



Wac Arts
College

Special Educational Need and Disability Policy 16-17

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Contents

Purpose.....	3
Summary.....	3
Background.....	5
Aims.....	5
Objectives.....	6
Implementation.....	7
Monitoring and Evaluation.....	7
Further information on matters within this policy area.....	8

Purpose

Procedural arrangements for governors, principal and members of staff with responsibility for provision for students with special education needs (SEND).

Guidance for all staff in relation to their duties and responsibilities with regard to students with SEND.

Guidance for parents/carers.

Statutory requirement.

Summary

Special Educational Needs

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area.

Special educational provision means, for students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in a local school, other than special schools, in the area.

Students must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Disability

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010.

Key Principles

- A student with SEN should have their needs met.
- The views of the student should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their young person's education.
- Students with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

Duties of the Governing Body

Free School governing bodies have important statutory duties towards students with SEN. These include:

- The governing body should, with the principal, decide the school's general policy and approach to meeting students' SEN for those with and without statements.
- They must set up appropriate staffing and funding arrangements and oversee the school's work.
- Governors must conduct the school with a view to promoting high standards. These high standards relate to all students in the school including those with SEN.
- Through the performance management the governors should secure that objectives are set for the principal. These should include objectives that relate to priorities in the school development plan and should include SEN.

Posts with Responsibility for SEN

Free schools must appoint a special needs coordinator (SENCo), who must be a qualified teacher who has had specific training in special needs education to lead provision for SEN students on a day to day basis.

Free schools must appoint a 'responsible person' who makes sure that all those who are likely to teach a student with a statement of special educational needs are told about the statement. The person is generally the principal, but may be the chair of the governing body or a governor appointed by the governing body to take that responsibility. Governing bodies usually appoint a governor to have specific oversight of the school's arrangements and provision for meeting special educational needs. The SEN Governor's remit does not necessarily need to include the role of 'responsible person.'

Roles of the Governing Body

The Free School governing body must:

- do its best to ensure that the necessary provision is made for any student who has SEN;
- ensure that, where the 'responsible person' – the principal or the appropriate governor – has been informed by the LA that a student has SEN, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying and providing for those students who have SEN;
- consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area;
- ensure that a student with SEN joins in the activities of the school together with students who do not have SEN, so far as is reasonably practical and compatible with the student receiving the special educational provision, what their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources;
- report to parents/carers on the implementation of the school's policy for students with SEN;
- have regard to this Code of Practice when carrying out its duties toward all students with SEN;
- ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their student.

Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation.

In relation to SEN, the governing body should make sure that:

- it is involved fully in developing and monitoring the school's SEN policy;
- all governors, especially any SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed and the impact these have on the attainment and progress of each SEN student.

Admissions

Free schools must admit a child where the school is named on the child's statement. Free schools cannot refuse to admit a child because he/she has a SEN.

Background

This Special Educational Needs Policy sets out expectations that will help students to achieve their full potential during their time at Wac Arts College.

This policy is aligned with a range of other school policies and particularly with those for admissions, assessment and reporting, health and safety and equal opportunities

Aims

Wac Arts College Aims and Values

The College provides alternative education for 14 – 19 year olds, delivered through a creative curriculum of arts and media. We work with young people who have been excluded from school, or have left statutory education with no qualifications and have failed to move onto further education training or employment.

Our ethos, which underpins Wac Arts College, encourages achievement and excellence however long the journey takes. We recognize that young people who have experienced barriers to achievement need wrap-around care to address the obstacles they face and we work on minimizing the negative impact.

The driving belief behind Wac Arts College is that every young person has a talent and it is our job to find it. Our school cultivates the energy, curiosity and resistance of these young people through its creative curriculum so they are able to succeed in all areas of their lives.

Our ethos is founded on a number of principles, which we have embedded through our 34 years of practice in non-statutory arts and media education for those aged 5-25, specifically that excellence and engagement through the arts:

- *unlocks individual talents;*
- *fosters aspiration and achievement;*
- *empowers young people to acknowledge and celebrate their heritage;*
- *develops transferable skills for employability such as communication, problem solving, team work, entrepreneurship, leadership.*

We believe passionately that learning can – and should be – enjoyable, and that, particularly for those who have been alienated from or excluded by ‘traditional’ and ‘mainstream’ statutory education, the creative curriculum puts pleasure back into learning.

