

PADDINGTON ACADEMY

SEND Policy

2022-23

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Paddington Academy SEND Policy

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Aims

Paddington Academy is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. At Paddington Academy we aim to ensure that all pupils receive a broad, balanced and differentiated curriculum and are committed to providing a curriculum and teaching which:

- effectively provides for subject matter appropriate for the ages and aptitudes of pupils including those pupils with an education, health and care plan (EHC);
- all pupils, including those with Special Educational Needs and Disabilities, have the opportunity to learn and make progress.

Our SEND Policy is that all pupils, including those with learning difficulties or disability or with Special Educational Needs (including pupils with an EHCP) have access to all aspects of the curriculum and the extra-curricular programme as far as is reasonably possible. We are committed to raising achievement by removing barriers to learning and ensuring that curriculum planning and assessment for our pupils takes account of the type and extent of the difficulty experienced by the pupil.

Statutory Framework

The Academy SEND policy is written in line with the following areas of legislation and guidance:

- Special educational needs and disability code of practice: 0-25 years (published jointly by the Department for Education and the Department for Health) (January 2015)
- Supporting pupils at school with medical conditions (April 2014)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEND Information Report Regulations (2014)

Paddington Academy School Aims

The school aims to give every child, including those with Special Educational Needs and Disability, equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for children with Special Educational Needs and Disability, we will ensure that:

- pupils with SEND are identified as early as possible and that early action is taken to meet those needs
- pupils with SEND are involved in the decision-making processes regarding their own learning
- parents are informed when their child is identified as a pupil with SEND
- parents are involved in the programme of support for **their child**
- there is collaboration between all professionals involved
- clear, relative, informative records follow a pupil through school

Our Special Educational Needs Coordinator

Our SENDCo is Maria Demetriou and our Deputy SENDCo is Katie Emmerton. They have responsibility for the policy development and implementation, as well as assessment and provision for individual pupils. The SENDCO and her Deputy will work with other professionals (if necessary) who may be able to help, e.g. speech and language therapist, medical professionals.

You may contact the SENDCo through the contact information below.

Email: Maria.Demetriou@paddington-academy.org

Tel. No: 020 7479 3931

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Principals, SENDCo and Deputy SENDCo, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Principal

- The Principal has responsibility for the day-to-day management of all aspects of the school’s work, including provision for pupils with special educational needs.
- The Principal will keep the Governing Body fully informed on Special Educational Needs issues.
- The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.
- In collaboration with the Principal and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo and Deputy SENDCo

The SENDCo/Deputy SENDCo take day-to-day responsibility for the operation of the SEND policy and co-ordinate the provision for individual pupils, working closely with staff, parents/carers and external agencies. They provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority. The principal responsibilities for the SENDCo and the Deputy SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to provide SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of any interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Principal and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO/Deputy SENDCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson

- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Identification and Assessment

What is SEND?

Children have Special Education Needs and/or Disability if they have a learning difficulty and/or disability which requires for special educational provision to be made for them. Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of the children of the same age and/or
2. Have a disability or other condition which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Four Main Areas of Need

The SENDCode of Practice 0-25, 2014 outlines four main areas of need:

Area of Need	Definition	Examples
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 what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.
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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia
Social, Emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)
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. Many children and young people with will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

Early Identification

We prioritise early identification of students' needs. Meeting all learning needs is crucial to students progressing effectively in school. If needs are met effectively during the early years of secondary education students will progress to succeed at GCSE and beyond.

Identification and Assessment

A child's special educational needs may have been identified before they arrive at Paddington Academy, or may be identified once they arrive, often by class teachers or parents. Parents/carers as experts on their child are involved in every step. Identification of special educational needs is part of the continuous cycle of assessment. To help identify children who may have special educational needs, the school measures children's progress by:

- their performance as monitored by the teacher as part of ongoing observation and assessment;
- fortnightly meetings with in-school professionals to discuss student progress
- the results of baseline assessments and subsequent monitoring of progress
- progress and performance in Standardised tests in all subjects Years 7-10
- Screening or assessments of reading, spelling etc. using nationally recognised standardised tests.

