

# Special Educational Needs and Disabilities (SEND) Information Report

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**School Name:** Whitelands Academy

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**Owner:** L Dennis

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**Whitelands Academy**  
**Special Educational Needs and Disabilities (SEND) Policy and Information Report**

**Definition of SEND**

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 has a learning difficulty or disability if he or 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*(SEND Code of Practice, Jan 2015)*

**Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEND Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan (which can be found at the back of the Equality Policy)
- Teachers Standards 2012

To contact the SENDCO please email: [ldennis@whitelandsacademy.org](mailto:ldennis@whitelandsacademy.org), or call 01869 716996

## Rationale

Whitelands Academy recognises that:

- All members of staff, in conjunction with the Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.
- Students are entitled to a broad and balanced curriculum (both academically & socially), including the National Curriculum as appropriate, incorporating personalised provision which provides for their individual needs.
- Students' progress is recorded, valued and their provision reviewed accordingly.
- All students can achieve and will be supported through reasonable adjustments, scaffolding and interventions to reach their full potential.

## Vision

Through our range of support and provision, we raise the aspirations, expectations, and outcomes for all pupils with SEND.

In order to achieve this vision, we:

- identify and provide for pupils who have SEND.
- operate a whole school approach to the management and provision of support for special educational needs.
- provide support and advice for all staff working with special educational needs pupils.
- Hold a strong belief that all students can achieve through providing reasonable adjustments.
- Ensure all students receive quality first teaching in every lesson.
- All lessons are accessible both academically and in the physicality of the layout of the room.

## Roles and Responsibilities

**The Principal** - carries the overall responsibility for the management of all aspects of the school's work, including provision for students with special educational needs.

On a day-to-day basis, the responsibility is managed by the Special Educational Needs Co-ordinator (SENCO), who should be contacted in the first instance. To contact the SENDCO please email: [ldennis@whitelandsacademy.org](mailto:ldennis@whitelandsacademy.org) , or call 01869 716996

**SENDCO** – Maintains a register within school of all students with special educational needs, which summarises the nature of their needs and appropriate support strategies. The SENDCO is line managed by the Principal.

In addition, the SENDCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers
- co-ordinating provision for students with special educational needs
- overseeing the records on all students with SEND
- liaising with parents and carers of children with SEND
- contributing to the continued professional development of staff
- liaising with external agencies including the educational psychology service and other support agencies, the health and social services and voluntary bodies.
- Arranging access arrangements for students who need them.

**All teachers and support staff** undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Relevant local and national conferences/courses, including cluster meetings for groups of schools, are attended by the SENDCO or special needs teachers within the Learning Support Team.

**Learning Support Assistants (LSAs)** and the **SEND specialist teacher** are line managed by the SENDCO. They support students in lessons and also run specific interventions which might focus on areas such as literacy, numeracy, organisational skills, social skills, self-esteem, personal development, or understanding and managing their SEND better.

**Senior Leaders, Team Leaders, subject teachers and pastoral staff** have a responsibility to work in liaison with the SENDCO and Learning Support Department.

All of the above are involved in evaluation and monitoring of SEND arrangements to promote an active process of continual review and improvement of provision for all pupils

## **Identifying Special Educational Needs**

The special educational needs of students are identified through:

- Liaison with primary or previous secondary schools, and records from these.
- Whole school screening in Year 7 using rising star assessments for Reading and Maths.
- Use of termly subject assessments.
- Involving the students and their parents in the planning and reviewing process.
- Form tutors and subject teachers who inform the SENDCO if in-class intervention is not improving progress sufficiently.

The performance of each student is under constant review by class teachers, mentors and where appropriate by the learning support team, in order to track progression.

Each student's development is monitored through careful departmental record keeping, so that interventions are put in place swiftly if appropriate.

Lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age related expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The child's needs are then fully investigated. This might involve liaison with staff both in this and previous schools, observations, diagnostic testing, data analysis, and conversations with parents and the student. The findings are also considered alongside national expectations of progress.

Four broad areas of SEN are outlined in the code of Practice (2015) which give an overview of the range of needs that should be planned for. Students however are not categorised in this way, and often have needs which span more than one area. We identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

We also recognise that students who experience difficulty in accessing the curriculum may also have a particular gift or talent, which is addressed through the more able provision.

If special educational provision is necessary, parents\* and staff are informed that the child has special educational needs and appropriate intervention is identified to meet the student's individual need(s). If parents themselves raise the concern initially, the same investigation process takes place. Again the parents and staff are informed of the outcome and any strategies and interventions which are proposed.

*\* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*

**Certain conditions are not in themselves reason to provide additional provision, but may affect progress to the extent that the child needs to be added to the SEN register:**

- Disability ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND provision)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **Provision**

A student is added to the SEND register if, despite quality first teaching, and in-class intervention instigated by the class teacher, they are failing to make adequate progress.

Quality first teaching is high quality teaching, differentiated for individual pupils, and is the first step in responding to pupils who have or may have SEND. At Whitelands Academy this includes our SEN6 strategy which is embedded into every lesson; the SEN6 are scaffolding methods which support all of our students to reach their full potential.

- 1) **Chunking** -Rosenshine's principles (2012) and The Cognitive Load theory (2011) demonstrates that students of all abilities will only be able to retain 5 -7 new pieces of information at a time. Therefore, at Whitelands Academy, we ensure that in all lessons there are no more than 7 new pieces of learning taught to the students. The students require time to process the new information and embed this until it is stored into their long-term memory. SEN students often require more processing time, making chunking a crucial strategy.

### **2) DNA (Do Now Activity) grids**

DNA's at Whitelands Academy are designed to improve knowledge retention and retrieval using the testing effect. They are designed using spaced learning to improve the length of time that new knowledge is retained, as demonstrated through The Forgetting Curve (1885). At the beginning of every lesson, the students complete a DNA which has questions on prior taught knowledge. All DNA's are printed and are displayed in grid form. The concept of the DNA's make them quick paced recall starters of every session.

### **3) I do, we do, you do**

I do, we do, you do is a modelling strategy which is used in every lesson. The concept encouraged the teacher to begin by modelling the task to the students, to then move on and re-model with the support of the students, until the students are confident to attempt the task themselves. This modelling helps our SEN students understand the thinking needed behind the learning and therefore provides them with more processing time and a deeper understanding of how to attempt the deliberate practice.

### **4) Vocabulary accompanied by a picture**

The Dual coding theory (1971) shows that students are more likely to understand and remember a piece of information if they also have an image as they are using more areas of their brain. Therefore, at Whitelands Academy, all new vocabulary introduced is accompanied with a picture; this is demonstrated in all lessons on power points and within the children's knowledge organisers. Visualisers are regularly used in sessions to provide a live visual aid whilst the teacher is

explaining a task.

### 5) Touchstone students

Several times per year, touch stone students are identified by the SENCO and Assistant Head Teacher. The concept of touch stone students are students who we have noticed are under performing and need further support in sessions. This will often be observed through teachers 'checking in' with these students throughout the lesson. We choose 3 students from each class; these students are sat in an accessible location in the classroom and the teacher touches base with them regularly in the lesson.

### 6) Mini-masterclass

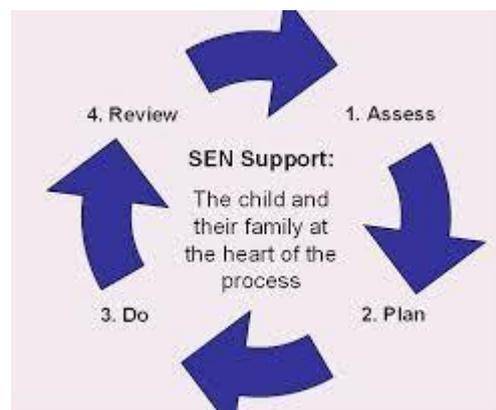
This strategy has not yet been launched, however, this will allow small groups of students in the class to receive additional modelling and support on deliberate practice if they do not fully understand the initial modelling. This strategy has been chosen to prevent a lack of challenge and pace for the remainder of students in the class.

At Whitelands Academy we recognise that some students may need extra support on top of the quality first teaching. This is then provided in an intervention outside the classroom format which usually will consist of small group teaching, focussing on numeracy and literacy skills.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or through interventions.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This involves ensuring that teachers have strategies to identify and support vulnerable pupils. Professional development for teachers includes sharing best practice and effective strategies for supporting the wide range of special educational needs which we encounter in school

At Whitelands Academy we follow the graduated approach response to SEND, which ensures that we react to the needs of the students in an appropriate manner. We regularly assess, plan, do and review interventions to ensure they are sufficient and supporting students to make positive progress.



Once a child is placed on the SEND register, and our investigations are complete, we will work closely with parents and students to establish appropriate support. Sometimes at this point it might be necessary to involve outside agencies in order to benefit from their expertise. These might include:

- The Educational Psychologist
- Paediatrician
- The school counsellor
- The school nurse
- Speech and Language Therapist
- Advisory teacher for physical impairment
- Advisory teacher for Autistic Spectrum Disorder
- Health services
- Social services
- Voluntary organisations
- Mental Health services
- Local authority SEN departments (SEN Resourcing and Assessment Panel (SENRAP) or SEND Information and Support Service (SENDIASS))

Parents are always consulted before we refer to these agencies. In some instances, it is necessary for parents to contact their family doctor in order to be referred to further agencies, such as the Occupational Therapist.

## Support

- All students on the SEN register, complete a Pupil Profile. This involves them meeting with a key member of support staff, and considering key information, difficulties and strategies, in order to produce a document which the student has ownership of, and which teachers refer to in order to fully support them in lessons.
- The provision given to all EHCP pupils is mapped on a provision map, which ensures that resources are allocated fairly and appropriately and can be monitored accurately.
- Learning Support Assistants (LSAs) may support SEND students in lessons, or deliver small group interventions.
- In recognition that some students will have significant special learning needs, a programme of withdrawal for specialist teaching in the SEN resource base will operate. This programme is designed to meet individual needs and aims to promote literacy and numeracy skills, personal confidence, motivation and self-esteem. Every effort is made to minimise disruption to the curriculum.
- Occasionally students need more specific and specialist support. This might include such intervention as sessions to develop life skills, personal hygiene, understanding relationships and social media. This would be agreed with parents and students on an individual basis.
- **Access arrangements in examinations** - The SENDCO, in consultation with Team Leaders, subject staff and pastoral staff, identifies and assesses

students who might be entitled to access arrangements in examinations; for example a reader, scribe or rest breaks. For public examinations, the SENDCO makes the necessary online applications for access arrangements, working closely with the school's Examinations Officer.

- **Transition arrangements** are made on an individual basis for students on the SEND register, according to need. This applies both towards the end on year 6, prior to entry, and also in year 11 if they are intending to move on to college. This support can take the form of visits to and from colleges, meetings with parents and students, and sharing of information between settings.

We regularly assess and review the progress of students on the SEND register in order to ensure that their interventions are effective, and to plan the way forward. We work closely with parents and students to make sure that they are fully involved in this process.

In a few cases, where the help available might not be sufficient for the student to make adequate progress, either the school via the SENDCO, or the parents, may request the Local Authority (LA) to carry out a statutory (multi-disciplinary) assessment. This is applied for through the Oxfordshire's Core Standards process. Following statutory assessment, the LA considers the need to issue an Education Health and Care Plan (EHCP). The EHCP is a legal document, describing the child's needs and specifying provision to meet those needs; it is monitored and reviewed on an annual basis within statutory time limits at a person-centred review meeting which must take account of the views of the child.

### **Special Resourced Provision**

Whitelands Academy has a Special Resourced Provision (SRP) for Social, Emotional and Mental Health (SEMH) needs and Communication and Interaction (C & I) needs. The provision has it's own admissions policy through the Local Authority.

Students from a wide local area who have an EHCP on account of SEMH or C & I needs are admitted to the appropriate SRP. The resources and finances attached to the SRP are ring-fenced by the LA for the SRP students.

The aim of the SRP is to ensure that every student has access to a curriculum that is appropriate to their need whilst still allowing them access to 80% of the day alongside their peers in the mainstream classroom. Each student has an individual programme of integration into mainstream classes.

A brief overview of the SRP provision is given below. Please follow the link for more detailed information.

## **Partnership with parents and students**

The SENCO and Learning Support Team maintains regular contact with parents and carers with the aim of developing a positive working partnership.

Opportunities will be provided to ensure written information is explained and is clear to students and parents. Arrangements for including parents' and students' views are included in the statutory assessment process and in annual reviews are in place.

We show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners in their education. We encourage them to have a voice in deciding their priorities and to take part in reviewing their progress, and in setting new goals and challenges.

The SENDCO normally attends parent consultation evenings, but would encourage parents to get in touch if they wish to arrange a meeting outside of these times, as time is limited on these evenings.

**Inclusion** - We are a fully inclusive environment, and all students are encouraged to develop a positive image of themselves as a learner in our school. We do not tolerate bullying of any kind, and we take steps to protect our more vulnerable learners.

## **Managing medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

## **Admissions arrangement for students with special educational needs**

- The school policy on admissions is as stated in Whitelands Academy Admissions Policy.
- Students will not be barred from admission to the school on grounds of race, gender, colour, first language, national or ethnic origin, level of ability, disability, background or for any other reason that cannot be shown to be justifiable.
- Admission of students with SEND, but without a statement or EHCP, is on the basis of the school's published admissions policy.
- Where a child has an EHCP, the SENDCO or Principal, can express to the

Local Authority any concerns they may have about meeting the child's special educational needs or about how the child's attendance might impact on the education of other children at the school or the efficient use of resources. The final decision as to whether to name the school falls to the Local Authority.

## **Complaints**

Any parent or guardian who wishes to draw our attention to a concern regarding the special education needs provision which we make for their child should firstly contact the SENDCO by telephoning the school for an appointment, or emailing the SENDCO (01869 716996, [ldennis@whitelandsacademy.org](mailto:ldennis@whitelandsacademy.org)). The issue will be dealt with as swiftly as possible.

Should this strategy not resolve the problem, the parents or guardian should follow the school complaints procedure which is available on the school website.

## **Monitoring and evaluating the quality of education provided for students with SEND**

- The SENCO is accountable to the Principal for the implementation, monitoring, review and evaluation of the policy.
- The school is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a variety of methods to gather data for analysis including:
  - observation of teaching
  - Analysis of the attainment and achievement of different groups of students with SEND.
  - success rates in respect of targets, both local and national
  - reviews of EHC Plans
  - the views of parents and the students at parents' evenings and consultation meetings
  - maintenance of assessment records e.g. reading and spelling ages that reflect progress over time
  - meetings between SENDCO and teachers, learning support teachers and learning support assistants
  - performance management observations.

Following the collection of data, the school reports annually upon its successes and identifies aspects for future development.

**This information report is reviewed annually by the SENCO**

**Please find information regarding the Oxford SEND Local offer here:**

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>