



West Town Lane Academy
'Where learning is an adventure'

WEST TOWN LANE
ACADEMY

Policy for Special Educational Needs and Disability

Children's Rights:

Article 2 - The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 – All children should have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 23 – Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 25 – Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 36 – Children should be protected from any activities that could harm their development.

Policy Updated: July 2025

Policy review: July 2026

Rationale:

We believe that every child in our Academy has the right to a broad and balanced education, and that it is matched to individual needs. The academy admits pupils with already identified special educational needs and disabilities, as well as identifying and providing for pupils not previously identified as having SEND. When planning for Special Educational Needs and Disability (SEND) children, teachers must ensure:

- * a differentiated curriculum,
- * appropriate use of other adults,
- * enhancement in the level and type of resourcing,
- * appropriate use of specialist equipment,
- * a variety of teaching styles are adopted,
- * sensitivity regarding individual needs,
- * effective monitoring

Objectives:

- That all classes are consistent in their approach to SEND.
- That parents/carers are involved in their child's education.

- That communication and responsibilities between the Academy and other agencies is clear.
- That teachers and support staff are deployed efficiently in order to meet the needs of the children.

Guidelines:

- Early identification of children with SEND is crucial to their future success. When children transfer into the Academy from nursery or another school, all records must be requested within 14 days. Where this identifies a child with individual targets or an Education Health and Care Plan the SENDCo/class teacher should make contact with the previous school in order to provide continuity of effective provision.
- All children in the Academy will be assessed by different methods during the academic year. Teachers should pay close attention to those children whose needs are different from or additional to pupils of the same age, and discuss these with the SENDCo.
- Parents/carers may approach the Academy with a view to requesting more support for their child within Academy time. The above procedures are robust enough to identify children needing support, and where the views of the Academy differ with those of home, a meeting may need to be arranged with the SENDCo and class teacher to explain our procedures, by completing the form 'SEN Cause for Concern' obtained from the school office.
- Recourses and support as outline in Bristol's 'Ordinarily Available Provision' document will be accessible to those pupils with an identified need.
- Learning Plans (formally known as IEPs) must be written for all those children whose learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- Learning Plans should be completed and reviewed 3 times per year, signed by the child/parent/carer as well as the class teacher and the person providing the support. Any ongoing targets should be available to parents/carers on request.
- Advice can be sought from a variety of external sources - Educational Psychologist, Speech & Language, Occupational Therapy, Autism Team, Visual Impairment team etc. It is important that parents/carers should understand that referral to an outside agency does not necessarily result in additional support, but that recommendations or advice may be given.
- Specific evidence-based interventions are delivered in school by appropriately trained staff. It is the class teacher's responsibility to refer children that meet the criteria into the interventions.

Special Needs and Disability Co-ordinator

The SENDCo will maintain a register of all pupils in the Academy with SEND.

The SENDCo will monitor overall progress of SEND children within the Academy.

In consultation with the Headteacher the SENDCo will ensure that the purchase and allocation of SEND resources are made appropriately and reviewed regularly.

The SENDCo will liaise with external support agencies when and where applicable, in order to seek advice or co-ordinate timetabling of any Special Needs support teachers coming to work with children in the Academy.

The SENDCo will liaise with the Educational Psychologist and in consultation with Headteacher, class teacher and parents make referrals to the service for individual assessments on children.

The SENDCo will work alongside class teachers and Special Needs support teachers, parents/carers to ensure that Annual Reviews of children with EHCPs are carried out when required.

The SENDCo will liaise with local secondary schools to ensure relevant documents and information is passed on for the transfer of Year 6 pupils with SEND.

The SENDCo will liaise with the Learning Mentor in monitoring any children/families that need individual support. Regular meetings will be held between the SENDCo and the Learning Mentor to feed back on progress.

SEND Governor's Role

The SEND Governor acts as a direct point of contact between the staff and the Governing body.

Training should be made available for the SEND Governor.

The SEND Governor will work with the staff and the SENDCo to compile an annual report to the parents in relation to the success of the Academy's SEND policy.

The SEND Governor feeds back an SEND report each term to the Academy Governors after consultation with the SENDCo.

Class Teacher's Role

The performance of all pupils in the Academy is observed, assessed and monitored by the class teacher in line with the Academy's ongoing assessment.

Parents/carers are welcome to come into the Academy to raise any concerns they may have about their children, initially with the class teacher. After they have done so, they may raise a concern to SENDCo via the class teacher or by completing the form 'SEN Cause for Concern' obtained from the school office.

Teaching Assistants

TAs work in the Academy to support the teacher in delivering high quality education to the whole class.

Where TAs support individual children, they work in close liaison with the child's class teacher in planning, monitoring and reviewing the work. Where appropriate the SENDCo, class teacher and TA will liaise with external agencies (e.g. educational psychologist) to plan, monitor and review the work.

It is important that good channels of communication are kept open between all the staff and that there is a fair degree of flexibility possible in day to day practice. This will ensure that the needs of the children will be met in the most helpful and appropriate way.

Teaching Assistants are given the opportunity to attend relevant training courses as well as continuing professional development delivered alternate weeks within the Academy.

Conclusion:

Our Academy has robust procedures in place for the early identification and provision for children with additional needs. Our Academy will endeavour to meet the needs of all children, and ensure they are suitably challenged in order to make good progress.

This Policy should be read in conjunction with those on Inclusion, Equal Opportunities and the SEND information report.

West Town Lane Academy is committed to providing accessible information. To request this policy in another language, or to obtain support and guidance regarding its contents please contact the main school office.