

ACCESSIBILITY POLICY

(SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY)

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| Reference this policy is aligned to LCC | **n/a** |
| Agreed with Support Staff Trade Unions | **n/a** |
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| Agreed with Teacher Trade Unions and Professional Associations | **n/a** |

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 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 (2016)
* Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
* Safeguarding Policy
* Accessibility Plan
* Teachers Standards 2012

This policy was created by the Academy’s SENDCo with the SEND Governor in liaison with the Senior Leadership Team and all staff and parents of students with SEND through a consultation process.

### Our Academy

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Welland Park Academy strives to be a fully inclusive school. Every teacher is expected to use knowledge and advice provided by the SENDCo to inform their own quality first teaching. The Local Authority determines admission and inclusion arrangements for Welland Park Academy. For students with Educational Health Care plans the LA determines admissions, having regard to parental preference unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent this incompatibility.

Welland Park Academy will not refuse admission to students with Educational Health Care Plans within the catchment area, nor discriminate against students who are out of catchment on the basis of their Special Educational Needs.

The aims of Welland Park Academy are based on the values derived from the Statement of Principles adopted by Leicestershire Education Authority and guided by the Code of Practice for Special Educational Needs 2015 from 0-25, and the Childrens’ Act 1989, the Equality Act (2010) and the National Curriculum Inclusion Statement.

### Aims

We provide a broad and balanced curriculum for all our students including those with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. We want to raise the aspirations of and expectations for all students with SEND in a safe and supportive environment where all students can reach their full potential. We aim to provide a focus on achieving the best outcomes for children and young people.

### Objectives

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2015
3. To operate a person-centred approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND inclusion policy
5. To provide support and advice for staff working with Special Educational Needs

### Identifying Special Educational Needs

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Welland Park Academy 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.

**There are four broad areas of need as defined in the SEND Code of Practice**

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| --- | --- |
| **Cognition and Learning**  **Specific needs such as :-**  \*Dyslexia  \*Dyscalculia  \*Dyspraxia  \*Moderate learning Difficulties (MLD)  \*Dysgraphia | **Communication and**  **Interaction**  **Specific needs such as :-**  \*Autistic spectrum disorder (ASD)  \*Pathological demand avoidance (PDA)  \*Speech, language and communication (SLC) |
| **Physical and sensory**  **Specific needs such as :-**  **\***Hearing impairments  \*visual impairments  \*physical impairments  \*Medical difficulties  \*Sensory Processing Disorder | **Social, Emotional and Mental health**  **Specific needs such as:-**  **\***Attention deficit, hyperactivity disorder (ADHD)  \*Behavioural, emotional and social difficulties (BESD)  \*Oppositional defiance disorder (ODD) |

**Other factors that may impact on progress and attainment but are not SEND:**

* Behaviour
* EAL
* Attendance and punctuality
* Health and welfare
* Being a looked after child
* Being in receipt of Pupil Premium grant
* Being a child of a serviceman/woman
* 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 SEN)
* Social or economic background

### A graduated approach to SEND support

Students with Special Educational Needs are identified as early as possible. Close liaison takes place with relevant staff from primary schools prior to entry in Year 7. Students with SEND are also supported into Post-16 education.

Students are only identified as SEND if they do not make adequate progress in line with their peers once they have had all the intervention/adjustments and good quality first teaching.

A clear system of record keeping and communication is established within our school. A process called ‘Assess, Plan, Do, Review’ identifies, assesses and plans for provision, in accordance with the SEND Code of Practice. This approach recognises that there is a continuum of Special Educational Needs which may change over time.

Provision for students with Special Educational Needs is a matter for the school as a whole. The Governing Body, the Principal, the SENDCo and Learning Support team and all other members of staff work together in a joint responsibility to meet the needs of all students.

