

Walsall Academy



Inclusion & Special Educational Needs and Disability Policy into Practice

Reviewed by: R Somerfield

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1.7		

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

INTRODUCTION

Walsall Academy is committed to a fair and equal treatment of all individuals regardless of need. The Academy shall have regard to the Special Educational Needs and Disability Code of Practice (2015) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. The Academy will ensure that all children with Special Educational Needs receive the appropriate support as outlined in the 'Special Educational Needs: Code of Practice' (DfE, 2015) and students with a Disability receive appropriate support taking into account of the guidance in 'The Equality Act 2010'.

The Academy is committed to maximising student performance through the planning and delivery of a fully differentiated curriculum. A range of teaching strategies and methodologies will be used as a foundation for maximising the performance of all students. All students identified as having Special Educational Needs and disabilities (SEND), will be provided with equal access to the curriculum through support that will be given in a variety of ways to suit individual needs and requirements. The Academy will operate a whole school approach to special educational provision, where all staff are responsible for meeting the special educational needs of students. SEND will be used as an abbreviation for Special Educational Needs and Disability throughout this policy.

AIMS

The aims of this policy are to ensure as far as is reasonably practicable that:

- The 'Special Educational Needs and Disability Code of Practice' (DfE 2015) is implemented at the Academy together with the Education Act 2011.
- The Academy environment accommodates children with disabilities and provides the appropriate facilities.
- The roles and responsibilities of the Governing Board, Headteacher, Inclusion manager, Teaching staff and Support staff are clarified.
- Applications for admission from all potential students are considered in line with the published Rules for Admission.
- Students with SEND have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy.
- The views of the individual student and their parent/guardian are taken into account at all times when their requirements are being assessed.
- All students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment.

- Members of staff working with students with SEND have appropriate information, support and training.
- The Academy identifies students, previously not identified, with SEND and implements the appropriate procedures to provide support.
- The appropriate mechanisms are implemented annually to ensure students' needs are met and parents/carers with SEND children are fully consulted.
- Funding via the Pupil Premium Budget is allocated to identified students and the impact of funding is evaluated.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Students have special educational needs if they have a learning difficulty or disability that makes it harder for them to learn than most students of the same age or have a disability which prevents or hinders them from making use of facilities in school. Disability is defined as a 'physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities' (Equality Act, 2010). Long-term is defined as a year or more and substantial defined as more than minor or trivial. These students may need extra or different support from that given to other students the same age. Any student may experience a difficulty at some point in their school career, whatever their level of attainment.

Students who attend the Walsall Academy may need extra help because of:

- a physical disability;
- a sensory impairment;
- a medical or health condition;
- social, mental health and emotional difficulties;
- a specific learning difficulty with reading, writing and mathematics;
- learning difficulties in acquiring basic skills;
- speech and language difficulties.

The Academy has an inclusion manager who has received appropriate training and support for this role. Our Special Educational Needs coordinator is Mr B Footman and Inclusion manager is Dr R Somerfield. The Academy ensures that all Governors understand special needs and the nature of support needed to ensure all pupils' performance is maximised. Our named Governor with responsibility for special needs are Mrs M Frost and Mrs S Jordan.

SPECIAL NEEDS ADMISSIONS

The Academy will admit students from across the whole ability range on an equal basis in accordance with the Rules for Admissions. For the specific details referring to the admission and transfer of students with SEND to the Academy refer to Annex 1.

Where applicants have been identified as having a statement for SEN or Education Health and Care plans (EHC), a meeting will be convened with the Headteacher or representative, inclusion manager, a representative from Walsall Metropolitan Borough Council, and parents/carers to assess the suitability of the School's provision for the applicant prior to admission.

Meetings with parents/carers of students, who have a statement/EHC, will be arranged prior to transfer to ensure that all relevant information is gathered and appropriate provision is organised.

IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEN/INCLUSION NEEDS

Early identification and assessment for any student who may have SEND is essential. Assessment should not be regarded as a single event but as a continuing process. The Academy will be responsive and open to the expressions of concern by parents/carers and take account of any information that parents/carers provide about their children. Some students may also express concerns about their own progress, which should be treated seriously. Other professionals may become aware of issues as they work with students and these should also be taken seriously. The Academy will ensure that parents/carers are aware of the local parent partnership service that will be able to offer parents/carers advice and support.

