



Twyford
C of E
Academies Trust

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Special Educational Needs Policy

1 Statement of Principle

Students at Twyford CE Academies Trust schools are all entitled to the best possible education and should be valued for the contribution that they make to the school. The Trust, however, recognises that at any time during a student's school career they may have or develop Special Educational Needs which may arise as a result of learning, communication, emotional, physical, sensory behavioural or medical difficulties. All staff at Trust schools are moving and working towards a whole school inclusive approach to meet the range of students' Special Educational Needs. The whole school inclusive approach means that in line with the 2014 SEN Code of Practice "quality first teaching" is the initial response for all students needing special help. It is the responsibility of the subject teacher in partnership with the Learning and Inclusion/SEN Team to ensure equality of opportunity of educational experience for all students. Co-operative teaching styles, setting within subjects and the provision of a differentiated curriculum, in order to ensure equality or access to the curriculum, underpin the success of this approach.

2 Criteria for the Successful Implementation of the Whole School Approach

- i) An assumption that all Staff have a responsibility to meet the Special Educational Needs of all students.
- ii) A clearly defined and systematic process of identification, assessment and provision, which seeks to be inclusive rather than exclusive. This means that initially all students are screened as a group and that when Special Educational Needs are identified these needs are met within a whole school setting and not in isolation.
- iii) Dissemination of relevant information of students' needs, via Copia and the school's information systems, including classroom strategies for students on the SEN list, access arrangements for exams; criteria for inclusion on the SEN list.
- iv) There will be a preventative and supportive approach to learning rather than a purely reactive one.
- v) All students will have full access to a curriculum, which reflects their needs, values and interests, and affords them the opportunity to achieve their personal potential, encouraging the development of the whole person. The Learning and Inclusion/SEN Teams will provide guidance for subject staff in relevant ways to access the curriculum.

3 Legal Position

3.1 Special Educational Needs and Disability Act 2014

The Directors of the Trust and the governing body of each school are required to follow the guidance set out in the "Special Educational Needs Code of Practice".

The Executive Headteacher must bring their school's SEN policy to the attention of pupils, parents and staff at least once a year.

The Executive Headteacher should ensure that the full written policy is available in the staff handbook.

4 Policy, Roles and Responsibilities

Overall responsibility for SEN resides with the Executive Headteacher. The Associate Headteachers ensure that the strategic plan for SEN is implemented by the Trust SENCO. The Trust SENCO is responsible for implementing the strategic SEN vision and ensuring an effective operational model in each school. The leaders of SEN in each school (SENCO/Head of ARC) have responsibility for co-ordinating the day to day provision of education for students with SEN. This includes liaising with and advising fellow teachers, co-ordinating provision for children with SEN, maintaining the school's SEN records of all students with SEN, liaising with parents of children with SEN and liaising with external agencies, including the educational psychology service and other support agencies, health and social services and voluntary bodies.

Students with SEN but without an Education, Health & Care (EHC) plan or statement of SEN are admitted to the school through the normal school admission procedures. All relevant information relating to a student's SEN will be circulated to teaching staff, although students identified at Primary phase may not necessarily be on the SEN list at Secondary school.

The Trust SENCO; SENCO/Head of ARC are assisted by a Learning & Inclusion/SEN Team. All staff within the Learning & Inclusion/SEN Teams have a high level of expertise, training and experience in working with students with SEN.

The Teams are based in dedicated accommodation. All files are kept in a secure area containing confidential information. Teaching areas are well-resourced with a wide range of multi-sensory teaching materials as well as interactive whiteboards. There are computers both for staff and student use. The accommodation includes areas which are fully accessible with easy access to disabled toilets enabling admission of students with physical difficulties who are mobile.

The majority of the support is within the mainstream classroom. Support is allocated based upon the greatest need within a class. The lowest sets, within core subjects receive more support than others. Small numbers of students receive small group withdrawal teaching for help with literacy, numeracy or social skills. Students with Education, Health and Care plans (EHC) or statements of SEN will also have 1:1 withdrawal tuition if this is written into their plan. The funds received from the LA for the purposes of Special Needs will be entered separately in the Trust's accounts to show that they have been spent on staff and resources needed by students with SEN.

The Learning and Inclusion/SEN Teams have several systems in place for identifying and assessing students with SEN. In the first instance students are identified at primary/secondary transfer when information is collected from primary schools. This includes Year 6 results, information on SEN and language levels. Members of the Learning and Inclusion/SEN Teams and the Heads of Year 7 visit the main feeder

primary schools in order to meet with class teachers and students with SEN. Relevant information is then circulated to all members of the teaching staff at the beginning of the new academic year. The entire new Year 7 intake sit a cognitive ability test during the induction prior to entry. They are also tested for a reading age and a spelling age. Further concerns about students who appear to be underachieving should be formally raised by teachers with the Learning and Inclusion/SEN Teams. Students with a marked aptitude are also identified at the primary/secondary transfer stage and may be referred for inclusion in other subject based schemes to ensure a more rigorous intellectual challenge. Students who would benefit from inclusion programmes are supported through small group work such as 'Socially speaking' to develop communication and social skills in order to help them to become fully integrated into the school community. Students with SEN are reviewed regularly, in line with the Code of Practice, through the process of writing Annual Review reports and SEN support plans, taking into consideration the views of parents, students, Heads of Year, Form Tutors and other key members of staff.

Provision for students with SEN is an integral part of the Trust which aims:

"To develop the full potential of every student, with careful regard for all kinds and levels of ability, including academic ability, technological awareness, aesthetic appreciation and physical and emotional development".

All teachers have targets and classroom strategies for all students with SEN and are expected to take students' individual needs into account when planning and delivering lessons. A range of teaching strategies should be employed. The curriculum should be differentiated to meet the needs of all students. The Learning and Inclusion/SEN Teams play a key role in liaising with subject teachers, advising on both appropriate teaching styles and strategies, as well as differentiating the curriculum through the role of the Teaching Assistants.

Students with SEN, including students with social, emotional, mental health, behavioural, physical or sensory difficulties are fully integrated into all aspects of the school life, including lessons, meal and break times, extra- curricular activities and school trips. Learning and Inclusion has a core curriculum of Literacy and Numeracy at KS3. This ensures early intervention and maximises the chance of students making the extra progress needed to be able to access the curriculum in line with their peers at KS4. The KS4 curriculum supports the whole school GCSE offer by supportive courses including Study Skills, (to maximise the chance of 'C' grades in English and Maths) and Life Skills. The Learning & Inclusion bases are well used by students for a range of needs as well as curriculum teaching including homework/Study club, 1:1 tuition, withdrawal groups (including numeracy, literacy, spelling, social skills) touch-typing tuition, 1:1 reading, Speech and Language groups and mentoring. The students have access to the Food Technology room, the Sports facilities and have ownership of the SEN garden. Students are also involved in a range of inclusion interventions that take place both in school and occasionally at local centres or Colleges of Further Education.

The criteria for the implementation of the schools' SEN policy as set out at the beginning of the policy will be used to assess the success of the schools' policy in providing an education to students with SEN. The criteria will be reviewed regularly

and the effectiveness of each criterion will be detailed in an Annual Report to the Local Governing Bodies. Each Local Governing Body will identify a Governor with responsibility for SEN.

Parents are actively involved in working with the Trust SENCO and Learning and Inclusion/SEN Teams and other members of staff to support their child's needs. Parents are informed and consulted when their child has been identified with a special need, as is required by the Code of Practice (2014). For children on the SEN list they are involved in drawing up a support plan and the setting of targets with the relevant member of staff and their child. Parents are encouraged to be pro-active in supporting the needs of their child and are encouraged to contact the SENCO/Head of ARC if they have concerns regarding the needs of their child.

All members of the Teams are regularly encouraged to take full advantage of in service training which provides opportunities for professional development and will complement and enhance the work of the whole team. The Trust SENCO and Learning & Inclusion Leadership Teams liaise and hold regular meetings with the Pastoral Teams, including Heads of Year. External agency liaison includes the School's Educational Psychologist, the Supportive Action for Families in Ealing team (SAFE) the Speech & Language Therapy service (SALT) as well as attending SENCO meetings organised by the LA.

The Learning and Inclusion/SEN Teams have regular contact with a number of outside agencies and liaise closely to seek advice in relation to students with SEN. Regular Multi-Agency meetings take place. The schools have an on-site counsellor for one day a week and a Behaviour Consultant for one day a week. Amongst other agencies the schools work with include: the LA Special Education Needs Support Service; Education Social Workers; Social Services; CAMHS and the Health Service.

The teams work closely with feeder primary schools through close liaison before the primary/secondary transfer period. There are also outreach links with Special Schools, particularly Springhallow. The transition planning from Year 9 onwards for EHC plan and statemented students ensures that careful consideration is given to suitable options and careers for the future. Year 9 EHC plan students have the opportunity to produce a person centred review which is central to their Annual Review meeting. Non-EHC plan students with SEN are also advised on future career choices in school. Post-16 Pathway advice is an ongoing process that takes place at Annual Reviews; Parents' Evenings and Individual review meetings.

In the event of any complaints about the schools' Special Needs practices the complaint will be dealt with through the usual Trust complaints procedure. In the first instance the Trust SENCO should be contacted. If the complaint cannot be resolved satisfactorily, the parent/carer should contact the Executive Headteacher, who will discuss the complaint with the Trust SENCO, her line manager and the Governor responsible for SEN.

The school is guided by the principles of safeguarding and Learning and Inclusion/SEN staff work with our students to ensure they are healthy; stay safe; enjoy and achieve; make a positive contribution in school and have a planned course of study, training or employment after they leave our schools.

Under the achievement of pupils the Twyford 2012 Ofsted report included the comment that “The progress of disabled pupils, those with special educational needs and those known to be entitled to free school meals is excellent”. The William Perkin 2015 Ofsted report included the comment that “The achievement of disabled students and those who have special educational needs is exceptionally strong”.

5 Strategic Vision for Learning and Inclusion

Maximising learning potential through inclusion and support:

“Children of God...in which you shine like stars in the Universe” Philippians 2.15

Trust schools have a very wide ranging student community. A small number of the school communities have EHC plans or statements of educational needs including Autistic Spectrum Disorders and Specific Learning Difficulties. The school’s mission statement underlines that the school is a ‘learning community.....which values the gifts of all its members’. The primary aim of the Learning and Inclusion/SEN Teams are to ensure that this is the case especially where students are vulnerable or at risk of exclusion.

In addition to ensuring that the EHC plan students have individualised programmes which match the requirements identified in their EHC plans and annual reviews. the Trust also has a clear policy of early intervention targeted at years 7 & 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disaffected. This is implemented through a range of small group provisions which aim to ensure all students will be able to access a differentiated core curriculum offer by the time they reach year 9. The GCSE curriculum model includes within it strands targeted at less able or hard to reach students.

Broadly, the types of provision led from within the Learning and inclusion/SEN Teams are as follows:

- Specialist individualised provision – EHC plan or Statemented students
- Targeted KS3 Curriculum – Literacy and Numeracy
- Targeted KS4 Curriculum – Study Skills and Life Skills
- Exam Support and administration
- Differentiated curriculum offer -through streaming and setting
- Support in mainstream – In class support
- 1:1 intensive support provided in liaison with outside agencies (CAMHS, SALT, SAFE etc.)
- Universal – Study Club/ Homework club

There is also provision for one to one counselling and for mentoring and peer mentoring organised on a shorter term time-frame. This support is overseen by the Lead Learning Mentor or the Intervention/Inclusion Manager.

The ARC

The (William Perkin) ARC is a place to be inspired and keep growing.

ARC: a part of a circle, a part of the whole

This is an additionally resourced provision, financed from high needs SEN funding. Places are jointly allocated by the Trust and the LA. Admission criteria is that students must have ASD and another SEN need. The students must however be able to benefit from inclusion in the mainstream school.

The ARC has an inclusive ethos and students are with mainstream peers in tutor time, assemblies and in many curriculum subjects. A programme to support social skills, communication and life skills is provided by the ARC staff working in conjunction with outside agencies like SALT. Enrichment subjects like Cooking, additional PE, Music and Art are also offered, carefully tailored to the students' abilities.

6th Form Principles

It is essential to note that a 6th form is academic and level 3 or 'A' level courses are offered. Students have met high entry criteria and are expected to manage the knowledge and understanding required for their courses and to be able to organise their own independent learning. Teachers of each subject are the specialists who will differentiate the work and offer additional support to individuals if needed.

Depending on need, the following will be offered to students:

- Individualized provision such as 1:1 work with a Teaching Assistant during Study periods – EHC plan students
- Targeted mentoring or counselling
- Access examination arrangements if the student meets the criteria set by the Joint Council for Qualifications.