

WALTON HALL ACADEMY

SEN POLICY AND SEN INFORMATION REPORT

Developed:
December 2015

Revised:
January 2016

Review date:
December 2017



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LEGISLATION:

This policy and report is written in the context of:

- The Children and Families Act: Section 69
- The Special Educational Needs and Disability Regulations 2014
- The 0-25 Special Educational Needs and Disability Code of Practice 2014

School Context - The kind of SEN that are provided for:

Walton Hall Academy is a generic secondary academy that meets the needs of students with various needs and levels of ability. The student's difficulties included, learning difficulties from mild to complex needs, ASD, EBSD, Speech and language difficulties, sensory needs and medical needs. Students come to Walton Hall from other special schools, mainstream schools and after being home tutored or out of school for extended periods.

We are located in a rural environment set in extensive grounds. Key stage 3 building has 5 classrooms including 2 additional needs groups, the assembly hall, school kitchen, science lab, ICT suite, behaviour support room, library and food technology room. The Admin staff are also housed in this building. Key stage 4 is based in the stable block area and has 4 classrooms including 1 additional needs group, a sensory suite, motor vehicle workshop and a playground area. Key stage 3 is located in the Old Hall which is a Grade 1 listed building which has retained many of its original features. This accommodates 4 classes of students including 2 additional needs groups, one of which is on the first floor accessed by 2 flights of stairs. Also accommodated in this building is the recording studio, media room, residential kitchen and dining room, music room, careers / ICT room, library and meeting room, site staff office and work shop, the art room, a number of offices housing the Head of Residential Care, Shaw Trust Horticulture manager, Shaw Trust Employment Engagement Officer. The next floor houses Gainsborough floor which accommodates male student residential accommodation. The top floor is currently unoccupied and provides storage facilities for the rest of the school. Within the extensive grounds we have a pond with inspection platform, a range of horticulture areas including raised beds and the Shaw Trust Horticulture Enterprise, a farm with a range of small animals, hens, ducks, chickens and a range of other birds, pigs and farm cat, Ginger and dog, Basil. We have 2 areas within the grounds dedicated to Forest School and an area for road traffic awareness training. We also have 2 other residential facilities, a house which provides accommodation for 7 students, currently male, to develop independent living skills and separate accommodation for up to 10 students, currently female. There is a small fitness suite which students can access as part of PE or enrichment or in the evening when in residence. There are extensive grounds which are utilised for sports and games. We have a house on site which we hope to develop into and Independent Living space for students to practice and reinforce skills prior to leaving Walton hall.

The curriculum focus is to develop their basic literacy, numeracy and social skills, the additional needs groups are more class room based and have a consistent teacher who teaches them for their core subjects and works closely with home on key skills and behaviour strategies. There are clear boundaries, routines and strategies

to develop key skills, communication, social skills, appropriate behaviour and emphasis on praise and rewards.

The rest of the academy caters for students who have moderate learning difficulties or social difficulties that has made it hard for them to progress in a mainstream setting. These students are supported through a personalised and structured curriculum to achieve to their full potential. Students are offered the same opportunities that they would have had in a mainstream school; in addition there is a great emphasis upon the development of social and communication skills. Work can be paced and differentiated with the appropriate emotional support to work through social challenges so that students are successful learners and are prepared for the next setting after school.

Key stage 3 and Key stage 4 buildings are fully accessible to students with a physical difficulty but parts of the Key stage 5 and parts of the grounds are not. A programme of physical exercise is devised with the guidance of the physiotherapist to support students with physical or mobility difficulties.

Speech Therapy is via referral.

Sensory impaired students are supported by specialist support services.

Introduction and aims of this policy

This policy underpins the practice of our academy and supports our aims to:

- Provide a caring, supportive, enjoyable, person-centred learning environment where all students can achieve.
- Ensure that all our learners make the best possible progress in whatever way they can
- Ensure that parents/carers are fully informed and involved in their child's education, as partners, and to ensure there is effective communication between parents/carers and the academy by requesting, monitoring and responding to parent/carer/students' views.
- Ensure that all Academy Councillors and Management Committee representatives are up to date and knowledgeable about the academy's SEN provision.
- Ensure full Academy Council and Management Committee involvement in the future development and monitoring of this policy
- Ensure that all our students, where possible, can express their views and are fully involved, as partners, in decisions which affect their education. This is achieved via student council representation from each class, questionnaires and general feedback.
- Involve and work in partnership with all health professionals and outside agencies to make sure there is a multi-professional approach to meeting the needs of all our vulnerable learners.
- Ensure learners make a successful transition when they leave the academy
- Reduce barriers to achievement and offer a variety of alternative and /or individualised learning programmes as appropriate to meet the needs of our students
- To ensure high levels of staff expertise to meet student need, through quality, targeted continuing professional development.

What are special educational needs?

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her." SEN Code of Practice Sept 2014

The SEN Code of Practice says that a child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of young people of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area

Special educational provision means:

- Educational or training provision that is additional to, or different from, that made generally available to others of the same age in a mainstream setting in England.
- Health or Social care provision which educates or trains a child is to be treated as a special educational provision.

For children with an EHCP, parents have a right to request a particular school and the Local Authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient use of resources.
- Before making a placement at this school the local authority will send the Academy Council a copy of the EHCP – and consider their comments before making a final placement decision.
- The Local Authority must also seek the agreement of the school where a draft EHCP sets out any provision to be delivered on their premises that have been secured by a direct payment.
- Parents of a child with an EHCP have the right to seek a place at a special school if they consider that their child's needs can be better met in a specialist provision.

Arrangements for consulting parents of children with SEN and involving them in their children's education and in assessing and reviewing their child's progress

It is vital that the academy and the parents or carers of the students work in partnership in order to best meet their needs. Walton Hall has an open door policy to parents so that they are welcomed in to discuss any concerns or successes involving their child. Parents are encouraged to be involved in the target setting for their child and in supporting them with homework. The academy keep parents fully informed of student progress with progress trackers and reports that are sent home. There is a termly newsletter providing an in-depth look at academy activities and Principal information letters that shares activities and successes that have been taking place within the academy.

We have an active 'Friends of Walton Hall' group comprising of parents who are actively involved in support the academy with fund raising and some option lessons and display and library work.

Arrangements for consulting young people with SEN and involving them in their education and in assessing and reviewing progress

Students are involved in their target setting and discuss this with Form Teachers and Subject Teachers throughout the year. Their opinions are obtained through questionnaires, opportunities provided by the School Council which has representation from each class across all Key stages and at their Annual Reviews/EHCP meetings.

The Anti Bullying Ambassador group meets weekly with our behaviour support officer to discuss ways they can address any issues around friendship, mentoring or buddying.

Arrangements for supporting students moving between phases of education and preparing for adulthood

Y9 Students have an Annual Review Transition meeting where their skills and interests are explored and discussed in order to help them plan for their next setting. This is supported through Work Related Opportunities both on and off site, workshops and Job Carousels to give them experience of the type of roles or next steps that can be taken. There are also opportunities to meet with older students and others who have left to discuss their learning journey and steps after Y11 or post 16.

In Y10 and Y11 the development of skills in an area that interests them is further developed through the Options programme in KS4 where students can select subjects or vocational areas to specialise in. The Options programme provides opportunities across the Multi Academy Trust, making use of the resources and skills across all sites.

The Shaw Trust help to support appropriate Work Experience placements and work related visits for students for whom this is appropriate.

Links are made to local colleges and to Blackfriars Further Education Academy so that students can visit local educational settings to help support them with their decision.

Y11 Reviews are held early in the last academic year to allow for transition work to take place over the year with visits, taster days, and sharing of all appropriate information so that the next setting is fully aware of how to meet the students' needs and to help to prepare students for the move.

Within Key stage 5 there are dedicated Work Related Learning lessons. KS5 learners take part in Annual Reviews and Transition Reviews where they can discuss interests and possible future pathways. These interests and skills are developed through a range of work experience placements (for those whom this is appropriate) and through the cross MAT Options day where accredited courses are followed. To further support and prepare our learners for adulthood, the curriculum consists of selected qualifications to ensure students' efforts are externally recognised by employers too.

KS5 learners begin transition at the earliest point that they feel is appropriate for them. This includes visits to local colleges, employers and a range of other providers including residential services.

The approach to teaching students with SEN

The planning and differentiation process is person-centred.

Full assessments of each student's academic ability, physical dexterity and communication skills so that the appropriate resources and strategies can be put in place and shared with all staff and parents for a consistency of approach. Students are then grouped according to ability and peer groups so that the teacher can differentiate the level and pace of work appropriately and the support from Teaching Assistants is carefully and effectively deployed.

Students will follow a curriculum tailored to their needs and in some cases a personalised curriculum.

All students no matter what their level of ability are encouraged to reach their full potential. All students are entered for external accreditations.

Personalised targets are set for individuals and shared with students so they have ownership of them. Progress is regularly tracked and discussed with students and parents. If students are not making progress then appropriate interventions are put in place.

Staff are skilled at bringing subjects to life through creative, inspiring lessons and through the use of props, film footage, sensory activities role play and visiting artists/poets to name a few; students become fully immersed in their learning.

For many groups routine, structure and clear boundaries are important as are the use of visual materials to reinforce meaning and understanding.

Specialist teaching and communication approaches are used throughout the school to match the needs of the student, some elements of TEAACH, PECs, and signing (Makaton).

How adaptations are made to the curriculum and the learning environment of students with SEN

Our Accessibility Plan describes the actions the academy has taken to increase access to the environment and curriculum.

Adaptations and interventions include:

- *Positioning* of students within the classroom to best suit their needs is always considered. Some students thrive in a very stimulating, interactive, colourful environment and others do not and careful consideration is made of this. Some students work best in their own work space and like the use of a screen to cut out distractions, others are very comfortable with group work activities.
- A Literacy and Numeracy *intervention programme* is run to support KS3, KS4 and KS5 students to boost students' basic Maths and English, and reading skills.
- Additional needs students with more complex needs are involved in *Sensory diet* activities and gross and fine motor skills work, where students have physical activity integrated into lessons.
- Work is *differentiated*, *the use of feedback* and ways to improve their work is important.
- *Numicon and Singapore maths* is used in Maths to help support students learning in a concrete way.
- *Personalised timetables* are used to support individual learners to ensure they are fully engaged and suitably challenged.
- Subject-specific *withdrawal intervention groups*.
- The use of Student Premium money to employ an *intervention support for Literacy/Numeracy support*.

The expertise and training of staff to support students with SEN, including how specialist expertise will be secured

The Academy is committed to the Continuing Professional Development of staff ranging from whole academy training in for example: individuals attending courses, staff completing an MA course in Special Educational Needs, Autism Level 2 Awareness training. As part of a MAT we have access to all of the training opportunities provided by the Teaching School Alliance of Blackfriars also has access to exciting opportunities that staff can become involved in or lead on. Medical training is co-ordinated by the school nurse so that appropriate staff in the academy are up-to-date with relevant information and procedures. The behaviour support manager employed by the academy advises and gives training on relevant areas and strategies.

Provision that the students have access to

- Physiotherapy
- Hydro pool at Blackfriars Academy (MAT)
- Behaviour support manager
- Peer mentoring
- Literacy and Numeracy Interventions
- Options both on site and across the MAT
- School Nurse
- Residential accommodation – up to 2 nights per week on either a Res1 or Res 2 basis
- Work experience

Evaluating the effectiveness of the provision made for students with SEN – How will I know how my child is doing?

1. Ongoing communication with parents:

- During Annual Reviews of the EHCP
 - All students have home school diaries which can support regular communication
 - Discussions with the class teacher or Senior Leadership Team or Key Stage Managers
 - During parents evenings / afternoons or drop in sessions
 - During meetings with support and external agencies
 - Development of the IEP/target setting / IBP's / Care Plans
 - Consultation on the feedback from student progress reviews.
2. The class teacher plans for all the students in his/her class and is responsible for the overall assessment of their progress. Students are taught as a whole group, in small groups or 1:1 by a class teacher, Higher Level Teaching Assistants (HLTA) and teaching assistants.
 3. The quality of the teaching and learning at Walton Hall is monitored in a number of ways including:
 - Senior Leadership classroom monitoring both formal and informal
 - Senior Leadership document scrutiny including student work
 - External verifiers classroom monitoring
 - Ongoing assessment of student progress
 - Work sampling and scrutiny of planning
 - Student progress reviews
 - Students and parent feedback on impact of interventions
 - Attendance and behaviour records.
 - Reviewing of the interventions and whether progress has been made against their targets
 - Provision Mapping and analysis
 - Data
 4. Regular assessments of your child will be made throughout their time in school
 5. An Annual Review of the statement or EHCP. This provides an opportunity for the parents to meet representatives from all agencies to discuss the progress of their child.