IDENTIFICATION OF STUDENT'S WITH SEN

It is acknowledged that the request for support for individual students can occur at any time. The identification of need can come from any one of a number of sources. For example:

- Subject Teacher
- Personal Tutor
- School Nurse
- Feeder Primary School
- Any member of staff
- Parents/carers
- Outside Agencies
- The individual student

The identification of a student's SEND may take a variety of forms including:

- Transfer Induction Process
- The measurement of students' progress by referring to:
 1. Evidence from teacher observation and assessment
 2. A student's performance against the level descriptions within the National Curriculum highlighted through the Module Reporting system
 3. Standardised screening or assessments
 4. Collation of a number of performance indicators

The Inclusion manager will co-ordinate the referrals and assessments through the relevant personnel and in full consultation with parents/carers.

The Academy will adopt a graduated response to match the special educational provision to the needs of students, with due regard to the Special Educational Needs and Disability Code of Practice (2015). The graduated approach is set out below;

1. Initial support through SEN Support 1 (SEN1). The triggers for intervention through SEN1 could be the teachers' or others' concern supported by evidence, about a student who, despite receiving differentiated learning opportunities fails to make adequate progress. At SEN1 the classroom teacher is responsible for providing support that is additional and/or different support to the rest of the class under the guidance of the inclusion team.
2. If the student does not make adequate progress at SEN1 they will be placed at SEN Support 2 (SEN2) where they will be offered additional interventions including increased support from inclusion staff and access to intervention groups. Teaching staff are still responsible for ensuring differentiated teaching and learning opportunities under the guidance of the support team.
3. If the student does not make adequate progress at SEN2, the school may seek advice from specialist services and will be placed at SEN3. Teaching staff will receive further guidance on how to differentiate learning opportunities in the classroom.
4. A small number of students may need a lot of extra support that only a statutory assessment will identify. This may lead to an Education Health and Care plan (EHCP). An EHC Plan is a legal document which describes a pupil's difficulties and the specialised support needed to meet those difficulties.

The procedures to be followed with respect to the intervention following the identification of students with SEND is detailed in Annex 2.

English as an additional language

The identification and assessment of the SEND of a student whose first language is not English will require particular care. It will be necessary to consider the student within the context of their home, community and culture.

Where there is uncertainty about an individual, the Academy will make use of any local sources of information and advice relevant to the ethnic group concerned, exploring community liaison arrangements where they exist. A lack of competence in English must not be equated with learning difficulties. However, when a student who uses English as an additional language makes slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

In such cases the Academy will look carefully at all aspects of the student's performance in different curriculum areas to establish whether the problems they have are due to limitations in understanding English or from SEND.

The Inclusion manager will co-ordinate a full assessment at an early stage identifying the exposure such a student has had in the past to each of the languages they speak, the use they make of them currently and their proficiency in them. The information about their language skills obtained in this way will form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that may be required.

LEARNING SUPPORT

The Walsall Academy will operate a whole school approach to special educational provision. This means that all staff will be responsible for meeting the special educational needs of all students through a continual cycle of assessment, planning, differentiating teaching and learning opportunities and reviewing. Effective teaching will provide the foundation for maximising student performance. To this end, the teaching staff at the Walsall Academy will have agreed the following objectives:

- To provide a curriculum which enables all students to realise their full learning potential and to benefit from the National Curriculum
- Resources are differentiated according to need
- A whole school approach to Learning Support is adopted so that meeting SEND is an integral part of curriculum planning, delivery and assessment
- To identify individual needs and provide appropriate support
- ICT is fully utilised to facilitate independent learning to allow students to take more control over their learning

Additional Support may take a variety of forms:

- A specially designed learning programme
- Support from a teaching assistant, learning mentor or specialist teacher
- Using technological equipment, e.g. radio microphones and software for specific skill training

THE ORGANISATION OF LEARNING SUPPORT

Avoidance of labelling and non-segregation is fundamental to good practice. Each student will be offered their curriculum entitlement, including the National Curriculum, alongside their peers and subject teachers. Each student will be given the opportunity to develop from their own starting point and progress at an appropriately challenging pace. Additionally, specialist teaching and resources will be provided for students who require Learning Support.

All Special Educational Provision will be monitored by the Governing Board of the Academy.

When the needs of individual students have been assessed, it may become necessary to target additional resources to facilitate learning. The Inclusion Manager will co-ordinate the procedures for Learning Support, which will enable teachers in the Areas of Learning Experience to:

- Develop procedures for the identification of students with SEND, including the exceptionally able (see Annex 3);
- Provide in-class support for targeted students;
- Team teach or provide individual tuition if the need arises;
- In conjunction with the class teacher, prepare individual programmes of study and resources for targeted students;
- Develop staff expertise in catering for students with SEND.

The Inclusion manager will provide specialist guidance and co-ordinate this provision in consultation with the Senior Management Team.

SEND will feature as an agenda item on Area of Experience Meetings and Senior Management Team Meetings when appropriate.

The Learning Support Team will meet regularly with the inclusion manager fortnightly as part of the whole school meeting schedule.