Objectives

Wac Arts College will:

- ensure that the identification and assessment of students with SEND needs takes place as early as possible;
- keep a register of students with SEND and maintain records relevant to decisions made in relation to students registered;
- provide access to a broad and balanced curriculum that is differentiated to meet individual needs;
- provide learning support to help students with SEND have access to and make progress within the school curriculum;
- provide teaching of basics skills for students with significant learning difficulties with aspects of literacy or numeracy to ensure a greater degree of learning independence;
- enhance teaching and learning strategies to ensure they are appropriate;
- facilitate the use of resources and equipment needed to differentiate the curriculum to keep students motivated;
- enable the more effective use of ICT in the classroom;
- establish and monitor the impact of individual educational plans, based upon assessment of needs that will set relevant student targets and teaching strategies and coordinate a range of provision to ensure the student attains at the highest level;
- provide continuity of advice and provision for students with SEND throughout their time at school, especially at key stage transition and preparing them for the world of work;
- ensure that students with SEND are not segregated but fully integrated into the personal, social and academic life, and have every opportunity to participate in the performing arts and media and sporting extra-curricular activities of the school;
- seek advice and help from agencies and work in partnership with them to meet the needs of the students;
- ensure that the school takes account of the wishes and feelings of parents/carers when making assessments and planning actions to meet their child’s special needs;
- encourage parents/carers to recognise that they have responsibilities towards their child, and that the most effective provision will be made when we work in partnership together with other agencies;
- encourage all staff, teaching and non-teaching, through both external and internal in-service training, to develop their understanding of SEND.

Implementation

State clearly how the objectives will be achieved. Set out clearly in actions which will be taken, when, how and by whom to address the following

How will:

- partnership be established with parents/carers?
- identification, assessment and recording be made?
- concerns be registered and by whom?
- evidence be gathered?
- the curriculum meet the needs and aspirations of all students?
- differentiation within the classroom be ensured?
- attainment and progress in learning be monitored?
- learning support be provided?
- resources be provided?
- transition between key stages be assured?
- students' personal and social life at school be integrated fully?
- extra-curricular opportunities be assured?
- work be undertaken with external agencies?
- in-service training for all staff be provided?
- the school building meet the needs of all of its students and what will be done in cases of particular need?

The SENCo will be responsible for overseeing all of the above.

Monitoring and Evaluation

Wac Arts College will carry out internal reviews of SEN provision annually or more frequently as necessary.

The SENCO will report regularly to the Principal and Trust in relation to SEN.

Parents/carers also have a vital role to play though their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

In carrying out its responsibilities towards young people with special educational needs we will;

- keep our arrangements and provision for SEN under review;
- review the effective use of our resources;
- review and evaluate our arrangements for individual education planning and reviewing, including parental and support services involvement;
- internally monitor all SEN arrangements and curricular provision against published criteria. Such monitoring will take account of our Development Plan and SEN policy.

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

- allocation and effective use of resources;
- the performance of support services as experienced by our students and staff;
- the provision for young people with special needs including annual review of statements and individual learning plans;
- individual student progress as measured against set targets;
- use of allocated funds.

Jill Hoffbrand is the nominated governor responsible for SEND. The principal works closely with the SENCo and will keep the nominated governor and full governing body updated during full governing body meetings and through the Principal's Report. Review of practices will also be undertaken during these meetings.

Further information on matters within this policy area

Legislation

Academies Act 2010: Section 1(8)

Education (Special Educational Needs) (Information) (England) Regulations 1999

Education Act (2005) Section 5

Funding Agreement

Websites

www.legislation.gov.uk/ukpga/2010/32/section/1

www.legislation.gov.uk/uksi/1999/2506/contents/made

www.ofsted.gov.uk

www.media.education.gov.uk/assets/files/pdf/equality%20act%20guidance%20february%202013.pdf

www.education.gov.uk/publications/standard/publicationDetail/Page1/

Guidance

The Special Educational Needs Code of Practice 3