



ASHLAWN SCHOOL
'A High Performing Specialist Academy'

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES
POLICY**

Policy & Procedure Number:	AP026
School Link:	Martha Bruchez
	Website ✓
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**This policy is to be read in conjunction with the
Safeguarding Policy**

Ashlawn School

Learning Development Department

The Learning Development Department is the base at Ashlawn for the co-ordination of provision for students with Special Educational Needs and Disabilities.

The Special Educational Needs and Disabilities Co-ordinator works alongside the Head of the Learning Development Department to arrange and deploy provision, including the allocation of Teaching Assistants to support students in lessons.

Our aim:

To enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equality of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

Vision and Values:

Ashlawn School is a school in which the learning and teaching, achievements, attitudes and well-being of every young person matter. Regardless of age, ability or disability, all students are entitled to a varied education and should be provided with the support and opportunities to enable them to become lifelong learners.

The approach to students with special educational needs and disabilities is set within the context of the Code of Practice 2014 and the aims of Ashlawn School. It follows the guidance set out in part 3 of the Children and Families Act 2014. Students with special educational needs and disabilities are admitted via the usual LA procedures and via close liaison with the SENDCo. The SENDCo and LDD team will liaise closely with partner schools to ensure a smooth transition for students to the secondary phase.

Ashlawn School recognises that students may have a range of different needs and this policy should be read in conjunction with the school's Dyslexia Policy, ***Accessibility Plan and Audit*** and ***Policy for students with Medical Needs***. Ashlawn School ensures that students with physical disabilities are treated on equal terms with their peers and follows the principles of the Equality Act 2010 to implement all reasonable adjustments to ensure that the same opportunities are available to these students as their peers.

The ethos of the LDD and Ashlawn School supports the requirements set out in the Special Educational Needs Code of Practice 2014 that ***'every teacher is a teacher of every pupil'***. All students are entitled to an education which provides high quality teaching and learning through a differentiated and personalised curriculum. All students are educated in mainstream classes alongside their peers. Students may be withdrawn for individual and small group learning and teaching if this is considered to be the most effective way to meet their individual needs.

Procedures and Provisions:

The Code of Practice 2014 defines students with special educational needs and/or disabilities as those who need support or provision *‘which is additional to or different from what is provided for the majority of children’*.

Provision for students with SEND is co-ordinated by the SENDCo and the Head of the Learning Development Department who is supported by a Second in Department and a team of teachers, Teaching Assistants and Learning Mentors. Ashlawn is the LA designated mainstream school for students with physical disabilities in the area.

In implementing this policy the department works within the 4 areas of special educational needs, as stated in the 2014 Code of Practice:

- Communication and Interaction
- Cognition and Learning (including moderate learning difficulties)
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

The provision at Ashlawn is personalised to each individual – students do not have to have a Statement of SEND or Education, Health and Care Plan (EHCP) in order to receive additional support.

All interventions are offered and implemented according to individual need and progress is reviewed termly.

If students do not have a Statement or EHCP, but require additional intervention or support, they are placed on the SEND Register under the category *‘SEN School Support’*.

Students under ‘SEN School Support’

This category replaces the School Action and School Action Plus categories of the previous Code of Practice.

Ashlawn School follows a three wave approach in order to differentiate between levels of support and intervention for students in this category. Students at Waves 2 and 3 are included on the school’s SEND Register. This is a confidential document used by teachers to inform their planning and enable them to differentiate for students in lessons and extra-curricular activities.

The description of waves of intervention is as follows:

- **Wave 1** – support and intervention for **all** students in class via high quality teaching and learning from subject teachers using differentiation and personalised learning tasks
- **Wave 2** – in addition to the support provided for all students at Wave 1, some students receive some school based intervention, such as seeing a Learning Mentor or receiving literacy/numeracy based intervention
- **Wave 3** – a **smaller number** of students are at this level and receive additional intervention from external sources, such as the Specialist Teaching Service, Hearing Advisory Team, Educational Psychologist

Students do not have to move through the Waves in stages, it may be more appropriate for a student to move straight to Wave 3 if their need warrants this. All cases are treated individually and the most appropriate interventions agreed in liaison with parents/carers, students and any other stakeholders who may be involved.

Students with Statements of Special Educational Need or Education, Health and Care Plans

Students are at Wave 3 if they have this level of SEND. External agency support and advice can be requested at any point if we and parents believe this to be necessary.

The LDD base and the resources are used, not only by the LDD team, but also by Ashlawn staff and other external support agencies.

Ashlawn School and the LDD liaise with a wide variety of external agencies to provide additional support and intervention for students if required. Further details of the provision we offer and agencies we link with can be found in the *School SEND Report*. This should also be read in conjunction with the *Local Offer from Warwickshire Local Authority* which can be found on their website.

Identification of Needs:

The Learning Development Department follows the 4 stage plan of support within the Code of Practice 2014, '*Assess, Plan, Do, and Review*'.

All students are assessed on entry to Ashlawn School for literacy and numeracy. The completion of a Dyslexia Screener may also be discussed with parents if their child's assessment results suggest that this may be appropriate.

Results are published to teachers to inform their planning and ensure they appropriately challenge and personalise learning in lessons. All results are kept within school and are shared with teachers on the understanding that they are not to be discussed with students and are treated as confidential information.

These results highlight those students who may require additional literacy and/or numeracy intervention. Parents/carers are informed of the support to be implemented and students have their progress reviewed regularly to ensure that these interventions are meeting needs.

This data is also used to identify students to become members of our Games Challenge and extended enrichment groups.

Students showing signs of Dyslexia on the screener are added to our Dyslexia register and strategies for meeting specific needs in lessons are issued to teachers.

All parents/carers are informed of the progress made by their child and if current provision needs to continue or if further support should be considered.

Progress is demonstrated when:

- There is a reduction in the attainment gap between a SEND student and his/her peers
- The student's previous rate of progress is maintained or improved
- There is evidence of improved behaviour, confidence or self-esteem
- A higher level of independence is achieved

The progress of SEND students in relation to their peers is also analysed and reported annually through GCSE results data. The aim of the LDD and of Ashlawn School is to continue to narrow the gap in attainment between SEND students and their peers. The LDD/SEND Link Governor is present at this meeting and actions for the future are agreed in consultation with the Link Governor and Senior Leadership Team.

Complaints Procedure:

Details of the complaints procedure relating to this and other policies can be found on the school website or via the Personnel Officer.

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