

# Special Educational Needs Department

## **Special Educational Needs Co-ordinator**

Mr C Lakin (Assistant Headteacher).

## **Assistant Special Educational Needs Co-ordinator:**

Mrs Carolyn Lear.

Wolstanton High School has a well-established Special Educational Needs Department, with eight experienced staff, specially trained to meet the varied and changing needs of all pupils.

Wolstanton High School aims to provide the most appropriate provision for any pupil who has special education needs or disabilities and ensure that, where there is evidence that the student has significant needs, those needs will be made known to all who are likely to teach him or her.

The School seeks:

- To help each pupil develop his/her potential to the full,
- To ensure that each pupil leaves school with the core skills of literacy, numeracy and social independence, which he/she will need in adult life,
- To help each pupil learn to appreciate and value his/her own strengths,
- To enable pupils to have the skills to take their place in society.

Our whole philosophy is built around flexibility of support and going the extra mile to create the best environment and facilities for pupils to be happy and successful. If it is possible we will try it and if it seems impossible we will look for a way to try to make it happen.

A wide range of provisions are available for any pupil who has Special Educational Needs and/or Disabilities (SEND). Where there is evidence that the student has learning or emotional difficulties we will support these students under the SEN Support Category as described by the SEND Code of Practice 2014 and Keeping Children Safe in Education 2016.

Pupils with an Education, Health and Care Plan (EHCP) will be supported to meet those specific objectives. Pupils with medical conditions have an Individual Health and Care Plan (IHCP) and will be supported primarily by their Head of Year and form tutor to meet those specific objectives. A team approach to personalisation and the shared belief that all pupils should leave school with the same life chances, no matter what their different starting points in life are of paramount importance.

Teaching staff are expected to differentiate their lessons to match the needs of pupils in the group on the SEN register. Seating plans should all have a clear rationale behind them supporting SEND pupils and all teachers are expected to regularly access Individual

Education Plans for SEND pupils. These are all available on the VLE. Best practice is to share lesson plans and powerpoint presentations with Teaching Assistants prior to lessons. Responsibility for deploying Teaching Assistants in the classroom rest with class teachers.

Teaching Assistants are timetabled in order to support SEND pupils who have EHCPs or statements of Educational Needs. It is important that Teaching Assistants are allowed to support these pupils in the first instance and at their own discretion assist with other learners who may be on the SENK register. Teaching Assistants have a subject area of expertise and are also assigned as the key worker with individual pupils to support with the preparation of Assess, Plan, Do, Review cycles for EHCP review meetings.

Wolstanton High School is an inclusive school and all pupils on role will have access to all on-site provisions if required. The SEND Policy adheres to the Equalities Act 2010 and the SEND Code of Practice legislation introduced as part of The Children's and Families Act 2014 we welcome all pupils regardless of their special educational needs or disabilities.

The Local Offer documents all Special Educational providers and provisions available in the area and beyond as a means of informing parents and young people of the choices available to meet their individual needs.

### **What are the aims of the support provided?**

Each of the provisions and interventions used in the School are targeted at the outcomes desired for the individual student concerned. Some of the outcomes most commonly aimed for and achieved are:

- Academic progress
- Improved engagement and conduct in lessons
- Improved attendance
- Social skills development
- Feeling happier
- Greater independence and confidence
- Being prepared for transitions, whether into further stages of education or into work.