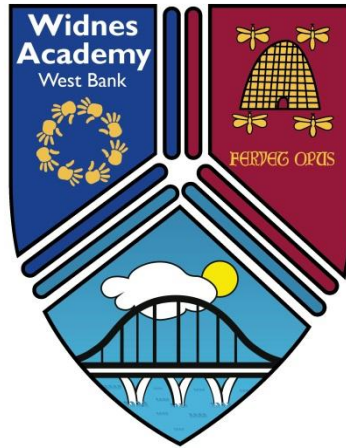


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**SPECIAL EDUCATIONAL NEEDS and DISABILITIES  
POLICY**

Policy:	Special Educational Needs and Disabilities	Page   1	
Author:	A. Myles	Version:	1.8
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**WIDNES ACADEMY WEST BANK**  
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Recommended by	A.Myles
Approved by	
Approval Date	
Version Number	1.8
Review Date	

**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
1.4	Feb 2019		KH	Updated in line with current changes and as part of review process
1.5	July 2020		AM	Update in line with current changes and part of the review process
1.6	December 2022		AM	Review of policy due
1.7	December 2023		AM	Review of policy
1.8	February 2025		AM	Review of policy

Policy:	Special Educational Needs and Disabilities		Page   2	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue		Date of Review

**WIDNES ACADEMY WEST BANK**  
*The Wade Deacon Trust*

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**CONTENTS**

<b>Introduction</b>	<b>3 - 4</b>
<b>Aims</b>	<b>4</b>
<b>Objectives</b>	<b>4</b>
<b>Identification of Special Needs</b>	<b>4 – 5</b>
<b>Edukey</b>	<b>6</b>
<b>Assessment</b>	<b>6</b>
<b>Resolution of Disagreements</b>	<b>8</b>
<b>Role of the SENDCo, Class Teacher and Teaching Assistants</b>	<b>8 - 9</b>
<b>Governors</b>	<b>9</b>
<b>Resources</b>	<b>9</b>
<b>PSHE/Citizenship</b>	<b>9</b>

**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**

Here at Widnes Academy, we are committed to enabling every pupil to reach their potential, regardless of ability level, race, gender, social status or cultural background. Every pupil has appropriate access to the Early Years Foundation Stage Curriculum or National Curriculum 2014. We are committed to catering for all pupil's needs and, for those children that need it, Individual Learning Plans or Behaviour Plans are provided to enable progress to be made.

The SENDCO at Widnes Academy is Miss Anna Myles.

Policy:	Special Educational Needs and Disabilities		Page   3	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue		Date of Review

**WIDNES ACADEMY WEST BANK**  
*The Wade Deacon Trust*

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

- a pupil with Special Educational Need and or disability (**SEND**) 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
- 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 aim is to provide all children, including those with SEND, with access to a broad and balanced education. Ensuring they have the academic and nurturing support they require to access the curriculum at a level which is appropriate to them.

### **Objectives**

To achieve our aims we will ensure that:

- Staff identify the needs of our SEND children as early as possible, through discussions with parents, education and other health care services.
- Staff will closely monitor the progress of SEND pupils, enabling them to reach their full potential.
- We will make appropriate provision to ensure that children with SEND can access the full curriculum. Ensuring they access a broad and balanced curriculum.
- We will work closely with parents to gain a deeper understanding of their child's needs and to develop learning plans that support the children both in school and at home.
- We will work closely with outside agencies to offer further support to the child and their families. This may include, but is not limited to; Educational Psychology service, SEN service, CHAMS and Speech and Language services.

### **Identification of Special Needs**

Early identification of children with SEND is crucial to ensuring children reach their full potential. All children are closely monitored throughout the school year by their class teacher and the Senior Leadership Team (SLT), through termly pupil progress meetings. If a class teacher or SLT are concerned about a pupil, they will express their concerns to the SENDCo, identifying the area of need they believe the child requires more support in.

- Communication and Interaction Needs
- Cognition and Learning Needs
- Behaviour, Emotional and Social Development Needs

Policy:	Special Educational Needs and Disabilities		Page   4	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue	Date of Review	

**WIDNES ACADEMY WEST BANK**  
*The Wade Deacon Trust*

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- Sensory and/or Physical Needs

Parents may also raise any concerns with the class teacher or directly with the SENDCo.

Once a concern has been raised by the class teacher, we will inform the parents and will then carefully monitor the situation to gather further evidence of the concern. 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
- Observations

Once observations have been completed, the class teacher, SENDCo and parents will sit together to discuss the findings and if a pupil is identified as having needs that require interventions that are additional to, or different from, those provided as part of the usual curriculum offer, we will develop a learning plan to enable the child to reach their full potential.

The learning plan will be a succinct plan that will last approximately a term to support the child in their area of need. The targets set will be SMART (specific, measurable, realistic and time related). Learning plans will usually contain 3-5 targets each term to ensure children are able to meet their targets. Learning plans will be shared with both pupils and parents to ensure everyone understand what they are working towards.

The SENDCo will be responsible for tracking interventions and assessing their impact on the child, which will then feed into their next learning plan.

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**), Classroom Support Assistant (**CSA**) or allocated time with the class teacher as resources allow. The children will remain in class where possible to work on their targets, however specific targets related to Social and Emotional behaviours may be carried out with a mentor, in a small group or 1:1 basis.

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 child's targets have been achieved; therefore no further support is necessary, and the pupil's name may be taken from the Special Needs register.

Policy:	Special Educational Needs and Disabilities			Page   5	
Author:	A. Myles			Version:	1.8
Approved by:				Status:	
Date of Approval:		Date of Issue		Date of Review	

**WIDNES ACADEMY WEST BANK**  
*The Wade Deacon Trust*

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- c) the child's targets have been achieved; 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.

Parents will be consulted by the class teacher before setting new targets, during this time their child's current learning plan will be reviewed and a new learning plan will be discussed.

### **Edukey**

At Widnes Academy we use Edukey to keep all our SEND records, the children's learning plans, reviews, advice/reports from professionals and any other pertinent information are all held on this system.

### **Assessment**

Children with SEND are assessed in line with their peers on a termly basis. Where a child with SEND is working significantly below age related expectations, they will be assessed using the PIVATS assessment tool, which will show their smaller steps in their progress.

### **Education, Health and Care Plans**

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC Plans can found via the SEND Local Offer:

[Education, Health and Care Plan | Local Offer](#)

### **Next Steps**

Following Statutory Assessment, an EHC Plan will be provided by the LA if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Policy:	Special Educational Needs and Disabilities		Page   6	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue		Date of Review

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

At Widnes Academy we offer all children a broad and balanced curriculum by using strategies and approaches which differentiate between pupils of different abilities and ensure children can access the curriculum at a level appropriate to them.

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- All lesson planning seeks to address the learning needs of all pupils in the Class and adapt to the children's needs
- Teachers receive regular training and support to ensure they are skilled in adapting the curriculum for vulnerable learners.
- When subject coordinators monitor planning, work and progress data or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

In addition, we also offer very specialised activities and resources to enable all our children with SEND, including those with specific and complex needs, to access all areas of the Curriculum and achieve their personal best.

We also ensure that all pupils have access to extra-curricular activities irrespective of their additional needs.

### **Inclusion of pupils with SEND**

The Principal and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Planning and Review meetings', Early Help/MAP and the Multi-Agency Safeguarding Hub and Local Education Officers for Behaviour and Inclusion and SEND.

Policy:	Special Educational Needs and Disabilities		Page   7	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue		Date of Review

**WIDNES ACADEMY WEST BANK**  
*The Wade Deacon Trust*

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## Supporting pupils at school with Medical Conditions

At Widnes Academy Primary we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. All children with medical needs have a Health Care plan, outlining their condition, medication if required and detailed procedures to be followed. The Health Care plans are updated when the need arises or on an annual basis.

## 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 Principal, class teachers, TA's and CSA's
- 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 register 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
- Maintaining training and keeping up to date with changes in relation to SEND

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.

Policy:	Special Educational Needs and Disabilities		Page   8	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue		Date of Review

**WIDNES ACADEMY WEST BANK**  
*The Wade Deacon Trust*

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- Incorporating the involvement and advice 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:

- 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 is Mrs Adele Davie This governor will meet with the SENDCo and/or the Head of School 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 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 RSE 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

Policy:	Special Educational Needs and Disabilities		Page   9	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue		Date of Review

**WIDNES ACADEMY WEST BANK**  
*The Wade Deacon Trust*

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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. In addition to this we have a mentor in school who works with children in small groups or 1:1 where needed to address any issues they may be having such as behaviour, bereavement or anxiety.

Policy:	Special Educational Needs and Disabilities		Page   10	
Author:	A. Myles		Version:	1.8
Approved by:			Status:	
Date of Approval:		Date of Issue		Date of Review