

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 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 (June 2014) and (January 2015)
- Schools SEN Information Report
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy has been created by the school's SENDCo with the SEND Governor in liaison with SLT, all staff and parents of pupils with SEND

Name of School	Wixams Academy
Type of Setting	Mainstream Secondary Academy
Name of SENDCo	Mrs Lucy Bonforte
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Philosophy

We believe that every child is unique. Our aim is to provide broad, balanced, personalised learning experiences that will enable them to be healthy, stay-safe, enjoy and achieve.

At Wixams Academy all children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment or training

Every teacher at Wixams Academy is a teacher of every child including those with SEND.

Development

At the outset of the review of the SEN Policy, the school spoke with families of students with SEN to participate in the review and development of the policy. A consultation period was identified that allowed enough time for all stakeholders to engage with reviewing the current policy in light of the 2014 Code of Practice. This was to ensure that the policy that is created is compliant with the code and enshrines the spirit of the Code of Practice to empower and involve families or, and young people with SEN. This is reviewed annually with parents, students and the SEN Governor.

Definition of Special Educational Needs and Disability (SEND)

This policy is written to comply with the statutory guidance June 2014 and January 2015 'Special Educational Needs and Disability Code of Practice 0 – 25 years which relates to part 3 of the Children and Families Act 2014. It relates to children and young people with special educational needs (SEND) and disabled children and young people.

Special Educational Needs (SEND) is defined as:

- A child or young person has SEND 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 of a young person has a learning difficulty or disability if he or she:
 - Has 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 settings

The Code of Practice (2014) states that 'special educational provision is educational or training provision that is additional or different from that made generally for children of young people of the same age by mainstream schools'.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the More Able and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme and quality first teaching. Parents and staff will be informed that the student's individual need(s) will be made.

Aim:

Wixams Academy is committed to raising the aspirations of and expectations for all students, including those with SEND. SEND Support provides a focus on outcomes for students in terms of development and achievement. See SEND Information report:

<https://www.wixamsacademy.co.uk/learning/send/>

Objectives:

- To identify and provide for schools who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special education needs pupils

Identifying Special Educational Needs

The SEND Code of Practice identifies four broad areas of need. Wixams Academy recognises that a student's needs may fall into one or more of the categories:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying that they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction; they may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning; this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such

as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identification of these 4 broad areas of needs is to support the school to work out what action need to take to support the individual learner, rather than to match the learners to need.

Wixams Academy recognise that many factors also impact upon progress and attainment namely:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Curriculum Support (provision) is achieved by:

1. Identifying and assessing individual student's needs
2. Providing an appropriate curriculum taking into account the national curriculum and examination syllabuses, continuity and progression, departmental development plans and a curriculum that shows intent, implementation and impact.
3. Developing an appropriate curriculum, taking into account: suitable teaching materials, effective and differentiated teaching strategies and a supportive learning environment ensuring all learning is sequential.
4. Providing learning support through; curriculum development, support teaching, bespoke training, using external agencies where

- necessary/ appropriate and monitoring individual progress and making revisions where necessary
5. Ensuring that parents understand the process and involving them in the support of their child's learning
 6. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
 7. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures
 8. Teaching Assistants and teachers collaborating effectively

A Graduated Approach to SEN

The school uses the graduated response as outlined in The Code of Practice (2014). Wixams Academy recognises that quality first teaching, differentiated for individual pupils, is paramount for all learners and the first step in response for pupils who have or may have SEND. Subject specialist teachers are responsible for providing an appropriate and challenging curriculum for all students. Teachers are responsible and accountable for the progress and development of all the students in their classes, including where pupils access support from teaching assistants or specialist staff. To help with this process, a variety of screening procedures are used which are then disseminated to teaching staff via the SEN Department. An example of a screener we use is: Dyslexia Screeners Digital – GL Assessment and Scholastic.