An ongoing programme of staff development will be developed to enhance the skills of the Learning Support Team and school staff. This will be linked to the Academy Development Plan.

All teaching staff will be informed about students with SEND via the Area of Experience Meetings, Staff Briefings, Pupil Profiles and electronic mail. This will enable teachers to plan effectively and implement any recommended teaching strategies.

Support for students is available from outside agencies including:

- Educational Psychologist
- Sensory support Services
- Social Services
- School Nurse
- School Health

All outside agency support will be co-ordinated by the Inclusion manager.

Student progress will be carefully monitored. Regular feedback will be provided for students and parents/carers via Module Reports, Records of Achievement and Review Meetings between personal tutors, parents/carers and Learning Support Team.

SPECIAL FACILITIES

The Academy has exceptional resources, which enable the staff to cater for the needs of a wide range of students. Facilities include:

- Laptops
 - Access to the school's PC network
 - Access to Multi-Media facilities
 - A medical room supervised by a full time RGN qualified nurse
 - A lift to the First Floor Teaching Areas
 - Disabled Toilets
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- Learning Support Staff who provide learning support.
 - Learning Mentors
 - Information Technology Technicians who provide support for both staff and students

SAFEGUARDING/CHILD PROTECTION PROCEDURES

The named Safeguarding/Child Protection Officer for the Academy will be Dr R Somerfield.

The Academy will show due regard for the guidelines issued by Walsall Safeguarding Team.

ANNEX 1

ADMISSIONS FOR STUDENTS WITH SEN

Where the Local Education Authority proposes to name Walsall Academy in an EHC plan made in accordance with the Children and Families Act 2014 or section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting a child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy shall have regard to the relevant guidance from the Secretary of State to maintained schools. In the event of any disagreement between the Academy and the LA over the proposed naming of the Academy in a statement, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's decision is final.

Where the LA proposes to name Walsall Academy in an EHC plan, they must provide, as part of the consultation, either a copy of the proposed EHC plan and appendices or, where they are proposing to amend section F of a EHC plan, either the proposed amended EHC plan or the amendment notice together with a copy of the existing EHC plan, and in either cases, the appendices.

The LA is required to make the Academy aware of the services on offer and to provide support for students with SEND. Funding for children with EHC plans who transfer to the Academy should follow the child and be comparable to maintained specialist schools for children with statements. The LA has a duty to ensure that the special educational provision specified in an EHC plan is made, and may provide other assistance in respect of a statemented child. For students without EHC plans, the Academy will meet their needs from the recurrent funding.

ANNEX 2

INTERVENTION PROCEDURES following Identification of a Student with SEN

Process of Induction

The Academy now has an embedded policy of induction and identification of need, which is initiated in April for incoming September. There is a process where parents/carers have the opportunity to identify the child's need. This can be tapped in to when the child is offered a place. There have been some difficulties here in that often parents/carers have chosen not to specify need. This has delayed identification and intervention especially if it is not identified by the transfer school.

Identification of Needs

It is often found that the group on the Inclusion Register are quickly catered for and supported in all aspects of the school because they have been planned for. Literacy and numeracy can be identified through testing in September and tuition and support co-ordinated. There is also a need to allow students to settle; often behaviours make an adjustment at transfer.

All curriculum areas have a forum to raise concerns or successes of students. These minutes are directed to Key Stage Managers and the Inclusion Manager. There is a forum for representatives from curriculum areas to meet to discuss the parameters of inclusion. This has been a training device for staff to understand with the vision of inclusion within the school and the processes that they are active in bringing about effective inclusion.

The Process of Intervention

- All students on the inclusion register will have a named support staff who will monitor progress and meet regularly with students.
- All students with Reading Levels below Level 4 will automatically be highlighted through English. Students will receive small group support to enable them to develop functional literacy skills.
- Students identified through mathematics will receive small group support aimed at developing their functional numeracy skills, delivered through support staff (HLTA) or a specialist teacher. In addition, students may receive additional support resources designed to close the gaps in knowledge.
- Students with barriers to learning which relate to medical issues are identified at induction through the school Nurse. A health plan is drawn up alongside parents and where appropriate outside agencies. Students are placed at the centre of this as they are taught to self-manage, supported by the Nurse. Students can access medical support throughout the day and after school.

- Disability Access. The Academy looks at this in its widest spectrum. It is initiated at induction. All agencies are involved in planning intervention to ensure all students maximise their potential. This includes issues such as physical access or impairments, which require physical adjustments to classrooms (Hearing loops).
- Students where barriers to learning relate to attendance. Attendance and all the associated issues related to absence from school are co-ordinated by the Inclusion Manager and supported by the Nurse. Registration is electronic. Absence is challenged through personal tutors.
- Students whose barriers to learning are social, mental health or emotional may receive support through a learning mentor. This support may take place within the classroom or where appropriate during individual sessions. Entry and exit criteria are discussed and progress monitored through the social, mental health and emotional (SME) team.