All teachers are teachers of students with Special Educational Needs and Quality First Teaching is an expectation of all teaching staff:

* Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
* High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
* Additional intervention and support cannot compensate for a lack of good quality teaching.
* The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
* The subject teacher and SENDCo decide whether to make special educational provision by considering all of the information gathered from within the school about the students’ progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
* For higher levels of need, the school may draw on more specialised assessments and advice from external agencies and professionals such as the Specialist Teaching Service, Occupational Therapy, Educational Psychology Services, Speech and Language, Autism Outreach Service or ADHD Solutions.
* When subject teachers conclude that the strategies they are currently using to support the student are not resulting in the student learning as effectively as possible or they are not making expected progress, they will refer the student to the SENDCo, providing evidence of the strategies used as well as progress and attainment data.
* A series of cognitive tests may be used for further clarity and to help identify need. A standardised Score of 84 or below will ensure the SENDCo will work with the student, parents and teachers to identify specific plans to support the student.
* This process is based on the graduated approach in the SEND Code of Practice 2014 of ASSESS, PLAN, DO, REVIEW. Needs are assessed, a plan is drawn up in consultation with the student and parent to cater for the needs of the student, the plan is implemented and finally reviewed to measure effectiveness. This approach fully involves the young person and their family and they are kept informed throughout the process as well as being asked for their input on a regular basis.

Students should be involved in making decisions where possible. The ways in which students are encouraged to participate should reflect the student’s evolving maturity.

Parents and families are encouraged to be fully involved in their child’s education. They are contacted to discuss their child’s needs or if they have any concerns. There are also opportunities to speak to teachers and the SENDCo/Assistant SENDCo at Parents’ Evenings or they may wish to have a meeting in school with a teacher or with the SENDCo. The SENDCo will also invite parents and students to discuss their progress during the academic year along with parents being invited to attend termly Touch Base calls, if the student has a Keyworker appointed to support them further.

**Managing students’ needs on the SEND register**

If a student has a SEND and is not making progress in line with their peers, they will access additional support. At this time parents will be notified and the student will be placed on the SEND Register. There are two stages on the SEND Register, which are E and K. E stands for students with Education Health Care Plans and K is for students with SEND support. Some students that have SEND can be fully supported through Quality First Teaching (QFT) therefore will be recorded as an I student, for information.

Welland Park Academy values highly and responds positively to parents’ views. Parents are informed about their child’s learning and encouraged to participate fully in their child’s education at all stages.

Welland Park Academy makes every effort to achieve maximum integration and inclusion of students with Special Educational Needs and their peers whilst meeting the individual needs of students. The structure and systems in place are:

* Individual interventions to raise attainment in literacy/numeracy skills/social skills
* Small group interventions
* Classroom support to increase curriculum access and student achievement
* Differentiated provision within a classroom setting
* Counselling as part of our pastoral responsibilities- including access to our Emotional Learning Support Assistant.
* Adaptations to the school environment/sourcing of access equipment eg. Ramps, audio equipment.
* Peer mentoring
* A range of clubs
* Educational visits and enrichment opportunities
* An Equal Opportunities policy
* A Race Equality policy
* An Anti Bullying policy
* Clear guidelines on behaviour

**Statutory Assessment/Educational Health Care Plans (EHCP)**

For a small number of students, the support given by the school through SEND support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with parents, and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment for Intervention Funding through a support plan or for an EHCP or access to additional funding above the school’s notational budget. The request must adhere to the Local Authority criteria (from April 2018). The SENDCo will work closely with parents to apply for on EHCP or additional funding. Where the school deem SEND support to be efficient to meet the students’ need, no application will be made. However, parents or students themselves can apply for an EHC needs assessment via the Local Authority.

All EHCPs are reviewed annually. This annual review ensures that the parents, the student, the LA, the Academy and all the professionals involved, consider both the progress the student has made over the previous 12 months and whether any amendments need to be made to the description of the student’s needs or to the special educational provision specified in the plan. It should involve the agencies that may play a major role in the young person’s life both within and beyond school.

The annual review of the EHCP must conform with the statutory process and time scales. The SENDCo will liaise with the LA SEND Officer to ensure a timely process of the paperwork for the reviews.