New Intake Students

Feeder schools are visited and contacted throughout the year prior to the transfer. Any student identified as having a 'learning difficulty' and who is on SEN Support or Educational Health Care Plan (EHC Plan) is referred to the SENDCo. Contact is then made with the feeder school. Bedford Borough notifies the school about the students who are transferring with an EHC Plan in the Autumn term. The SENDCo or SENDCo Assistant will endeavour to attend their annual review to ensure a smooth transition is made. In the summer term parents are invited to meet with SENDCo to share information and work co-operatively to create a pupil passport. Initial screeners are taken into consideration along with reading tests, spelling tests and CAT4 testing in Year 7 to ensure appropriate arrangements are in place. All of the results are made available to all staff

via the Learning Support Centre and are discussed with the parent and potential student. For new students joining Wixams Academy in other year groups, we closely liaise with feeders schools obtaining all information including student progress and data to determine the support and provision each student receives.

All staff at Wixams Academy are teachers of every child.

Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, alongside evidence of the differentiation of quality first teaching prior to any testing and/ or additional intervention being undertaken. The SENDCo may then ask for additional diagnostic assessments to be undertaken for other professionals.

Referrals by Parents

A student's parent may express concern and once information is gathered the process is the same for staff referrals. All parental referrals are acted upon in a timely way.

Provision

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of student at Wixams Academy learn and progress through these differentiated arrangements. A graduated response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

Graduated Response (See Appendix 1)

What happens if you, the parent, or the academy think that a child may have a special educational need?

First – expression of concern (Wave 1)

Assess

- Quality First Teaching
- Contact the tutor, the Key Stage 3, 4 and 5 leader or the SENDCo expressing your concern

- Teachers can contact the SENDCo expressing their concerns and will discuss these with you at parent/teacher consultations to establish your views and experience of the pupil and their needs

Plan

- It is important to also involve your child to establish their views on what their strengths and weaknesses may be and what they feel supports their learning. These views may be communicated via a 'Student Passport' on Edukey (**See Appendix 2**)
- The SENDCo will conduct further diagnostic tests if appropriate.

Do

- 1- Teacher will differentiate work; try different strategies in the classroom, including time limited, targeted time limited interventions. This will help accelerate student progress to enable them to work at work above accelerated expectations and achieve their targeted grades.

Review

- We will monitor progress against targets and ask you for your views

If the student is still not making expected progress – what next?

SEND Support (Wave 2)

Assess

- 2- This involves assessing needs and impact of intervention. Interventions are initiated by departments through robust assessment arrangements for those with low English/Math's scores, scores significantly below 100 in CATS tests, teacher's observations and information from previous school and concern from staff or parents. Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Literacy and numeracy intervention
- Study skills
- Sensory Circuits
- Handwriting support
- Group support from a teaching assistant on a regular basis
- Lego Therapy
- Protective behaviour
- Working Memory
- Social Skills

Plan

- You will be consulted and asked to contribute your views regarding what would support your child best. Your contribution is vital. The student is put on the SEND Support register and ALL staff are informed.

Do

- Each subject teacher will set subject specific targets and implement strategies. The SENDCo will work with teachers to provide interventions which are 'additional to and different from' those provided as part of the Academy's normal differentiated curriculum to meet the student's particular needs. Each teacher monitors each student's progress against his or her individual targets (Assess, Plan, Do, Review). The teacher and SENDCo monitor each student's progress against their individual targets. We will discuss your child's progress towards meeting these targets at least 3 times per year. This will be at parent/ teacher consultations, at SEND Support Review Meetings or at any time if you are concerned the SENDCo may consult with parent's for permission to ask for advice and/ or support from external agencies such as: Educational Psychologist; Speech & Language Therapist; Child and Adolescent Mental Health Services (CAMHS); Occupational Therapist. All agencies involved may be involved in drawing up a student passport

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENDCo.

Continue with observations to see how the child responds to the support.

Provision Mapping

Edukey: Provision mapping takes into account the full scope of provision, including high quality whole class teaching, group work and individual interventions, in order to identify and address potential barriers to learning that pupils with special educational needs and disabilities may experience. The provision map sets out any provision that is additional to or different from your differentiated curriculum. Step 1: review the current provision per child by completing an 'intervention health check' Step 2: plan provision for next year. Step 3: continue to review provision termly. The use of provision map supports with maintaining an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention as well as the outcomes from different interventions.

Provision of Curriculum Support

The Learning Support Centre can help subject areas in the following ways

- Curriculum development
- Planning with individual members of staff/ departments
- Preparing suitable materials
- Suggesting teaching strategies and support teaching

These are achieved by working collaboratively with a subject teacher.

The SENDCo can assist by:

- Preparing relevant and differentiated materials
- Team and individual teaching

- Helping facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved
- Withdrawing some students with SEND from the mainstream classroom and arranging 1:1 or small group sessions. Withdrawing student from the classroom is kept to an absolute minimum in accordance with the inclusive ethos at Wixams Academy

Monitoring and Evaluation of SEND

- Monitoring of individual progress is completed rigorously by subject departments, academic mentoring and screening assessments and other assessment procedure described in the school's assessment policy.

Supporting Pupils and Families

Wixams Academy is committed to supporting students with SEND and their families. We actively seek to work with parents and value the contributions they make.

- Student and parental views are recorded as part of the annual review procedures
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read, learning spellings, discussing their school day.
- Students and parents are encouraged to attend progress review days to discuss progress with subject teachers
- Effective communication is achieved through regular contact with home either through email, letters, or phone calls
- New parents are able to attend the Open Evenings in the October prior to transfer

Bedford Borough's local offer is available to all at <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>. The local offer provides information on all of the provisions within the Borough. The academy information report is included in the local offer and is available on the academy website.

Wixams Academy aims to work in partnership with outside agencies to provide integrated support based on the needs of the student. The main external support agencies used by Wixams Academy include:

- Student support services including Educational Psychology and Autism Advisory teams
- CAHMS (Child and Adolescent Mental Health Services)
- Careers Advisor
- In school counsellors
- The school nurse
- Educational welfare officer
- Speech and Language service
- Occupational Therapy
- Physiotherapy
- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)
- Behaviour Support Services
- Hearing Support Team
- Autism Education Trust
- SPRINGS Therapeutic Support
- Alternative provisions: Altr Rise and Stable and Wild

Access Arrangements

Students who require access arrangements for examinations and other assessments are assessed using the current Joint Council for Qualification (JCQ) guidance. Our access arrangements co-ordinator at Wixams Academy is Mrs Karen Kettlewell.

Supporting Pupils at school with medical conditions

Wixams 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 PE lessons. 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 student's with medical conditions may also have SEN and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Students who are unable to attend school due to their medical needs are supported by the hospital treatment team. Which supports young people who are temporarily unable to attend school full time due to illness, following medical treatment of because of admission to Bedford

Hospital. They provided limited tutoring to teach in schools, libraries or in Bedford Hospital, working closely with the school.

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body

Have responsibility for working:

- In partnership with the Principal, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the schools self-review procedures
- All Governors informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

The Principal

Has responsibility for:

- Setting objectives and priorities in the academy development plan which includes SEND.
- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

SENDCo

Has responsibility for:

- Overseeing the day-to-day operation of the school's SEN Policy
- Coordinating provision for children with special educational needs
- Advising on the Graduated Approach

- Liaising with and advising fellow teachers
- Advising on deployment of the academy's delegated budget
- Managing teaching assistants
- Overseeing the records of all students with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Working with the Principal to ensure that the Academy meets its responsibilities under the Equality Act (2010)
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

Class Teacher

'Every Teacher is a teacher of every child'

Has responsibility for ...

- Inform or seek advice from SENDCo when necessary
- Gather information and make formal assessment about the student
- Inform and discuss any concerns with parent's and review regularly
- Take action to meet the student's needs within his/ her normal classroom work through differentiation. Recording strategies/ actions used
- Plan and monitor focussed work done within the classroom with support staff where appropriate
- Contribute to the planning and termly review students with SEN in conjunction with the SENDCO, parent and student
- The handbook/ policy for each subject area should contain information regarding the teaching of student's with SEND
- Teachers should establish a safe and stimulating environment based on mutual respect and consistently demonstrate the positive attitudes, values and behaviour which are expected of learners. This includes having a secure understanding of how a range of factors can inhibit an individual's ability to learn, and how best to overcome these.
- Teachers promote good progress and outcomes by pupils and demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

Teaching Assistant

Has responsibility for ...

- To support the provision of SEN within the school
- To follow programmes set by class teacher/ SENDCo/ outside agencies
- To keep records and monitor students' progress using the procedures employed by the school
- To help and assist students with SEN, either individually or as part of a group
- Regular informal discussions with staff on a day-to-day basis
- Support with planning

Designated Teacher with specific Safeguarding responsibility

The designated safeguarding leads at Wixams Academy are:

Mr Andrew O'Rourke	Assistant Principal
Mrs Lindsey Pearson	Assistant Principal
Mrs Bonforte	SENDCo
-	Head of Year 7
Mrs Maddox	Head of Year 8
Mrs Biddles	Head of Year 9
Miss Stacey	Head of Year 10
Mrs Davies	Head of Year 11
Mr Mercel	Head of 6 th Form

Complaints Procedures

Wixams Academy has an established procedure for dealing with complaints. Its purpose is to ensure that every complaint is

- Given a courteous and fair hearing
- Investigated and the result logged
- Given a considered reply

If parent/ carers are unhappy with the SEND provisions made to support their child it is best to contact the form tutor in the first instance. If you do not wish to do this you may contact the SENDCo. You may write, telephone or send an email to the academy email address: info@wixamsacademy.co.uk.

A telephone discussion is often to most satisfactory and the quickest way of resolving a problem.

If you are not satisfied with the response to your complaint you may write to the Head teacher or the LAB Member who will review the matter and respond formally. Independent, impartial and confidential information, advice and support relating to SEN and disabilities can be accessed from SENDIASS on 01234 276867 or emailing sendiass@bedford.gov.uk

Storing and managing information

Wixams Academy fully endorse and adhere to the principles of GCPR (2018). All staff involved in the collection, processing and disclosure of personal data are aware of their duties and responsibilities within these guidelines. Further information can be accessed via the academy's data protection policy.

Reviewing the SEND Policy

This policy will be reviewed annually.

Update: SENDCo – Mrs Bonforte

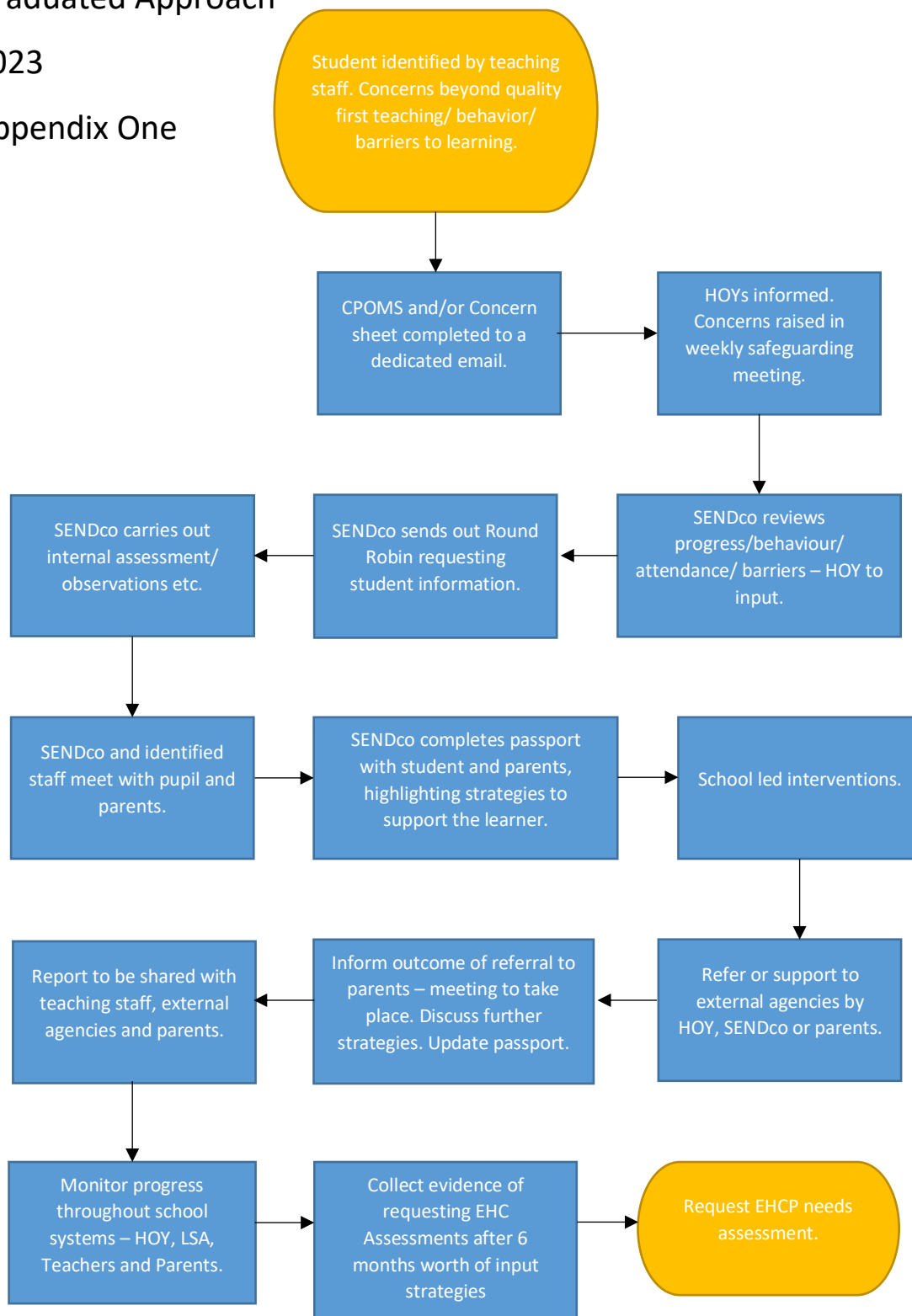
Reviewed by: LAB Member, Academy Principal, parents and students with SEND.

Edited: August 2023 by Mrs Bonforte

Graduated Approach

2023

Appendix One



In addition – ½ termly meetings to be arranged sharing concerns/ progress with HOY, SENDco, Heads of English, Maths and Science. Safeguarding meetings to discuss pastoral / behaviour concerns. Pupil progress to be monitored by PS, JH and SENDco to discuss data and students not achieving expected grades.

Appendix 2

SEN Pupils Passport on Edukey (Provision Mapping)

Pupil Passport - Demo School 14

Date: 3/3/2017
Teacher: Ms Rachel Stephens



**Bill
Açıktön**

Date of birth: 11/6/1998
Pupil ID: J820200107001
Year group: 11
Tutor Group: 11A

I would like you to know that...

I find it better if I work with someone so they can help me.

This means that...

Having someone available in the lessons that I struggle in will help me to achieve my best work

I find it difficult to...

Read blocks or long pieces writing, spelling, writing quickly, getting what I want to say on paper with it making sense.

It would help me if you could...

- Understand I can get restless sometimes.
- Break the long writing into small sentences.
- Help me with my spellings.

I will help myself by...

- Asking for help when I feel I need it
- Giving the teacher enough time to explain the task at hand
- Make teachers aware of my triggers

Additional Support

TA support in English and Science
Attendance on an Accelerread intervention

Access Arrangements

Extra time to be given on reading exams, to the agreed amount

**NB this is an example only and not a student at Wixams Academy*