Working with Parents

There are many opportunities for parents to meet teachers at Paddington Academy to build relationships and exchange information. Year 6 parents are able to meet staff at open evenings and mornings before their child starts at Paddington Academy. Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include:

- Informal meetings with teachers
- Meetings with Special Education Needs Coordinator and/or the Deputy Special Needs Coordinator
- Parent afternoons/evenings
- Open page profiles for SEND children (Pen Pictures) with complex needs
- Annual Review meetings, for children with an Education, Care and Health Plan
- Multi-agency meetings, for children that have support from external agencies e.g. Speech and
- Language, Occupational Therapy, Educational Psychologist, visual/Hearing Impairment Team.

If there is a concern about a pupil, parents are involved to discuss the concern, and together form a plan to help the child. At each stage of the SEND staged approach, parents and pupils are involved in planning how to best meet the child's needs. Parent and student voice are crucial.

Teaching and Learning

The SEND code of Practice states that 'Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.'

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Quality First Teaching

At Paddington Academy, we are passionate about providing excellent provision for all our pupils. Children learn in many different ways and all children find strengths and difficulties with learning. At Paddington Academy, we celebrate these differences and provide opportunities for all children to succeed.

Teachers use a range of resources, strategies, organisation (i.e., small group work/learning teaching assistant support) and teaching styles to meet the needs of all children in their class. We believe every class teacher is a SEND teacher. This is called Quality First Teaching. Teaching staff and school leaders are rigorous and consistent in their approaches to improving conditions of learning for each and every pupil. This is provided by a four-stage cycle: assess, plan, do and review.

Tracking Progress

The progress of all children is closely tracked and carefully monitored regularly throughout the school year. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate interventions are put in place using our waves of provision and are tracked. This is a graduated approach to supporting children's learning and progress. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. Interventions are time-limited and may include one-to-one reading recovery, language groups or small group teaching. Interventions or targets may have been set with support from external agencies.

Regular reports are provided to governors who oversee the progress of all pupils including those with Education Health and Care Plans.

Education, Health and Care Plan Process

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty or interventions, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. Advice and support will be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Pediatrician. The Local Authority then gathers information from all the professionals concerned with the pupil and from the parents. If appropriate, an Education and Health Care Plan is then drawn up. In this plan, the needs, targets and the provision to support the pupil are clearly outlined.

External support services play an important part in helping Paddington Academy identify, assess and provide appropriate provision for pupils with SEND. Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEND support teachers, working with the SENDCo, should carry out a clear analysis of the pupil’s needs. This should draw on:

- the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil’s development in comparison to their peers and national data should also be considered.

This assessment will be reviewed regularly to ensure support and interventions are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Teachers with the SENDCo plan any further support/strategies that can be put in place as well as the expected impact on progress and development.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Do: Teachers remain responsible for working with the pupils on a daily basis and will work closely with any teaching assistants involved, to plan and assess the impact of further strategies and support put in place.

The SENDCo will support teachers with any further assessment of the pupil’s needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on a date previously agreed. This review will evaluate the impact and quality of any further strategies, support put in place and include the views of the pupil.

This review will feedback into the analysis of the pupil’s needs, then the subject teacher/Teaching assistant, working with the SENDCo/Deputy SENDCo, will revise the support in light of the pupil’s progress and development.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Provision

All pupils in the school with Special Educational Needs will benefit from:

- Early Identification of their needs, beginning at and continuing as the child’s career at
- Paddington Academy unfolds
- An on-going dialogue between staff at the school and involving the pupil and their parents to
- identify needs as they develop through a pupil’s career at the school
- Access to specialist support where needed, including Educational Psychologists, Speech and Language Therapists, Counselling and other specialist provision required

- Other additional support, including from a teacher or teaching assistant, or in the form of additional time or resources, to enable the child to realise their potential and make progress

Below is the list of interventions offered by Paddington Academy within the school for students with additional needs.

Intervention
LTA in-class support
Reading recovery programme
Rapid Plus (Reading programme)
Social Skills groups
Numeracy
Lego club
Key-work
Counselling
Lunch club
Break club
Homework clubs

Caring for Our Pupils

We put the happiness and well-being of our pupils at the heart of everything we do and ensure the highest quality personalised support.

During a pupil’s academic career, they may be unfortunate enough to experience emotional difficulties (such as bereavement or parental separation). At Paddington Academy we will endeavour to support the pupil’s needs. This may include support such as counselling or allocating a key worker.

We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with pupils and provide opportunities to develop understanding, empathy and self- esteem. We involve parents in our approach to preventing or addressing bullying behaviour. More information can be found in our Anti Bullying Policy.

