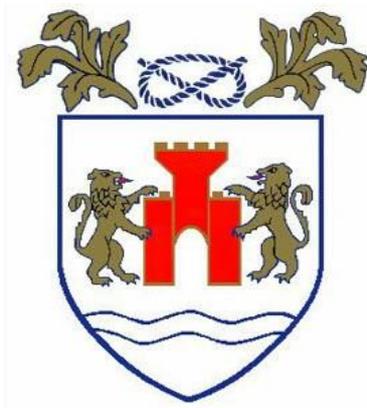


# **Wolstanton High School**

## **A Shaw Education Trust Academy**



## **Special Educational Needs Policy**

**Adopted by the Academy Council Autumn Term 2016 and reviewed annually.**

**Reviewed: September 2019**

**Next review date: September 2020**

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 years (2014)
- Special Educational Needs and Disability Regulations 2014
- Section 69 of the Children and Families Act 2014 (related to admission arrangements for pupils with disabilities).
- Equality Act 2010: advice for schools DFE Feb 2013

The policy was created by the school Special Educational Needs Coordinator (SENCo) the Assistant SENCo and in consultation with Governors, parents and carers.

The Special Educational Needs Coordinator is Mr Clint Lakin, Assistant Headteacher

The Assistant Special Educational Needs Coordinator is Mrs Carolyn Lear.

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Senior Leadership link person is Mr Clint Lakin.

[lk@wolstanton.shaw-education.org.uk](mailto:lk@wolstanton.shaw-education.org.uk)

The Special Educational Needs governor is Mrs Diane Ahearne.

## **The Definition of Special Educational Needs**

Taken from the SEN Code of Practice 0-25 years:

“A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

For children age two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age in mainstream schools, maintained nursery schools and mainstream post-16 institutions or by relevant early years providers.”

## **Rationale**

Wolstanton High School is an inclusive school. We believe that all pupils, including those identified as having a special educational need, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and they should be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We strive to develop an environment where all pupils can learn, participate and achieve the best possible outcomes and feel safe.

This does not mean that we treat all pupils in the same way, but that we will respond to pupils in ways which take into account their varied life experiences and needs.

## **Aim**

At Wolstanton High School we aim for pupils with special educational needs (SEN) to be fully included in all academic and social aspects of school life. We aim for SEN pupils to engage and achieve to their full potential from Year 7 through to Year 11.

## **Objectives for meeting the aims**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To involve pupils and young people in planning and any decision making that affects them.
- To involve Parents/Carers at every stage in the planning and provision to meet their child's Special Educational Needs.
- To ensure that pupils with SEN are perceived positively by the whole school community and that SEN and inclusive provision is positively valued and accessed by staff and Parents/Carers.
- To ensure an inclusive ethos where all SEN pupils have access to all areas of the curriculum, and all teachers are responsible for meeting their needs through Quality First Teaching.
- To ensure that when pupils need additional support or adjustments to their curriculum this will be identified through the Graduated Approach of Assess, Plan, Do, Review.
- To provide a Special Educational Needs Coordinator (SENCo) and a Special Educational Needs team who will implement the SEN Policy.
- To provide specific input, matched to individual needs for those pupils identified and placed on the SEN register. Specific provision could be via differentiated class teaching and learning whilst other identified provision would be individual to the learner.

- To provide support and advice for all staff working with SEN pupils through on-going support, induction programmes for new staff and Newly Qualified Teachers (NQTs) and on-going training for all staff.
- To work collaboratively with other agencies to ensure that the child or young person receives the necessary support whilst in school.

### **Identifying Special Educational Needs**

There are four broad areas of Special Educational Need (as defined in the SEN Code of Practice 0-25 years):

1. **Communication and interaction:** pupils with speech, language and communication needs 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. Children and young people with Autism or Asperger's are likely to have particular difficulties with social interaction.
2. **Cognition and learning:** children and young people will learn at a slower pace than their peers, even with appropriate differentiation. Specific Learning difficulties such as dyslexia, dyscalculia and dyspraxia come within this area of need.
3. **Social, emotional and mental health difficulties:** children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include become withdrawn or isolated, as well as displaying challenging, disruptive behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), deficit of attention, motor skills and perception (DAMP) or attachment disorder.
4. **Sensory and/or physical needs:** this can include visual impairment, hearing impairment and physical disability.

At Wolstanton High School we use the following process to identify pupils with SEN and use the information to place the pupil within the provision which best meets the need as defined above.

### **Process**

If the young person has a Statement of Educational Needs or has been identified as having additional needs, the Special Educational Needs Coordinator (SENCo) liaises with the SENCo from the feeder primary schools during Y5 and Y6.

The SENCo and Assistant SENCo visit all feeder primary schools in Term 6 of Year 6 and gathers information, from class teachers and the SENCo, about any pupil who has been identified and is receiving extra support which is 'additional to and different from' the teaching within their class. This information is shared with the Head of Year 7 and cross referenced with our Local Support Teams.

Information regarding pupils who have been placed on the SEN Register in primary school is passed on through the school SIMS information process via the Local Authority.

On entry into Wolstanton High School pupils are assessed using standardised tests for reading/spelling. Teacher Assessment and SATS levels are passed on from primary schools. The data is analysed and pupils who meet the criteria set for intervention, which is additional to or different from the majority of pupils of the same age, are placed on the SEN Register and receive intervention to meet their individual need.

Pupils in Y7-Y11, or any pupil who is new to the school, can be referred to the SEN Faculty by subject teachers. The SEN referral process enables SEN teachers to access a range of data on a young person. If the data raises concerns about progress or specific difficulties further assessment takes place and additional support is put in place for the young person.

Differentiated work is the first step in responding to pupils who have special educational needs. We recognise that some SEN pupils will need provision that is additional to and different from that of their peers. These pupils receive a personalised package of support and are placed on the SEN Register.

Through a graduated approach and the process of Access, Plan, Do and Review teachers should carry out a clear analysis of pupils' needs. If assessment data shows that, despite high quality teaching which has been targeted at a pupil's area of weakness, progress is significantly slower than that of their peers starting from the same baseline, the pupil can be referred to the SEN team via the SEN referral process. If assessment data indicates a pupil is not achieving positive outcomes further assessment can take place and the pupil can be placed in an intervention to meet his/her needs. This process takes place in consultation with the pupil and parents.

The SENCo liaises with previous schools or Local Authorities of pupils with SEN who are admitted to the school after Y7.

Pupils on the SEN Register are monitored by the SENCo in line with the whole school assessment procedure. Teachers in the SEN Faculty complete additional monitoring for key pupils on the SEN Register.

Persistent disruptive behaviour does not necessarily mean that a pupil has SEN. Where there are concerns, an assessment can take place to determine whether there are any underlying difficulties with communication or mental health issues. The SENCo can do this through referral to the necessary external agency.

### **Managing the needs of pupils on the SEN Register**

Parents/Carers of pupils identified with SEN will be contacted if the pupil is placed on the SEN Register and has been placed in an intervention which is additional to or different from classroom teaching. Parents/Carers will also be informed of the person delivering the intervention and timings of the intervention. The SENCo and SEN Team use specific criteria to place pupils within interventions taught by SEN Teachers or SEN Faculty staff.

Once a pupil has been placed on the SEN Register through assessment or through the process of statutory assessment their needs will be monitored where relevant through the statutory reviewing process and whole school assessment procedures. Monitoring and assessment takes

place by SEN staff on entry and exit into interventions and by the SENCo and Assistant SENCo in line with the monitoring procedures undertaken by Heads of Faculty.

Regular meetings and communication takes place between SEN staff and parent/carers of pupils with SEN. Formal meetings for pupils with Statements or Education, Health and Care Plans take place once a year. Pupils with diagnoses of Autism or Asperger's may also have bi-annual formal meeting. Parents/Carers of pupils with SEN are encouraged to contact the school as and when necessary throughout the year. Parents can also meet with subject teachers and SEN teachers as part of the parent evening cycle.

Through the assessment and monitoring cycle any pupil who is on the SEN Register, and who is significantly unable to access the curriculum despite a personalised package of support which has taken place over at least two terms, can be referred to the relevant external agency by the SENCO. Parents/Carers and the pupil will be fully involved in this process.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress the SENCo with the support of the parent/carer can consider requesting an Education, Health and Care Plan assessment.

The SENCo follows the Local Authority recommended procedures of using the Staffordshire Graduated Response Plan to apply for additional funding to support a pupil who is failing to make progress following intensive intervention.

Pupils who make significant progress can be removed from the SEN Register.

### **Supporting pupils and families**

Parents/Carers and pupils have access to the SEN Information Report via the school website and can use the question and answer format for information.

The SEN team can be contacted at any time using school email and SEN base telephone contact numbers (can be found via the SEN Information Report).

