



William Brookes Academy Trust

Special Educational Needs and Disability (SEN/D) Policy

September 2018

This SEN/D Policy works alongside and in conjunction with The Local Offer offered by Shropshire Local Authority and various other school policies, namely the Home School Agreement and the Behaviour for Learning Policy and it is embedded in the Teaching and Learning Framework of the school.

Shropshire Local Authority:
The Local Offer: <https://shropshire.local-offer.org>
Special Educational Needs Co-ordinator:
Ms Marie Lacey mlacey@williambrookes.com



*SEN/D Policy
William Brookes Academy Trust
September 2018*

This policy is due for review in 12 months

This policy outlines the framework for William Brookes Academy Trust to meet its duty and obligation to provide a high-quality education to all of its students, including students with special educational needs and/or disabilities (SEN/D), and to do everything we can to meet the needs of our students with SEN/D.

The core aim William Brookes Academy Trust will achieve through the implementation of this policy is to eliminate discrimination, promote equal opportunities and foster good relationships between students with SEN/D and students without SEN/D.

William Brookes Academy Trust, with Shropshire or Telford & Wrekin local authorities, will adhere to the following principles which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- The collaboration between education, health and social care services to provide support
- The high-quality provision to meet the needs of children and young people with SEN/D
- Greater choice and control for young people and parents over their support
- The successful preparation for adulthood, including independent living and employment

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations)
- The Health and Social Care Act 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- The Children's Act 1989
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015

Definitions

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age;
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of Special Educational Need

William Brookes Academy Trust will:

- follow the graduated approach outlined in the SEN/D Code of Practice (*WBS version outlined in appendix 1*)
- monitor the progress of all students to aid the earliest possible identification of SEN/D.
- make provision for students with the following four areas of need:
 - Communication and interaction;
 - Cognition and learning;
 - Social, mental and emotional health;
 - Sensory and / or physical.

Admissions

William Brookes Academy Trust will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has William Brookes School named in their EHC plan or statement during the transitional period *unless* William Brookes Academy Trust does not feel able to cater for those needs.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan or statements during the transitional period.
- Considering applications from parents of children who have SEN/D, but do not have an EHC plan.
- Not refusing admission for a child who has SEN/D, but does not have an EHC plan during the transitional period *unless* William Brookes Academy Trust does not feel able to cater for those needs.

Roles and Responsibilities

The governing body has a responsibility to:

- Fully engage parents and/or young people with SEN when drawing up policies that affect them;
- Identify, assess and make SEN/D provision for all children and young people with SEN/D, whether or not they have an EHC plan;
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN/D;
- The SENCO and other relevant members of the leadership team have responsibility for co-ordinating provision for students with SEN/D;
- The SENCO is the designated teacher for 'looked after' children;
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability, including in arrangements for examinations;
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised;
- Publish annual information on the school's SEN/D Policy, setting out the measures and facilities to assist access for students with disabilities;
- Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children with SEN/D being treated less favourably than others, the facilities provided to assist students with disabilities, and the school's accessibility plan;
- Publish accessibility plans setting how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years;
- Develop complaints procedures which, along with details about appealing to the SEN/D Tribunal, will be made known to parents and students through a single point of access;
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a student with SEN/D in line with any EHC plan or statement during the transitional period.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs and have arrangements in place to meet them;
- Ensure that teachers monitor and review the student's progress during the course of the academic year;
- Cooperate with local authorities during annual EHC plan reviews and annual reviews of statements during the transitional period;
- Ensure that the SENCO has sufficient time and resources to carry out their functions;
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school;
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements;
- Ensure that teachers understand possible strategies to identify and support vulnerable students and possess knowledge of high-incidence SEN/D.

