



WALTHAMSTOW ACADEMY

The best in everyone™

Part of United Learning

SPECIAL EDUCATIONAL NEEDS POLICY

Updated January 2017



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| Date of last central office review: | September 2016 | Review Period: | 1 year |
| Date of next central office review: | September 2017 | Owner: | Director with responsibility for Special Educational Needs |
| Date of next school level review: | September 2017 | | |
| Type of policy: | United Learning Policy | Local Governing Body | Recommends school policy for Group Board approval |
| | | Group Board: | Group Board approves United Learning Policy |

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|----------------------|------------------------------|--------------------------|
| Policy Signed off on | Date: | Date: |
| Signed off by: | Name: | Name: |
| | Signature: | Signature: |
| | Role: Principal/Head Teacher | Role: Chair of Governors |

Walthamstow Academy Aims

Walthamstow Academy is a fully inclusive school, which ensures that all students achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. At Walthamstow Academy we aim to ensure that all students receive a broad, balanced and differentiated curriculum and are committed to providing a curriculum and teaching which:

- effectively provides for subject matter appropriate for the ages and aptitudes of students including those students with an education, health and care plan (EHCP);
- all students, including those with Special Educational Needs and Disabilities, have the opportunity to learn and make progress.

Our SEND Policy is that all students, including those with learning difficulties or disability or with Special Educational Needs (including students with an EHCP) have access to all aspects of the curriculum and the extra-curricular programme as far as is reasonably possible. We are committed to raising achievement by removing barriers to learning and ensuring that curriculum planning and assessment for our students takes account of the type and extent of the difficulty experienced by the student. This policy fits alongside other documents at the academy, for example, the Accessibility plan.

Statutory Framework

The Academy SEND policy is written in line with the following areas of legislation and guidance:

- Special educational needs and disability code of practice: 0-25 years September 2015
- Supporting students at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)

Walthamstow Academy School Aims

The school aims to give every child, including those with Special Educational Needs and Disability, equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for children with Special Educational Needs and Disability, we will ensure that:

- students with SEND are identified as early as possible and that early action is taken to meet those needs
- students with SEND are involved in the decision-making processes regarding their own learning
- parents are informed when their child is identified as a student with SEND
- parents are involved in the programme of support for their child
- there is collaboration between all professionals involved
- clear, relative, informative records follow a student through school

Our Special Educational Needs Co-ordinator

For the 2016-2017 academic year, our Inclusion department is overseen by Laura Fletcher. She will have responsibility for the policy development and implementation, as well as assessment and provision for individual students. Laura will oversee work with other professionals (if necessary) who may be able to help, e.g. speech and language therapist, medical professional.

You may contact the Special Educational Needs Coordinator, Laura Fletcher, through the contact information found below.

Email: laura.fletcher@walthamstow-academy.org

Tel. No: 020 8527 3750

Alternatively you can also contact the Deputy SENCO Lucy Sinclair at:

Email: lucy.sinclair@walthamstow-academy.org

Tel. No: 020 8527 3750

Identification and Assessment

What is SEND?

Children have Special Education Needs and/or Disability if they have a learning difficulty and/or disability which requires for special educational provision to be made for them. Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of the children of the same age and/or
2. Have a disability or other condition which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Four Main Areas of Need

The SEN Code of Practice 0-25, 2015 outlines four main areas of need:

| Area of Need | Definition | Examples |
|---|--|--|
| Communication and interaction | Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. | Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome. |
| Cognition and learning | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. | Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia. |
| Social, Emotional and mental health difficulties | Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. | Mental Health Difficulties (anxiety, depression, self-harming, substance |

| | | |
|--------------------------------------|---|---|
| | Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. | misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD) |
| Sensory and/or physical needs | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with sensory and/or physical needs will require specialist support and/or equipment to access their learning. | Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD) |

Early Identification

As a school, we will prioritise early identification of students' needs. Meeting all learning needs is crucial to students progressing effectively in school. If needs are met effectively during the early years of secondary education students will progress to succeed at GCSE and beyond.

Identification and Assessment

A child's special educational needs may have been identified before they arrive at Walthamstow Academy, or may be identified once they arrive, often by class teachers or parents. Parents/carers as experts on their child are involved in every step. Identification of special educational needs is part of the continuous cycle of assessment. To help identify children who may have special educational needs, the school measures children's progress by:

- their performance as monitored by the teacher as part of ongoing observation and assessment;
- weekly meeting with in-school professionals to discuss student progress
- the results of baseline assessments and subsequent monitoring of progress
- progress and performance against the level descriptors within the National Curriculum at the end of each key stage
- screening or assessments of reading, spelling etc. using nationally recognised standardised tests.

Working with Parents

There are many opportunities for parents to meet teachers at Walthamstow Academy to build relationships and exchange information. Year 6 parents are able to meet staff at open evenings and before their child starts at Walthamstow Academy. Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include:

- Informal meetings with teachers
- Meetings with Special Education Needs Coordinator
- Formal parents' afternoons/evenings
- Annual Review meetings, for children with an Education, Care and Health Plan

- Multi-agency meetings, for children that have support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

If there is a concern about a student, the Special Education Needs Co-ordinator, Head of Year and class teacher will make an appointment to see parents, discuss the concern and together form a plan to help the child. At each stage of the SEND staged approach, parents are involved in planning how to meet the child's needs.

A Graduated Approach

Quality First Teaching

At Walthamstow Academy, we are passionate about providing excellent provision for all our students. Children learn in many different ways and all children find strengths and difficulties with learning. At Walthamstow Academy, we celebrate these differences and provide opportunities for all children to succeed.

Teachers use a range of resources, strategies, organisation (i.e. small group work/learning support assistants) and teaching styles to meet the needs of all children in their class. We believe every class teacher is a SEND teacher. This is called Quality First Teaching. Teaching staff and school leaders are rigorous and consistent in their approaches to improving conditions of learning for each and every student. This is provided by a four stage cycle: assess, plan, do and review.

Tracking Progress

The progress of all children is closely tracked and carefully monitored regularly throughout the school year. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate interventions are put in place using our waves of provision and are tracked using the whole school provision map. This is a graduated approach to supporting children's learning and progress. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. Interventions may include one-to-one tutoring, speech and language groups or homework clubs and will happen in addition to lessons taught in class. Interventions or targets may have been set with support from external agencies.

Regular reports are provided to governors who oversee the progress of all students including those with Education, Health and Care Plans.

Education, Health and Care Plan Process

Where students' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty or interventions, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the student, as well as from teachers and assessments. Advice and support will be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician. The Local Authority then gathers information from all the professionals concerned with the student and from the parents. If appropriate, an Education and Health Care Plan is then drawn up. In this plan, the needs, targets and the provision to support the student are clearly outlined.

External support services play an important part in helping Walthamstow Academy identify, assess and provide appropriate provision for students with SEND. Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable students.

Provision

All students in the school with Special Educational Needs will benefit from:

- Early Identification of their needs, beginning at and continuing as the child’s career at Walthamstow Academy unfolds
- An on-going dialogue between staff at the school and involving the student and their parents to identify needs as they develop through a student’s career at the school
- Access to specialist support where needed, including Educational Psychologists, Speech and Language Therapists, Counselling and other specialist provision where required
- Other additional support, including from a teacher or learning support assistant, or in the form of additional time or resources, to enable the child to realise their potential and make progress

Below is the list of interventions offered by Walthamstow Academy within the school for students with additional needs.

| Intervention |
|------------------------------|
| LSA in class support |
| Dyslexia screening (Lucid) |
| Literacy programme (Lexia) |
| Reading comprehension group |
| Study skills |
| Spark to life |
| Numeracy (Number Shark) |
| Handwriting (one-to-one) |
| Social skills |
| Restorative Justice meetings |
| Student Support Workers |
| Lunch club (LSpace) |
| Break club (LSpace) |
| Homework club |
| Y11 mentoring |
| Speech and Language group |
| Mindfulness group |
| Academic mentoring programme |

Caring for Our Students

We put the happiness and well-being of our students at the heart of everything we do and ensure the highest quality personalised support.

During a student's academic career, they may be unfortunate enough to experience emotional difficulties (such as bereavement or parental separation). At Walthamstow Academy we will endeavour to support the student's needs. This may include support such as participation in our academic mentoring programme which allows for prioritised students to have one to one support from an LSA that will focus on their literacy and numeracy being developed.

We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with students and provide opportunities to develop understanding, empathy and self-esteem. We involve parents in our approach to preventing or addressing bullying behaviour. More information can be found in our Anti Bullying Policy.

Some children will need additional support to manage their behaviour when they are experiencing emotional difficulties. Where it becomes clear that a student is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. Such strategies are most effective when parents/carers are involved in the planning and decision making stages. Support systems may include:

- Increased communication between home and school
- Reporting daily to the Head of Year or tutor or a member of the Inclusion team
- Additional support from the class teacher, learning support assistants and Special Education Lead
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, conflict resolution
- Learning Support area (LSpace)
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- Referral to outside agencies such as Educational Psychologist, Child and Adolescent Mental Health Services, Behaviour Specialists etc.

Medical Needs

Walthamstow Academy has a designated member of staff who is available to support students with medical needs. Referrals will be made to the school health adviser if there are concerns around a child's health. The school health adviser carries out routine health checks as well as consulting with parents in order to write care plans and train staff to support children with severe medical needs. Required medical information is available for class teachers in order to ensure awareness of students' medical needs in the form of tailored Health Care Plans

Access to the Curriculum

All students have the entitlement to a broad, balanced and relevant curriculum. All teaching staff ensure their planning, teaching and assessment meets the needs of all students, including those with SEND. The majority of students with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. This includes:

- Providing suitable learning challenges
- Providing suitable learning environments e.g. Nurture groups
- Meeting the students diverse learning needs
- Removing barriers to learning.

Allocation of Resources

The kinds of SEND for which provision is made at the school is likely to change over time.

In addition to the resources that all students use, there are special resources for SEN provision provided at Walthamstow Academy:

- We have a full time Special Education Needs Co-ordinator
- Using specialist intervention programmes within the waves of provision
- Support and involvement outside agencies including the services offered by Waltham Forest and from United Learning
- In class support from Learning Support Assistants.

Inclusion

Walthamstow Academy is fully inclusive and as such strives to ensure all students receive a broad and balanced curriculum. As part of this students have access to out of school educational visits, sports competitions, residential visits, breakfast clubs and after school clubs. Walthamstow Academy ensures that all students have access to these activities regardless of SEND requirements. The school uses a range of strategic planning, such as risk assessments to ensure that SEND students are fully included in all curriculum and extra curricula activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities

Further Support

SEND Training and Resources

Walthamstow Academy aims to meet the needs of all students and ensure the provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. All staff delivering interventions are appropriately trained. Sometimes, this training might involve other professionals such as speech and language therapists or attending courses. If additional training is required, the Special Educational Needs Coordinator will contact the appropriate body to deliver the training. In a similar manner, Walthamstow Academy SEN resources are regularly audited and reviewed to ensure that they meet the needs of the students in our school.

Preparing for Next Steps

We want our students to experience a smooth transition throughout their learning to ensure that the students continue to make the very best progress and to have confidence to look forward to future year groups with enthusiasm. The students and parents are actively involved in the process and their perceptions about transition are valued.

Throughout their academic career, children will make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. We recognise that transition is an important time for all children, but especially so for a child with SEN. Walthamstow Academy employs many strategies to ensure that the transition from Key Stage 2 to Key Stage 3 is managed effectively and students are sufficiently prepared for such changes. Strategies include:

- Visits from/to new settings with familiar staff (whenever possible)
- Transition day to give children a clear image of the upcoming changes
- Primary to Secondary handover meetings
- Information sharing/gathering for students with a Statement of Special Educational Need or Education, Health and Care Plan
- Transition meetings with parents/carers, class teachers, Learning Support Assistants, SENCo and all other professionals involved in the transition process.

Support and Training for Parents

The collaborative planning and target setting systems that are in place at Walthamstow Academy for SEND students, means that parents and carers are consistently involved and supported in order to help children reach their targets, and with any needs that arise due to target setting or multi-agency planning meetings. We aim to support the family with a focus on meeting the child and family-centred objectives that are set within those meetings. This might mean that the training needs are met after the meeting concludes, or that the family is referred to an additional support network.

In addition, Walthamstow Academy hosts a number of parents' evenings throughout the year. Please see newsletters and bulletins or check the school website for upcoming events.

You can find more information on the Waltham Forest Local Offer here:

<https://www.walthamforest.gov.uk/content/send-local-offer>

Our Pledge

We take learning, development and attainment very seriously at Walthamstow Academy and will strive to meet our students needs to give them the best possible outcome when they leave for further education. However, in extenuating circumstances we are not always able to support the diversity of everyone's specialised needs. In such instances we work together with the SEN team at Waltham Forest and specialised schools in the borough, such as Whitfield Outreach, to look into the best option for the individual to ensure they are able to learn, achieve and make progress at our academy.

Complaints

If you have any questions, concerns or complaints, please discuss these with the SENCo or Principal. If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedures.