Special Educational Needs and Disabilities Policy and Information Report

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfE 2014) and has been written with reference to the following documents:

- Equality Act 2010: Advice for schools (DfE Feb 2013)
- Children and Families Act (2014)
- SEND Code of Practice 0 – 25 (DfE 2014)
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Teachers Standards 2012

The SENCO

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Rivers Academy West London: Special Educational Needs and Disabilities Policy

As part of the Academies Aspirations Trust, Rivers Academy West London is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they desire. Aspirations Academies Trust believe that for all students to have high aspirations, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow.

Special Educational Needs and Disabilities Aims

SEND Provision at Rivers Academy West London will effectively support and drive innovation for the most vulnerable learners at student, staff and whole academy level.

Students

Through creative and personalised programmes of support, all SEND students regardless of their ability will thrive academically, personally and socially in line with the Aspirations Academies philosophy. Effective SEND provision will ensure that students with Special Educational Needs feel included and valued at all levels of the Academy:

- Personalised support will ensure that SEND students will be motivated to come to school
- Effective interventions will enable students to make good progress in line with their peers
- Consistent and effective liaison between the SEN team and subject departments will enable students to experience a rich, varied and appropriate curriculum
- Engaging extra-curricular opportunities will ensure students are prepared for life beyond education

Staff

Consistent, high-level and subject appropriate training and support for staff will ensure that quality first teaching is delivered to all SEND students. Regular liaison and evaluation with departments will ensure they are able to most effectively meet the needs of SEN learners through an inclusive curriculum approach:

- Ongoing CPD and training for new staff, including ITTs and ECTs
- Subject specific SEN training and support for departments to support the development of effective teaching strategies within subject specialisms
- Support for departments in planning and delivering an effective 5-7 year curriculum that enables all SEND learners regardless of ability to reach their full academic potential

Academy

On-going monitoring, evaluation and reflection will ensure that SEN provision is systematic, targeted and effective, enabling students to fulfill their potential.

- Effective tracking and analysis of data will ensure that interventions are targeted, resourced effectively and have a lasting impact
- Assessment and monitoring of departments will ensure progress is tracked and support is provided effectively

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE) states the following as a definition of Special Educational Needs:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child of compulsory school age or a young person have a learning difficulty or disability if he/she:

''Has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her 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."

Special educational provision means:

"For children aged two or more, special educational provision is educational or training provision that is ***additional to or different from*** *that made generally for other children or young people of the same age in mainstream schools, mainstream post-16 institutions or by relevant early years providers."*

Special Educational Needs Provision

As a mainstream school, Rivers Academy is proud of the work it does to support the learning of students with a broad range of Special Educational Needs. Rivers Academy is an inclusive setting that welcomes all students regardless of their abilities.

As laid out in the SEN Code of Practice 0–25 years, Rivers Academy defines SEN under 4 main categories:

- Cognition and learning issues
- Communication and interaction difficulties
- Physical difficulties and medical needs
- Social, emotional and mental health difficulties

Rivers Academy considers the need of the whole child when planning support and uses these categories to help determine the type of support that would be most beneficial. Our expertise in these areas are general rather than specific and we do not have the capacity or the specialist provision needed in order to support students with complex Special Educational Needs.

Categories of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE) defines two categories of SEN:

- SEN Support
- Education Health and Care Plan

Every student on the SEN Register at Rivers Academy is assigned a key worker who has responsibility for monitoring their progress and being the first point of contact in support of that student. In order to further support our students, Rivers Academy has divided the SEN Support Category into three sub-sections:

EHCP/High Profiles – Those with an EHCP have their targets reviewed annually to ensure it accurately reflects their needs. These targets are then used to inform Quality First Teaching strategies, they may receive regular small group and/or 1:1 teaching assistant intervention (some of which is in class) and/or external agency intervention (where appropriate) which are aimed to address their area(s) of need as informed by the EHCP targets. EHCP and High Profile students see their keyworkers once per fortnight or as required. During these meetings their wellbeing, concerns and progress are discussed.

Intervention/Support – Half termly check ins with a keyworker and where required feedback is obtained from teachers and extra support put in place if necessary.

Monitoring – Termly reviews of progress and well-being.

Students are monitored and may move between sub-sections based on their current need. Students may also be removed from the SEND register (following discussions and agreement with key stake holders such as staff and parents) if they are making progress in line with their peers.

Statutory Educational Health and Care Plans

For the majority of SEND pupils, quality first and adaptive teaching will meet their needs as a provision. However, in some cases, a child may need specialist assessment of their need and specialist provision in place. In these instances, a parent/carer and/or the school may apply for an EHC plan through the Local Authority. Prior to the EHCP request, the school and the parent/carer must complete a consultation.

The LA reviews the casefile and will decide whether or not a child's needs meet the threshold to warrant an EHCP. If agreed upon, the LA will work with parents, the school and other external, specialist agencies such as CAMHS to collate information for a finalised EHCP.

Annual Reviews

For those with an EHCP, an annual review must be held within 12 months of the previous review by the school with the child and parent/carer in attendance as well as other professionals working with the child and the LA to review the EHC Plan. During this review, we reflect upon the progress made by the pupil throughout the last 12 months, explore which targets have been achieved and therefore removed, continue to be relevant or need to be added. The parent and child are expected to be heavily involved in this progress as their views matter in ensuring the EHCP reflects the needs and ambitions of the child specifically. Emergency Annual Reviews can take place before the 12 months if the parent/carer or school feel that the child's needs have significantly changed and thus the plan is in need of adapting.

Identification of Pupils with Special Educational Needs and Disabilities

- Rivers Academy is committed to early identification of students with special educational needs. The Learning Development Department works closely with the curriculum, pastoral and inclusion teams to ensure that students who may have special educational needs are identified and assessed so their learning needs are more fully understood.
- A range of evidence is collected by the Learning Development team through an analysis of each subject's assessment data. This data is captured at four points across the academic year in what is known as the RAWL reporting cycle. If a student's data suggests that they are not making expected progress the Special Educational Needs Coordinator (SENCo) and Learning Development team will work with a range of teachers to decide if additional and/or different provision is necessary.
- If a parent is concerned about a child's progress this should be raised with the SENCo. At Rivers Academy there is a fortnightly meeting attended by the SENCo and members of the inclusion team. Teachers and other members of staff can refer students to this team if they have concerns about their learning, behaviour or well being.
- The Academy also works closely with its feeder primary schools to ensure that any information about student's special educational needs is known in advance of their arrival in Year 7. Where possible the SENCo will visit students with an Education Health and Care Plan in their primary school to explore the support they will need when they transfer to the Academy.
- If a student needs additional/different provision to support their learning we will consider all possible options of intervention before a referral is made for a statutory assessment. We will make referrals for statutory assessments in consultation with parents and/or carers.
- The Learning Development Team will also work closely with colleagues to consider additional needs that may impact on progress and attainment but may not necessarily have been identified as SEN. These needs may be as follows:

  - Disability
  - Attendance and Punctuality
  - Health and Welfare
  - EAL
  - Being in receipt of Pupil Premium Funding
  - Being a Looked After Child
  - Being a child of A Serviceman/woman
  - Students exhibiting behavioural difficulties

Tracking and monitoring the progress of students on the SEND Register

In considering the needs of students on the SEND Register, Rivers Academy applies the Assess, Plan, Do Review cycle laid out in the SEN Code of Practice 0-25 years. This cycle, when necessary, can be repeated as often as needed in order to ensure we have the right provisions in place.

Assess: Identify the issues and barriers to learning for the individual student.

Plan: Plan an appropriate course of action for that student based on their specific needs. These actions will be based on a best fit for the child's needs alongside the resources available to the school.

Do: Carry out the support as determined by the plan.

Review: Evaluate the impact of the support delivered and consider if any adjustments need to be made.

The Learning Development Department also closely tracks attainment data of students on the Special Educational Needs register to ensure that additional to/different from provision is impactful across the curriculum. Furthermore, regular observations can be undertaken of students to ensure that they are making progress and that the provision provided is impactful. Observations undertaken by the SENCo ensure that any in class support provided by a Learning Support Assistant is helping students to make progress in their lessons. The SENCo may also refer students to specialist teachers or educational psychologists for more in-depth testing.

Provision for students with Special Educational Needs and Disabilities

Teaching Provision:

Rivers Academy is committed to providing all students with special educational needs effective and engaging teaching. The SENCo/Learning Development Team works closely with departments and teaching staff to ensure that students' special educational needs are taken into account when planning lessons and educational pathways. All teachers at Rivers Academy are teachers of students with special educational needs or disabilities. All teachers plan to include everyone in their lessons and work is provided at the appropriate level for students to access their learning and make good progress.

All staff are made aware of the strengths and needs of the student and are advised on specific teaching strategies for Quality First teaching, through centrally available Learning Plans. These are created by the SENCo/Learning Support Assistants in conjunction with students.

Assessment for Learning methods are used to support planning for different levels of attainment. The SENCo and Learning development team work closely with staff and provide training sessions throughout the academic year. Differentiation of work for students is built into subject based schemes of work and the Learning Development Team and the Inclusion Team work with subject areas and individual teachers to provide help, advice and support for students with special educational needs and disabilities. Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of students with

special educational needs.

Curriculum Provision:

As much as possible students and young people will have full access to the National Curriculum, though at times small group teaching, one-to-one sessions or an alternative provision might be provided if this better suits the learning needs of the individual. Where students have access to the full National Curriculum this will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development. Where students need additional support, they may be placed in small groups for some of their lessons. These small groups may be supported by either the class teachers or Learning Support Assistants as appropriate. At times, personalised interventions are put in place for students who are not making progress.

There are three waves of intervention stated below:

Wave 1: Quality first teaching and additional support from teaching staff

Wave 2: Interventions provided by the Academy

Wave 3: Personalised intervention programmes

Any decision about providing an alternative curriculum will be taken after a full consideration of the individual student's learning needs, data and teacher knowledge of the student's progress to date. This can only be authorised by the Vice Principal.

Support Arrangements:

● At Rivers Academy students with special educational needs and disabilities are provided with help and support according to their level of need.
● All students on the Special Educational Needs register have a Learning Plan which provides teachers with information on the strengths and needs of the student and the best ways to teach and support them. The information sheets are written in partnership with students and learning targets may be set.

● The Learning Development Department has a range of resources which it uses to support students with special educational needs. Resources are allocated to students in relation to their specific needs.
● Where necessary students may be provided with Learning Support Assistants in some of their lessons to help them access the curriculum.
● Some students are identified as having needs that require help and support from a more specialised professional such as a speech and language therapist. The nature of this additional need is circulated to teaching staff and the SENCo will coordinate the provision of specialist support.

Students with an Education Health and Care Plan have more complex identified needs. Information regarding these needs is summarised and circulated to teaching staff and the SENCo will coordinate appropriate levels of specialised support at the Academy and/or arrange for the provision of specialist external agency support.

Pastoral Support:

● Rivers Academy also has a robust pastoral system consisting of four Faculty areas, each run by an Assistant Principal - Head of Faculty who oversees both the academic and pastoral well-being of students. The pastoral team develops close links with students and parents in order to support the overall personal development of students.
● During Academic Mentoring sessions students are also provided with the opportunity to discuss their views, set their own personal goals and reflect on their own progress.
● There is also an Assistant Principal leading on Behaviour and Attitudes of learning at the Academy that coordinates the support for students with more complex social and emotional barriers to learning. They lead rigorous inclusion meetings that target support for vulnerable students.
● The Attendance Lead supports students and parents with attendance difficulties and concerns and works closely with the local authority to resolve attendance difficulties.
● Parents who have concerns regarding more specialised services for their child should contact the SENCo for help and advice.

Working with Children and Young People

● Rivers Academy encourages all students on the SEN Register to take ownership over their personal development and academic progress.
● Students are involved in the setting of all targets for development, and working collaboratively with the Learning Development Department on the creation of their SEND passport
● Students are encouraged to share the strategies that help them to develop their learning and these strategies and their targets are tracked through learning conversations and observations of students in their lessons.
● Students on the Learning Support Register are encouraged to attend the break time Safe Space where they are able to discuss concerns and issues.

Working with Parents and Carers

● Rivers Academy encourages parents/carers to have involvement in supporting their child's development at school.
● If parents/carers would like to meet to discuss their child's needs, appointments can be made by contacting the SENCo.
● If a parent/carer should need to contact our SEND department; the first point of contact would be with the child's key worker, who will have introduced themselves at the start of the academic year .
● The SENCo is also available to discuss any questions or concerns.