



WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

ADDITIONAL EDUCATIONAL NEEDS AND DISABILITIES PROCEDURE

Author	Revision Number	Date of Ratification at JNC	Review date
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Procedure adopted by the LAB of:		Date:	
Signed by the Chair of the LAB:		Print:	

All students progress at different rates, but where students fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and teachers will be informed that the student has additional educational needs and disabilities. Appropriate provision to meet the student's needs will be identified and discussed with the student and parent.

Lack of adequate progress may be identified by:

- Little or no progress despite the use of targeted teaching approaches.
- Significantly slower progress than that of their peers starting from the same baseline.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or social difficulties, which have not been managed by the pastoral support usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Information received from a child's previous school if the child transfers to the Academy from another school.
- Considering information and assessments received from other professionals e.g. Health Service.
- Monitoring information of student progress in subjects or by class teachers which may raise concern.
- Referral by class teacher(s) who may have specific concerns.

The first response to concerns raised about a student's progress will be high quality teaching targeted at their areas of weakness. Where the progress continues to be less than expected the teacher will liaise with the SENCo to assess whether the child has SEND.

Provision for Students with Additional Educational Needs and Disabilities

Graduated Response

Provision is 'educational provision, which is additional to or otherwise different from, the educational provision made for other students of the same age.' This may include:

- Provision of specialist or adapted equipment or learning materials especially for Physically Impaired students or students with Hearing or Visual impairments.
- Additional regular individual or small group support (specifically for students with general learning difficulties and those with specific learning difficulties e.g. Dyslexia/Dyspraxia).
- Access to specialist support from other agencies.

This additional provision will be offered through a graduated response, providing a level and a type of support which will enable the student to achieve adequate progress. This provision will be identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Identification and Differentiated Support

Prior to identification of SEND a student will have had access to a differentiated programme which may include:

- Targeted support by the class teacher within the classroom environment
- Access to support programmes outside the classroom

Most students respond to additional help given by the class teacher, however, where a child is unable to make adequate progress against targets set within a particular time scale, then the SENCo will consider further intervention and identify the student as having additional educational needs and disabilities.

SEND Support

When a child has been identified as having an additional educational need they will be placed on the SEND list. There will be three levels of support identified:

- Universal (formerly known as School Action)
- Targeted (formerly known as School Action Plus)
- Specialist - Education Health Care Plan (formerly known as a statement)

Universal Support

Universal Support will be initiated where students have been unable to make adequate progress. Following evaluation of the previous interventions and assessment of the child, the SENCo will identify provisions from within the Academy's resources that are designed to meet the student's needs. Such interventions may include:

- Additional planning of learning programmes/lessons with class teachers
- Provision of different learning materials or specialist equipment
- Additional staff training
- Group support on a regular basis or possible one to one sessions

Targeted Support

Where students are still unable to make adequate progress, despite additional provision at Universal Support, then the SENCo will seek the advice and involvement of external support services. They will be requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short term support or training for staff
- Involvement of external agencies/services such as: Educational Psychologist and Speech and Language Therapy Services.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the Academy may apply for additional resources.

Formal Assessment for Specialist Support

If a student is unable to make adequate progress and has demonstrated significant cause for concern the Academy may decide to request a formal assessment for an Education and Health Care Plan (which will eventually replace a Statement of Special Educational Needs).

When a child has been identified as having additional educational needs or disability their primary need will be identified according to the four categories of need identified in the new SEND Regulations 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health

- Sensory and or Physical difficulties

Planning and Reviewing Provision for Individual Students

The strategies that will be employed for students identified as having SEND will be identified in a whole Academy provision map reflecting provision that is *additional to* and *different from* normal differentiated provision. Contents of the whole Academy provision map will identify reading ages of students and specific interventions they are involved within.

Monitoring and Evaluating Provision

As part of the evaluation of the Academy's effectiveness, the SENCo and other staff, will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEND. Success factors will include:

- Early identification of students with SEND
- Students views and opinions are taken into account
- The degree to which the Academy and parents work in a partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The degree to which the Academy works in close co-operation with other agencies and fosters multi-agency working
- The Education Health Care Plan/ Statements of Special Educational Need.
 - Review of the Academy Improvement Plan objectives.
 - Annual tests/assessment to measure progress and attainment.
 - Achievement in standardised assessments (e.g. GCSE) for all students and identified SEND students in particular.
 - Provision for SEND students leaving the Academy.
 - Provision of specialist or adapted equipment or learning materials.
 - Additional regular individual or small group support.
 - Access to specialist support from other agencies (additional response will be provided through a graduated response) providing a level of and type of support which will enable the student to achieve adequate progress.

This provision will be identified and managed by the SENCo but will be planned and delivered by teaching and support staff.