The SENCo has information on agencies such as Supportive Parents and the Autistic Spectrum Disorder Outreach Team (AOT).

SEN staff will liaise with General Practitioners, Pediatricians and Child and Adolescent Mental Health teams on request of parents/carers.

Parents/Carers can contact the SEN team prior to their child's admission to arrange visits and consultations.

Pupils can be assessed for Exam Access Arrangements (reader, scribe, prompt, extra time, word processor, etc.) during the latter stages of Y9. The final decision re Access arrangements is made externally by the Exam Boards.

The SEN faculty identifies pupils for exam support in Y7-9 in consultation with Faculties and subject teachers.

There is a transition programme for Y6 pupils with SEN which is in addition to the induction programme for Y6 pupils. From Y9 the transition into Key Stage 4 for SEN pupils with Statements, EHCP or for pupils with Autism / Asperger's who are not Statemented or in receipt of EHCP is monitored and preparing for adult life is an explicit element of any review meeting.

The SEN team supports Y11 pupils and parents through the transition and application process and, if needed, can support visits to Post 16 providers.

### **Monitoring and evaluating SEN provision.**

Subject teachers and SEN teachers monitor the effectiveness of differentiated lessons using the graduated approach and the four part cycle of Assess, Plan, Do and Review by analysing pupil progress using whole school assessment procedures.

The SENCo is producing a costed provision map which charts provision that is additional to and different from classroom teaching.

SEN teachers monitor the effectiveness of interventions via entry and exit assessments.

The SENCo monitors and evaluates SEN provision in line with the school's procedure of Link Senior Leadership Team meetings.

The SENCO prepares termly progress reports for the Governing Body who review this policy annually.

The progress of pupils with SEND is reported to parents via the whole school reporting system and/or through review meetings.

### **Training**

The SEN team delivers training as part of the Continual Professional Development programme at the school. Training takes place via workshops for subject teachers.

NQTs and new staff follow an induction programme delivered by the Assistant SENCo.

Staff can access specific training via external providers.

The SENCo and Assistant SENCo attend all relevant Local Authority SEN training.

### **Rules and responsibilities**

The SEN Governor is Mrs Diane Ahearne. It is the responsibility of the Head Teacher and the SENCo to keep the Academy Council fully informed of the provision for pupils with SEN.

The SENCo is an Assistant Head teacher and therefore a member of the Senior Leadership Team

The Teaching Assistants and Learning Support within the SEN team are line managed by the SENCO.

It is the responsibility of the SENCO and Assistant SENCO to liaise with parents of pupils with SEN.

It is the SENCO, Assistant SENCO and SEN teachers' responsibility to liaise and advise subject teachers on the graduated approach to providing SEN support and strategies/ information to further support SEN pupils.

It is the SENCO, Assistant SENCO and SEN teachers' responsibility to assess and monitor the progress of pupils who receive additional provision.

The Teaching Assistants (TAs) are line managed by the SENCO and the Assistant SENCO. The TAs are attached to specific year groups and support designated pupils. It is the responsibility of the TA to monitor the progress of the pupils against the Learning Objective in the classroom and to keep the SEN teachers, Assistant SENCO and SENCO informed.

It is the SENCO's responsibility to write the Faculty Development Plan and to provide the SEN targets for the School Development Plan.

The designated teacher with Safeguarding and Looked after Children responsibility is Mr C Lakin, Assistant Headteacher.

The designated teacher with responsibility for Pupil Premium is Mr C Lakin, Assistant Headteacher.

### **Storing and managing information**

SEN documents are stored in secure cabinets.

Documents of ex-pupils are stored in secure storage.

Information shared on SEN pupils on the school computer network is stored as per the school's confidential information policy.

Parents/Carers can access information about their child by contacting the SENCO.

### **Accessibility**

At Wolstanton High School we support all of our pupils to be fully included in all aspects of school life. Our aim is to ensure that pupils with SEN join in the activities of the school together with pupils who do not have special educational needs, in so far as it is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources.

The SEN Information report gives details of inclusive practice.

### **Dealing with complaints**

Any complaints about SEN provision can be made directly to the SENCO or to the Executive Principal Julie Yarwood

Alternatively the school has a [Complaints Procedure Policy](#) which can be accessed via the School website.

### **Bullying**

SEN staff take bullying seriously and are fully involved with addressing any bullying incidents involving SEN pupils. The staff follow the school Bullying policy.

### **Reviewing the SEN Policy**

The policy will be reviewed annually by the SENCo and the Academy Council