### Criteria for exiting the SEND register/record

After consulting data, the parents, teachers and students and if we feel that the student no longer needs SEND support, we will remove them from the record. Parents are notified by letter and by telephone and/or a meeting. If they have any concerns they can contact the SENDCo to discuss them.

### Supporting students and families

The SEND department provides support at important times of transition including from class to class, across key stages, from primary to secondary school and from secondary school to Post 16 destinations.

The SENDCo has created a SEND Information Report for our Academy which can be accessed on the school website. Parents are invited into school on a regular basis if they have any concerns over their child’s educational needs and this may involve the support of external agencies. On our website parents are able to access information regarding admission arrangements, the Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) and the Local Offer (<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>) from Leicestershire Local Authority (<https://www.leicestershire.gov.uk/education-and-children>)

The SEND department uses data and other information from previous schools to provide relevant exam concessions for students at Key Stage 3. At the end of year 9 all students are screened for possible access arrangements, then an assessor is used to test further to confirm and formally apply for KS4 examination concessions including a history of need collated in KS3 and the students ‘normal way of working’. The SENDCo works closely with the Examinations Officer to submit evidence to the JCQ who will formally approve concessions for GCSE examinations. Concessions will only be granted if they are the students’ usual way of working. Parents and students are informed of this process and outcomes.

### Supporting students at school with medical needs

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

Some may also have Special Educational Needs and may have a SEND support plan or EHCP which brings together health and social care needs, as well as their Provision Plan.

A medical needs register is provided for all staff. All members of staff are made aware of students’ physical needs via training days at the beginning of the academic year and they are notified of any changes throughout the year. Any student with a physical disability is supported in practical lessons, including physical education, where required.

### Monitoring and evaluation of SEND

Students on the SEND register are closely monitored through data collection every term at Key Stage 3 and half termly at Key Stage 4. This is used to guide the SEND provision for individual students. At parents’ evenings there are also opportunities to speak to the SENDCo and give feedback on the SEND provision. Parents will also be invited to discuss progress with a member of the SEND team throughout the year.

### Training and Resources

Special Educational Needs resource deployment is one of ensuring needs are met and students can access to the curriculum.

Resources include:

* A wide range of books, materials and tasks to suit students of differing abilities
* An appropriately stocked Learning Support Department
* Library provision which reflects the needs of students with Special Educational Needs
* Building modifications – disabled toilets, ramps and hand rails
* Increasing access to ICT facilities for all students e.g. Overlays for computers for students with dyslexia; laptops and C-reader pens.
* Staff training in SEND

Staff training needs are identified and met through continual professional development. This may mean liaising with outside agencies that may already be involved with the student.

All teachers and support staff undertake induction on taking up a post at Welland Park Academy. This includes a meeting with the SENDCo to explain the systems and structures in place around the Academy’s SEND provision and to discuss the needs of individual students.

The Academy’s SENDCo regularly attends the Local Authority’s SENDCo network meetings and an annual SENDCo conference in order to keep up to date with local and national updates in SEND.

### Roles and Responsibilities

* Liz Thornton is the SENDCo
* Maggie McSparron is the Assistant SENDCo
* Danielle Pendell is the Designated Safeguarding Leads
* There are over 10 Deputy Designated Safeguarding Leads
* Martin Towers is responsible for managing Pupil Premium and Looked After Children funding
* Nicki Burgess is responsible for managing the Academy’s responsibility for meeting the medical needs of the students

The role and responsibilities of the SENDCo are as follows:

1. To co-ordinate the curriculum, staff development, external relations, student development and School Improvement Plan with respect to the special needs provision of the school
2. To liaise withal staff for the provision of students with SEND
3. To liaise with the Educational Psychology Service; external agencies and parents where diagnostic testing is appropriate.
4. To liaise with teachers, tutors and other staff to provide support for individual students
5. To advise departments on the production and delivery of differentiated student resources
6. To represent special needs at staff meetings, department meetings and as necessary, at other meetings including governors’ meetings and committees
7. To maintain accurate records and the Academy’s SEND Record
8. To contribute to in-service training to individuals and groups of staff including Teaching Assistants (TAs) as their needs are identified
9. To be the named person to monitor SEND students who have a SEND support plan or EHCP and liaise with and advise the Pastoral Team in relation to other students on the Inclusion Record

All staff are made aware of their responsibilities for students with SEND including students who have an EHCP. Clear communication lines between staff and the Learning Support team are established. A programme of staff development is included in the School Improvement Plan as far as is practicable.