Social Skills Programme

There is a more formalised programme where students work on changing behaviours, setting goals and working to raise self-esteem. These sessions take place at set times throughout the day and during session 3. Students are referred onto the programme through teaching staff, support staff, parental concerns and through the students themselves. The programmes include:

- Social skills team building
- Art therapy
- FRIENDS for life
- Pragmatics

Monitoring

The progress of all students on the inclusion register is monitored termly through quantitative data from module reports and qualitative data from subject areas. This is used to guide the production of Support Plans for students. Review meetings take place regularly to discuss progress with parents and pupils.

Role of the Inclusion Manager

The role requires the:

- Development of the strategic strategy
- Planning and delivery of training requirements for staff
- Co-ordination, monitoring and feedback of the teams (Attendance, Health, Mentor's, TAs)
- Co-ordination of annual reviews
- Training of Teaching Assistants
- Evaluating the impact of Pupil Premium

ANNEX 3

PROVISION FOR EXCEPTIONALLY ABLE STUDENTS

Students who display exceptional talent in one or more curriculum areas will be identified from a range of different sources to include:

- Results of Admissions Tests
- Feeder School Reports
- Subject Teacher Referrals
- Results from National Curriculum Assessments
- Parental Referral

It will be the responsibility of teachers and parents/carers to ensure that the motivational level of these students remains high. Exceptionally able students will be catered for in a variety of ways at the Walsall Academy to ensure that they are stretched by a curriculum which is challenging and rigorous. Strategies which may be employed include:

- Regular reports to parents/carers and able students ten times per year which include negotiated targets for future action
- Extension activities within the curriculum
- Unlimited supply of relevant, curriculum related homework
- Students who display exceptional ability may be targeted for specialist teaching in small groups within their programmes of study.
- Students may be taught in sets at the direction of the Deputy Head/Senior Teacher within the Area of Experience
- Students will be actively encouraged to participate in Session 3 community activities
- Students will be invited to use the Homework Centre which is during Session 3

ANNEX 4

PUPIL PREMIUM

Background

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings: to children who are been looked after and to children whose parents are currently serving in the armed forces.

This will also include students eligible for FSM at any point in the last six years.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support students from low-income families. From September 2012 we are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of students covered by the Premium and the extra support that they receive.

In 2019-2020 the level of the premium is £935 per student known to be eligible for FSM and £300 for those children whose parents serve in the armed forces. Looked After Children attract a pupil premium of £2,300 and this is managed by the Virtual School Head in the Local Authority.

The level of funding from the Department for Education is anticipated to be **£329,475**.

The level of funding from the Department for Education during 2019-2020 was **£361,156.47**

Use of Pupil Premium 2019-2020

In 2019-20 Pupil premium funded the following support and will enable similar interventions this academic year.

- Additional tuition and support e.g. Literacy workshops
- Extra-curricular visits e.g. Outward Bound weekend trips
- Technology to support on-line learning
- After School and Holiday activities
- Music Academy and Dance Academy tuition and equipment
- Provision of lap-tops
- Clothing and kit
- Bespoke careers guidance programmes and mentoring
- Social skills development
- Additional staffing e.g. Learning Mentors and Coaches
- Membership of The Challenge

- Support curriculum visits
- Transition activities
- Provision of vocational related training
- School-based counselling
- Programmes to support positive behaviour

Attainment

In 2019, 63 students in Year 11 were on either FSM or Looked After by the Local Authority. The Attainment 8 score for Disadvantaged students was 37.75 compared to 45.55 for the whole cohort. The Progress 8 score was -0.27 compared to -0.04 for the whole cohort. 17.4% of Pupil Premium funded students achieved grade 4+ for EBacc compared with 32% of the whole cohort.

In 2018, 48 students in Year 11 were on FSM or Looked After. The Attainment 8 score for Disadvantaged students was 44.1 compared to 49.4 for the whole cohort. The Progress 8 score was -0.23 compared to +0.05 for the whole cohort. 10% of Pupil Premium funded students achieved the grade 5 EBacc compared with 16% of the whole cohort.

In 2017, 45 students in Year 11 were on FSM or Looked After. The Attainment 8 score for Disadvantaged students was 37.8 compared to 48.1 for the whole cohort. The Progress 8 score was -0.50 for Disadvantaged students compared to -0.09 for the whole cohort. 11% of Pupil Premium funded students achieved the EBacc compared with 27% of the whole cohort.

Attendance of disadvantaged students remains above the national average for non-disadvantaged.