Some children will need additional support to manage their behaviour when they are experiencing emotional difficulties. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. Such strategies are most effective when parents/carers are involved in the planning and decision-making stages. Support systems may include:

- Increased communication between home and school
- Reporting daily to the Head of Year or a member of the Inclusion team
- Additional support from the class teacher, learning teaching assistants and Deputy SENDCO
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, conflict resolution
- School counsellor
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil’s behaviour

- Referral to outside agencies such as Educational Psychologist, Child and Adolescent Mental Health Services, Behaviour Specialists etc.

Medical Needs

Paddington Academy has a designated member of staff who is available to support students with medical needs. Referrals will be made to the school nurse if there are concerns around a child's health. The school nurse carries out routine health checks as well as consulting with parents in order to write care plans and train staff to support children with severe medical needs. Medical Pen Pictures are available for class teachers in order to ensure awareness of students' medical needs.

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All teaching staff ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND. All pupils with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. This includes:

- Providing suitable learning challenges
- Providing suitable learning environments e.g. small group teaching in Core Subjects
- Meeting the pupils' diverse learning needs
- Removing barriers to learning.

Accessibility

Paddington Academy is fully inclusive and as such strives to ensure all pupils receive a broad and balanced curriculum. As part of this pupils have access to out of school educational visits, sports competitions, residential visits, specialist enrichment teachers, breakfast clubs and after school clubs. Paddington Academy School ensures that all pupils have access to these activities regardless of SEND requirements. The school uses a range of strategic planning, such as risk assessments and manual handling assessments, to ensure that SEND pupils are fully included in all curriculum and extra curricula activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities.

To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities:

- Entrance to the building is through external doorways with wheelchair access.
- Classrooms are accessed by corridors from which there is also wheelchair access or via specialised lifts
- There are disabled toilets on each corridor.
- There are disabled parking bays leading to automatic wheelchair accessible doors.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired students.
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, blinds, quiet areas).
- Students requiring equipment due to impairment will be assessed in order to gain the support that they require.

Allocation of Resources

The kinds of SEND for which provision is made at the school is likely to change over time. In addition to the resources that all pupils use, there are specialist resources for SEND provision provided at Paddington Academy.

- Using specialist intervention programs within the waves of provision
- Support and involvement of outside agencies including the services offered by Westminster and from United Learning
- In-class support from Learning Teaching Assistants.

Further Support

SEND Training and Resources

Paddington Academy aims to meet the needs of all pupils and ensure the provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. All staff delivering interventions are appropriately trained. Sometimes, this training might involve other professionals such as speech and language therapists or attending courses. If additional training is required, the SENDCO will contact the appropriate body to deliver the training. In a similar manner, Paddington Academy SEND resources are regularly audited and reviewed to ensure that they meet the needs of the pupils in our school.

Preparing for Next Steps

We want our pupils to experience a smooth transition throughout their learning to ensure that the students continue to make the very best progress and to have confidence to look forward to future year groups with enthusiasm. The pupils and parents are actively involved in the process and their perceptions about transition are valued.

Throughout their academic career, children will make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. We recognise that transition is an important time for all children, but especially so for a child with SEN. Paddington Academy employs many strategies to ensure that the transition from Key Stage 2 to Key Stage 3 and Key Stage 4 to 5 is managed effectively and pupils are sufficiently prepared for such changes. Strategies include:

- Visits from/to new settings with familiar staff (whenever possible)
- Transition booklets to give children a clear image of the upcoming changes
- Class handover meetings
- Individual Profiles for pupils with an Education, Health and Care Plan
- Transition meetings with parents/carers, class teachers, Learning Teaching Assistants, SENDCO and all other professionals involved in the transition process.

Support and Training for Parents

The collaborative planning and target setting systems that are in place at Paddington Academy for SEND pupils, means that parents and carers are consistently involved and supported in order to help children reach their targets, and via needs that arise due to target setting or multi-agency planning meetings. We aim to support the family with a focus on meeting the child and family-centred objectives that are set within those meetings. This might mean that the training needs are met after the meeting concludes, or that the family is referred to an additional support network.

In addition, Paddington Academy hosts a number of parents' meetings throughout the year. Please check the school website for upcoming events.

You can find more information on the Bi-Borough Local Offer here:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

Complaints

If you have any questions, concerns or complaints, please discuss these with the SENDCO or Principal.

If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedure.