discuss the pupil's further needs and seek parental/carer permission to initiate statutory assessment. The SENDCo then collates all the evidence relating to the pupil's needs and completes all necessary documentation to submit to Statutory Assessment Advisory Group (**STAG**). The Local Authority (**LA**) undertakes a formal assessment and will decide whether to provide a child with an Education Health and Care Plan (**EHC**). If the LA decides not to provide an EHC then the child will continue to receive support with progress continuing to be monitored carefully.

### **Enhanced funding**

It may be decided it is appropriate to provide support through Enhanced Funding. The funding is based on educational need and is often granted when pupils are unlikely to meet the criteria for Statutory Assessment but fall into the 2<sup>nd</sup> Percentile of assessment tests carried out by the Inclusion Team. This is reviewed on an annual basis as with EHCs.

## ***Education Health and Care Plan***

If the pupil receives an EHC, the Local Authority will agree to provide additional funding or support. The curriculum and teaching methods may involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials. The SENDCo is responsible for co-ordinating the support, monitoring the pupil's progress with the class teacher and completing the documentation for annual review, at which the pupil's EHC will be reviewed by all involved with their education. There will be a longer-term plan for provision, supported by shorter-term plans. Parents/carers and pupils will be involved in both long and short-term planning through Annual Reviews and the target setting process. Pupils may work as part of the whole class, or for part of the time in small groups or on an individual basis in the ordinary classroom. Pupils may receive tuition provided by the TA under guidance of the SENDCo, or a specialist teacher provided by the LA according to the terms of the EHC.

### **Resolution of Disagreements**

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Should there be a disagreement between the parent/carer, school or LA over special educational need matters, the LA (in line with the current Code of Practice) must make arrangements for avoiding or resolving disagreements. Independent persons must be appointed through the LA to facilitate these arrangements. The arrangements bring different parties together in the presence of an independent facilitator to seek an agreement. The people in the disagreement, not the facilitator, decide the terms of the agreement.

### **Role of the SENDCo, Class Teacher and Teaching Assistant**

The **SENDCo** is responsible for:

- The smooth running and co-ordination of special needs provision.
- Early identification of SEN
- Creation of School Focused Plans in conjunction with the class teacher.
- Liaising with Head Teacher, class teachers and TAs.
- Liaising with outside agencies Inclusion Team, Health Service, Speech and Language Service, CAMHS (Child and Adolescent Mental Health Services) and the Traveller Education Service.
- Setting timetables and managing all staff working with special needs pupils.
- Overseeing records of pupils with special needs.
- Providing/organising in-service training for staff as necessary.
- Maintaining resources to meet pupils' needs.
- Liaising with parents/carers (after consulting class teachers).
- Keeping a record of pupils with Special Needs and those causing concern.
- Completing all necessary documentation in connection with statutory assessment and the annual review of EHCs and Enhanced Provision.
- Analysing the impact of interventions and progress towards targets

The **CLASS TEACHER** is responsible for:

- Liaising with parents/carers and the SENDCo about concerns.
- Early identification of SEN
- Compiling individual targets, involving the pupil and parents/carers in this process.
- Addressing the targets and evaluating the impact of the interventions at least termly.
- Inviting parents/carers in to school each term to agree new targets.
- Incorporating the involvement of outside agencies organised by the SENDCo.
- Incorporating any extra support provided within school.
- Planning the support which the TA provides in the classroom.
- Liaising closely with the SENDCo for target setting, teaching and assessment/evaluation.

The **TA** is responsible for:

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- Supporting pupils with special educational needs within the classroom, as planned for by the class teacher.
- Working with individuals or small groups on individual or group targets with class teacher's guidance.
- Keeping a record of support given.
- Liaising with the class teacher.
- Supporting the class teacher in assessment and planning.

### **The Governing Body**

The Governing Body has a named member who has specific responsibility for Special Educational Needs and Inclusion. At Widnes Academy the named governor for SEND are Mrs Lyndsay Forrest-McColl and Mrs Vicky Melia. These governors will meet with the SENDCo and/or the Principal at least once a term in order to keep the Governing Body informed about current issues regarding special educational needs in school.

The Governing Body evaluates the success of the special educational needs provision through reports from the member with responsibility for Special Educational Needs, and updates to the Curriculum Committee from the SENDCo. The Principal's report to the Governors also covers special educational need developments.

### **Resources**

The SENDCo holds a number of specialist resources, for example workbooks, computer software, adapted writing materials and games. The school's special educational needs resource list will have details of available resources. Resources may be purchased to meet individual needs as identified.

### **PHSCE / CITIZENSHIP**

As documented in the schools PHSCE and Citizenship policy, it is important for all pupils to develop the skills required to lead healthy, confident, independent lives and to become informed, active, responsible citizens. This is particularly true for pupils who are experiencing difficulties at school, and who may have low self-esteem or be lacking in confidence. All efforts will be made to develop and enhance the self-esteem of pupils with additional needs. The broad and balanced curriculum offered at Widnes Academy ensures that pupils have a variety of opportunities to excel in many other aspects of their development. It is the responsibility of all staff to promote a positive attitude in all members of the school community towards those pupils experiencing special educational needs.

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