The SEN Coordinator (SENCO) must:

- Be a qualified teacher;
- Attain the National Award in Special Educational Needs Coordination within three years of their appointment;
- Collaborate with the governing body and headteacher as part of the school leadership team to determine the strategic development of SEN/D policy and provision in the school;
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Undertake day-to-day responsibility for the operation of SEN/D policy;
- Coordinate the specific provision made to support individual children with SEN/D, including those who have EHC plans or statements during the transitional period;
- Liaise with the relevant designated teacher where a Looked After Student has SEN/D;
- Advise on a graduated approach to providing SEN/D support;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Liaise with the parents of students with SEN/D.
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Be a key point of contact with external agencies, especially the LA and LA support services;
- Liaise with the potential future providers of education to ensure that the student and their parents are informed about options and a smooth transition is planned;
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN/D charities;
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family;
- Ensure, as far as possible, that students with SEN/D take part in activities of the school together with those who do not have SEN/D, including on forums;
- Ensure that the school keeps the records of all students with SEN/D up-to-date;
- Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.

The SENCO and Designated Teacher for Looked After Children is Ms Marie Lacey
MLacey@williambrookes.com

Class/Subject Teachers must:

- Plan and review support for their students with SEN/D, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student themselves;
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment;
- Use appropriate assessment to set targets which are deliberately ambitious;
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving;
- Be familiar with the information on the SEN/D list on the school's internal G drive as it is a working document and is updated regularly;
- Be familiar with the information on the school's integrated monitoring system, Classcharts;
- Ensure that all students who are eligible are provided with their full access arrangements for examinations.

Involving students and parents in decision making:

- Effective planning should help parents and young people with SEN/D express their needs, wishes and goals, and should:
 - Focus on the young person as an individual, not their SEN/D label;
 - Be easy for young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
 - Highlight the young person's strengths and capacities;
 - Enable the young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future;
 - Tailor support to the needs of the individual;
 - Organise assessments to minimise demands on families;
 - Any review/ target-setting meetings will not take place without the young person present;
 - Bring together relevant professionals to discuss and agree together the overall approach.

Joint commissioning, planning, and delivery

William Brookes Academy Trust will:

- Collaborate with the local authority in the exercise of its duty to work together with health and social care providers by identifying improved system outcomes in consultation with students and their parents, taking into account:
 - Prevention,
 - Early identification / recognition,
 - How students and their families will be able to access services,
 - How transitions between life stages and settings will be managed, including from primary to secondary, and secondary to further education (FE),
 - How provision and support services will enable students to prepare for their future adult life.
- Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN/D to forecast future need, including:
 - Population and demographic data,
 - Prevalence data for different kinds of SEN/D and disabilities among young people at national level
 - Numbers of local students with EHC plans and their main needs,
 - The numbers and types of settings locally that work with or educate children with SEN/D,
 - An analysis of local challenges / sources of health inequalities.
- Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for young people with SEN/D;
 - Increasing the proportion of children with SEN/D whose needs are identified before school entry.

Funding

William Brookes Academy Trust will allocate the appropriate amount of core student funding and notional SEN/D budget outlined in the local offer for the SEN/D provision of its students.

Personal budgets are allocated from the local authority's high needs funding block and William Brookes Academy Trust will continue to make SEN/D provision from its own budgets, even if a student has an EHC plan or a statement during the transitional period.

Local Offer

William Brookes Academy Trust will cooperate generally with the local authority and local partners in the development and review of the Local Offer.

Identification

To identify additional learning needs, William Brookes Academy Trust will:

- Utilise results of the National Curriculum Tests at the end of Key Stage 2;
- Assess each student's current core skills and levels of attainment on entry;
- Make regular assessments of all students to ensure that intervention:
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline;
 - Matches or better the child's previous rate of progress;
 - Closes the attainment gap between the child and their peers;
 - Prevents the attainment gap growing wider.
- Provide extra support to students falling behind or making inadequate progress given their age and starting point;

The SENCO will assess whether a student has a significant learning difficulty where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Graduated Approach

Once a potential SEN/D has been identified, William Brookes Academy Trust will employ a graduated approach to meeting the student's needs, including:

- Establishing a clear **assessment** of the student's needs;
- **Planning** with the student and the student's parents the interventions and support to be put in place, the expected impact on progress, development and behaviour, along with a clear date for review;
- **Implementing** the interventions, with support of the SENCO;
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

School Interventions

A variety of interventions will be implemented at school level when a student:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

Seeking Additional Advice

The SENCO will talk with the parents about seeking advice from external support services, if a student:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management and targets;
 - Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service;
 - Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Assessment

William Brookes Academy Trust will, in consultation with the student's parents, request a statutory assessment of SEN/D where the student's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the student's outcomes can be met through the school's existing provision.

Education, Health and Care (EHC) plans

William Brookes Academy Trust will meet its duty to respond to the local authority within 15 days, if it is named on a student's EHC plan or statements during the transitional period.

The school will admit any child that names the school in an EHC plan or statements during the transitional period *unless* William Brookes Academy Trust does not feel able to cater for those needs.

The school will ensure that all those teaching or working with a child named in an EHC plan or statements during the transitional period, are aware of the student's needs and that arrangements are in place in to meet them.

The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment if a student's need significantly change.

Reviewing an EHC plan or statement during the transitional period

William Brookes Academy Trust will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested;
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting;
- Seek advice and information about the student prior to the annual review meeting from all parties invited;
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting;
- Cooperate with the local authority during annual reviews;
- Prepare and send a report of the meeting to everyone invited within one week of the meeting;
- Ensure that a review of a student's EHC plan or statement during the transitional period is undertaken at least seven months before transfer to another phase of education.

SEN and Disability Tribunal

William Brookes Academy Trust will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

Preparing for adulthood

William Brookes Academy Trust will ensure that it meets its duty to secure independent, impartial careers guidance for students in years 8-13, including:

- Preparation for adulthood in the planning meetings with students and parents from year 9;
- Helping students and their families prepare for the change in legal status once a young person is over compulsory school age
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEN/D;
- Helping students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions;
- Securing access to independent face-to-face support for students with SEN or disabilities to make successful transitions.

Data and Record Keeping

William Brookes Academy Trust will:

- Include details of SEN/D, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all students;
- Maintain an accurate and up-to-date register of the provision made for students with SEN/D
- Record details or additional or different SEN provision on a provision map and individual annotated timetables.

Confidentiality

William Brookes Academy Trust will not disclose any EHC plan during the transitional period without the consent of the student's parents except for disclosure:

- To the SEN and Disability Tribunal when parent(s) appeal(s) and to the Secretary of State if a complaint is made under the Education Act 1996;
- On the order of any court for any criminal proceedings;
- For the purposes of investigations of maladministration under the Local Government Act 1974;
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children;
- To Ofsted inspection teams as part of their inspections of schools and local authorities;
- To any person in connection with the student's application for disabled student's allowance in advance of taking up a place in higher / further education;
- To the principal (or equivalent position) of the institution at which the student is intending to start higher/ further education.

Useful Contacts

William Brookes School assistant head and SENDco

- Mrs Marie Lacey: 01952 728900; mlacey@williambrookes.com

Shropshire Local Offer

- Shropshire Local Offer team 0345 678 9021, asking for "Local Offer."

Independent Advice:

- Shropshire IASS (formerly parent partnership): 01743 280019
- Telford & Wrekin IASS (formerly parent partnership): 01952 457176

Appendix 1

William Brookes Academy Trust: Whole School Graduated Approach: Outcome Based					
No SEN		SEN			
Children and young people able to access and progress through quality first provision.	Children and young people can access and progress through quality first provision, but who may need short-term additional support to support learning or development. This support may be accessed through the 'School Offer' or the 'Local Offer' at the LEA level. Successful outcomes would result in a return to Wave 1 or the next level Wave 2 i.e. increased independence or greater complexity of learning.	Children and young people able to access and progress through quality first provision.	Children and young people able to access and progress through quality first provision, but who may need short-term additional support to support learning or development. This support may be accessed through the 'School Offer' or the 'Local Offer' at the LEA level. Successful outcomes would result in a return to Wave 1 or the next level Wave 2 i.e. increased independence or greater complexity of learning.	Children and young people able to access and progress through quality first provision, but who made need long-term additional support to support learning or development. This support may be accessed through the 'School Offer' or the 'Local Offer' at the LEA level but without an EHCP.	Children and young people who have a statutory assessment and have an EHCP.
WAVE 1	WAVE 1+2	WAVE 1	WAVE 1+2	WAVE 1/2/3 across Education, Health and Social Care	
	Support		SEN Support		SEN Support/EHCP

William Brookes Academy Trust Graduated Approach

