



Park Academy West London
an Aspirations Academy

SEND Policy

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INTRODUCTION

Park Academy West London is committed to equal opportunity for all. We believe that a special educational need should not exclude a student from having full, independent access to the National Curriculum: we focus on providing training that allows class teachers to facilitate the learning of those with special educational needs in their classroom, and interventions that provide students with the foundations they need to learn independently, taking ownership over their own success, and building the skills they need to seek Post 16 opportunities and lead independent adult lives.

Equal opportunity for all includes equal access to intervention and support. We understand Literacy and Numeracy skills are integral, thus the Inclusion Department aims to support all Key Stage 3 (KS3) students who have extreme difficulty developing these skills, irrespective of whether testing indicates a student has a specific learning difficulty.

In line with the Local Authority Guidance, all children will be admitted to Park Academy West London, irrespective of their need, provided the Academy is suitable for the age, ability, aptitude and special educational need of the child or young person; and that the attendance of the child or young person is not incompatible with the efficient education of others or the efficient use of resource.

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25 2014, and should be read in conjunction with the following guidance, information, and policies:

- The Equality Act 2010
- The Mental Health Act 1983
- Supporting Students at School with Medical Conditions 2015
- Keeping Children Safe in Education 2020
- Park Academy West London's Safeguarding Policy

This policy has been created with the principles outlined in the SEND Code of Practice 0 – 25 2014, co-produced with Senior Leadership (Ms Reynolds & Mr Glencross), SENDCo (Ms Lane), Assistant SENDCo (Mrs Grant), influenced by the views of parents, carers, and students.

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GENERAL PRINCIPLES

Park Academy West London aims to:

- ensure every effort is made to allow all students with special educational needs to experience educational success, and to feel that they are a valued member of the Park Academy West London community;
- support students in developing independence and self-esteem;
- give adequate support to parents and carers of children with special educational needs;
- provide all students with equal educational opportunities through the planning, organisation and implementation of differentiated lessons;
- give all students the opportunity of early intervention
- recognise and allow for individual differences between students, understanding that:
 - children develop intellectually, emotionally and physically at different rates;
 - children's needs change with time and circumstances.
- ensure the support we provide must be adapted to support each individual child's development, as well as any new findings that enhance our understanding of specific needs.

The staff at Park Academy West London will work together as a whole academy to achieve these aims by:

- communicating to ensure prompt identification of special educational needs;
- monitoring and reviewing students' performance and progress, through formal and informal assessment;
- working in partnership with students to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress;
- acknowledging that parents or carers of students with a special educational need may need support and liaise with necessary staff to ensure parents and carers are sufficiently supported;
- working in partnership with parent and carers by liaising with and supporting them to ensure that they play an active and valued role in the education of their children.

The SEND Department will work to achieve these aims by:

- testing to ensure prompt identification of students who may have special educational needs;
- monitoring and reviewing students' performance and progress, implementing interventions based on student progress;
- ensuring early intervention through independent testing at KS3, and for any KS4 student who joined the Academy after the testing was carried out;
- conducting quantitative early interventions for Literacy to ensure all students are working towards meeting their chronological reading age;
- ensuring GCSE students with a special educational need have required assessments to ensure they have relevant Access Arrangements;
- reviewing progress through bi-annual SEND Review Days;
- planning and implementing small group or one-to-one interventions that focus on developing the academic and social emotional skills required to independently access the curriculum and become an active part of the school community;
- working in partnership with appropriate outside agencies to ensure a multidisciplinary approach to planning and implementing appropriate and effective support;
- working in partnership with students, staff, parents, and carers to ensure details of students needs and possible interventions are communicated fully;
- working in close partnership with the Pastoral and Attendance teams to ensure students are supported by all relevant teams.

1. DEFINITIONS, AREAS OF NEED AND IDENTIFICATION

Students are identified as having a special educational need when they demonstrate difficulty making the expected amount of progress compared to most students of the same age.

Park Academy West London recognises that children with special educational needs may fall into one or more of the following four categories:

- **Communication and Interaction Difficulties:** students may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, hearing impairments or autistic spectrum disorder.
- **Cognition and Learning Difficulties:** children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties:** children may be withdrawn or isolated, disruptive, or disturbing their peers, over- active, impulsive or lacking in concentration, have immature social skills, difficulty attaching to others, or present challenging behaviour.
- **Sensory and/or Physical Difficulties:** students may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Park Academy West London recognises that a student may have more than one special educational need, and that one specific need can impact one or more of the areas above. We also recognise that students without the needs above may still require extra intervention and aim to support those performing significantly below their peers in Literacy or Numeracy by placing them on our special educational needs Register for as long as necessary.

2. ASSESSMENT

Internal and external professionals, teachers and parents or carers are often called upon to support in the assessment process of an individual who may be suspected as having one or more special educational need. Once this has been achieved, Park Academy West London will let families or carers know, and if required a meeting will be arranged to discuss the support and intervention required. This will enable the young person or their families the chance to express their thoughts and desires in relation to the provision to be provided. Subsequent meetings will follow with parents or carers, internal and possibly external professionals in relation to the progress and review of the support needed, this will occur until the time when the individual is making an adequate level of progress and achieving to a similar rate as their peers.

2.1 Screening Assessment to identify students with literacy difficulties

Consideration will be given to administering a range of assessments to students in Years 7 and 8, to have an indicator of student progress in reading throughout KS3.

2.2 Individual assessment of students with literacy difficulties

If a student's tests indicate they have a literacy difficulty, the SEND Department will continue to assess students annually to measure progress, if a student has agreed to take part in an intervention, they will be tested termly.

2.3 Assessment by Local Authority Services

Some students will present with learning difficulties which will require assessment by one of the services provided by the Local Authority. In each case, evidence of the student's difficulties is required, along with details of the provision which has already been made to support the student before a referral can be made by the SENDCO. This assessment cannot be conducted without support of the student's parent or carer, who will be consulted and asked to complete relevant information-gathering forms and give formal consent.

2.4 Assessment by educational psychologist

In some cases, students will be assessed by an educational psychologist to help identify support required to access the curriculum. In such cases, the decision to provide a student with an educational psychologist assessment will be made by the SENDCO and relevant members of SLT.

2.5 Assessment for Access Arrangements and Reasonable Adjustments

Special arrangements are made for students who are sitting examinations to ensure that they receive the

arrangements to which they have an entitlement. Students are assessed in accordance with the requirements of the examination board concerned and the necessary access arrangements are made. Some students will require access arrangements or reasonable adjustments for the GCSEs or BTEC examinations. In each case, decision to test a student will be based on the history of their special educational need, their reading age, and in some cases, a SNAP assessment.

3. PROVISION FOR STUDENTS ON THE SEND REGISTER

3.1 The role of a SENDCO and Assistant-SENDCO

- Work with the Senior Leadership Team and Principal to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have an EHCP.
- Provide guidance to colleagues and work with staff, parents, and other agencies to ensure that students with special educational needs receive appropriate support and high-quality teaching.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Ensure the school keeps the records of all students with SEND up to date.

3.2 The role of Teaching Assistants

- To create and implement interventions that support students who have special education needs to:
 - become independent learners;
 - develop socially or emotionally;
 - understand their need and overcome the difficulties they might face due to their need;
 - support students in succeeding academically;
 - build fundamental Literacy and Numeracy skills.
- To support parents or carers of students with special educational needs.
- To support the SENDCO and Assistant-SENDCO in sharing information about students who have special educational needs with teachers and relevant staff.

3.3 The role of the Subject Teacher

- All teachers should recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.
- All teachers should be aware of the students in their class with special educational needs, and how to differentiate for their individual needs.
- All teachers should provide opportunities for students with SEND to reach their full potential academically and socially.
- All Co-ordinators have a key role in ensuring that this takes place and that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.
- All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.
- Subject teachers access information about each student via our SEND Registers, SEND Student Profiles, student-centred meetings, and training by external agencies. Teachers will use this information to inform their lesson planning and their creation of resources.
- The monitoring of progress of SEND students is the responsibility of all teachers of these students.

3.4 The role of Curriculum Areas

- Teachers should recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate work.
- Each department should provide differentiated work for the full range of ability.
- Teachers should be aware of the importance of identifying students who have special educational needs and referring them to the SENDCO.
- Time should be allocated during departmental meetings so that SEND is a regular item.
- All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording, and reporting of progress of students with special educational needs.
- Where support staff are involved, they are expected to contribute to the monitoring process.

4. MONITORING STUDENT PROGRESS

Student progress is monitored by the following means:

- Through SEND Review Procedure (Section 5).
- Through the whole-school review procedure; data entries by subject teachers are used by the SENDCO to assess progress in attainment.
- At meetings of TAs with the Assistant- SENDCO and SENDCO.

5 THE REVIEW PROCEDURE

5.1 Annual Reviews of Students with EHCPs

Annual Reviews will be held in accordance with LA procedures and statutory requirements. Students with an EHCP will also be reviewed at the twice-yearly reviews, unless their Annual Review is scheduled within a few weeks of this time. Guidance Staff will be invited to attend Annual Reviews, along with other in-school staff and professionals from other agencies who are working with the student.

In the case where we feel we are no longer able to meet a student's needs at Park Academy West London, an Emergency Annual Review will be held. In this case, the school will suggest parents or carers in contact with SENDIAS and inform the Local Authority.

5.2 Reviews for students at SEND Support level.

Reviews are held twice a year with parents to discuss how their child is progressing. It is sometimes necessary to discuss a student's progress and provision with parents or carers and outside agencies more often than the standard twice-yearly procedure.

6. MAKING A COMPLAINT

The Governing body is responsible for ensuring that a complaint has been dealt with through the academy's specified complaint procedure:

- Any parent who is unhappy with the SEND provision at Park Academy West London should first discuss their concerns with the SENDCO.
- If parents remain concerned, further discussion should take place with the SENDCO and SLT Line Manager of the SENDCO.
- Following this stage, parents/carers should refer to the Academy's Complaint Procedure.