Support for improving emotional and social development and the involvement of other bodies in meeting students' SEN and supporting their families:

The school offers a wide variety of pastoral support for students. These include:

- A Personal, Social, Health and Economic (PSHE) is developed across the curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional, social knowledge and well-being.
- Some students access additional support through small group nurture opportunities.
- The academy has access to a school nurse – and a range of health and social care teams.
- Parent and student voice mechanisms are in place and fully supported by staff, including a Student Council and Anti Bullying Ambassador group
- Rewards and achievements are fully celebrated in school – through weekly celebration assemblies, class reward systems and annual events such as sports days, prize giving and celebration of achievement evening.
- The curriculum has been developed to include a wide range of enrichment activities.
- Lunchtime clubs are in place to support the development of the self-esteem and confidence of the students as well as social inter-action.
- The safeguarding of children is of utmost priority in school, all staff access safeguarding training – safeguarding procedures are well established in school and monitored to ensure good practice at all times. Weekly multi-professional safeguard and 'Child of concern' meetings ensure that all concerns are assessed and reviewed regularly.

- Many of the staff are trained first aiders with all staff having basic first aid training some have training in specific medical interventions to support individual's needs.
- Our behaviour manager runs small groups and 1:1 sessions to support and address self-esteem, friendship issues, anger management as well as working with parents and staff to devise coping strategies.
- Through the use of Drama and performance groups, drama therapy and dance psychotherapy groups we address emotional issues, relationships, choices.
- Close working relationship with parents and outside agencies CAMHS, Educational psychologist and social workers.
- Peer Mentoring is used to support students
- Strong relationship with Form Teacher, TA's, student and home is encouraged. Each group has an allocated Teaching Assistant to whom they can go for support
- EN funding has been used to support students with exceptional needs to facilitate learning

The following additional support from external agencies is used as appropriate to support students:

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| • Hearing Impairment team (HI) | • Midlands Psychology |
| • Visual impairment team (VI) | • Child and Adolescent Mental Health Services |
| • Multi-Sensory Impairment Team (MSI) | • Family Support Worker (S<) |
| • Educational Psychologist Service | • Occupational Therapist . |
| • Education Welfare Officers | • Speech Therapies |
| • Physical Disabilities and Support Service (PDSS) | • Entrust Careers Guidance |
| • Social Services | • Shaw Trust Employability Officer |
| • Onsite School Nurse | • Work related / Experience opportunities |

Physiotherapy, speech therapy and occupational therapy are provided by the local health authority at a level deemed appropriate by them. The school nurse is on site 3 days per week.

Open access is extended to social services and colleagues from the voluntary services.

It is acknowledged by everyone working at the academy that if the best possible care is to be provided for each child then all professionals and interested parties must work closely as a team to meet the individual needs and requirements of every child.

Performance Management

The academy's SEN policy is linked to the Performance Management policy. Self-evaluation and improvement planning are key components of the Performance management policy which sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal, Deputy and Assistant Principal, and for supporting their development within the context of the academy's plan for improving educational provision and performance to enhance student achievement, and the standards expected of teachers.

Appraisal in this academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. This includes teaching and supporting learners with SEN&D, It will help to ensure

that teachers are able to continue to improve their professional practice through high quality CPD and to develop further as teachers.

The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal performance improvement procedure.

Equal Opportunities

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the academy. We promote self and mutual respect, and a caring and non-judgmental attitude throughout the academy.

How is the decision made about how much support my child will receive?

This decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. Partnership working with parents is a key focus of our work so an ongoing dialogue about the meeting of needs is encouraged

Who can I contact if I have any further concerns? If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact:

Walton Hall Academy

Your child's class teacher – 01785 850420

Academy Principal – 01785 850420 Ext 305

Dealing with complaints

In the first instance: If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The Class Teacher
- Academy Principal: Pauline Carmichael
- The Designated Safeguarding Lead, Pauline Carmichael or Deputy Lead, Amanda Cameron
- The Academy Governor with responsibility for Safeguarding Liz Pohl and Carmel Martin

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the academy's own complaints procedure.

What services are available for me as a parent?

Staffordshire SEND Family Partnership Service - 01785 356921

www.sfpsstaffordshire.gov.uk

More information can be found at www.staffordshire.gov.uk/sfps

Single Point Access 03301118007 sendreferrals@staffordshire.gov.uk

Information regarding the Local Offer and Market place can be found at;

www.staffordshirecares.info/pages/.../send.../Local-offer/local-offer.aspx

Walton Hall Academy Local offer information can be found here:

<http://purchasing.uk-plc.net/websites/product.aspx?CompanyId=504298&ProductId=6920452>

Policy review

Developed: January 2016

Ratified:

Reviewed:

The Principal and staff will review this policy in January 2017 or sooner if needs or changes in legislation require us to do so.