**Staff on the SEND team:**

* SENDCo
* Assistant SENDCo
* 1 Senior Higher Level Teaching Assistant (SHLTA)
* 1 Higher Level Teaching Assistant (HLTA)
* 1 SEND Administrator
* 2 ELSA
* Teaching Assistants

### The Governing Body

The Governing Body will use its best efforts to ensure the best possible provision for Special Educational Needs at Welland Park Academy. All governors are aware of their responsibilities for Special Educational Needs. We have a nominated governor for SEND.

The governing body must:

* Ensure that the necessary provision is made for any students who have Special Educational Needs
* Ensure that where the Academy has been informed by the Local Authority that a student has Special Educational Needs, this is made known to all who are likely to teach or support them
* Ensure that teachers in the Academy are aware of the importance of identifying and providing for those students who have Special Educational Needs
* Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole
* Ensure that a student with SEND can join in the activities of the school in so far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for
* Have regard to the new SEND Code of Practice when carrying out its duties toward all students with Special Educational Needs or disabilities
* Ensure that parents are notified of a decision by the Academy that SEND provision is being made for their child

The Governing Body evaluates the success of the education the Academy provides for Special Educational Needs students using the following criteria:

* The existence of accurate, up to date record keeping
* The number of review meetings held each year for students
* The attendance by parents at review meetings
* Parental request for Welland Park Academy to be the named school at Part 4 on the student’s education, health, care plan and EHCP
* Number of students remaining on the SEND Record
* Adjustments in budget allocation to reflect changing needs of students with Special Educational Needs
* Student attainment and progress
* Links with Special Schools or alternative providers
* Regular updates
* Annual SEND policy, Accessibility Policy and SEND report review
* Senior Management involvement in SEND issues
* Ofsted inspection reports and the Local Authority review process
* Inclusion of SEND issues in development planning
* Amount of Academy’s budget spend on equipment/building modifications
* Attendance of staff on appropriate INSET courses (SEND related)
* Time allocated to planning for students with Special Educational Needs
* Feedback from staff, parents and students
* The number of complaints received from parents of students with Special Educational Needs concerning provision made at the school
* Monitoring of procedures and practice by the designated SEND governor
* Evidence from monitoring classroom practice by Academy, senior management of SENDCo

The Academy should report on the effectiveness of provision and any amendments made or proposed over the year to our SEND policy. Parents are encouraged to offer their views on Special Educational Needs provision.

### Storing and managing information

All SEND information is stored securely in line with the Academy’s policy on information management and data protection. Information is shared with relevant staff and confidentiality is upheld with the most sensitive information.

### Reviewing the policy

The Accessibility Policy will be reviewed annually to take account of educational changes for the provision of SEND students.

### Accessibility

The Equality Act (2010) as amended by the SEN and Disability Act 2001 placed a duty on all schools and Local Authorities to plan and increase over time the accessibility of schools for disabled students to implement their plans.

Our Accessibility Plan outlines the key considerations for our students with SEND.

### Dealing with complaints

Please refer to the Complaints Policy on our website.

### Bullying

Please refer the Academy Anti-Bullying Policy on our website.

### Appendices

Please refer to the Academy website for useful links. Use the direct link to Leicestershire Local Authority’s Local Offer. <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

### SEND Accessibility Plan

**Statement of Intent**

This plan outlines the proposals of the governing body of Welland Park Academy to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010. The 3 areas considered in the action plan are:

1. Increasing the extent to which students with disabilities can participate in the Academy curriculum;
2. Improving the environment in the Academy to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilitie