



**Wombourne
High School**

SEN Policy

October 2018

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Date adopted by Governing Body:
Signed: Governor

Date of next review:
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SECTION 1

Introduction

Wombourne High School is an inclusive school where all members of the school community are of equal worth and each has the opportunity to be the best that they can be. We aim for our students to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training. Every teacher is a teacher of every child or young person, including those with SEN.

We welcome students of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

This policy complies with the statutory requirement laid out in the SEND Code of Practise 0-25 June 2014 and reflects the information in the School Information Report (2014).

Purpose of the policy

The Special Educational Needs and Disability Code of Practise: 0-25 years (June 2014) provides guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

This policy sets out the requirements of the Code of Practise in relation to students with SEND attending Wombourne High School.

Development of the policy

This policy was developed by the SENCO in consultation with students, staff, governors, parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school. The SENCO is a qualified teacher, qualified SENCO, Specialist leader of Education for SEN and a member of the school's Leadership Team.

When developing the policy we took account of the DfE guidance on the Equality Act 2010; the SEND Code of Practice 0-25 (June 2014), the Schools SEN Information Report Regulations (2014) and also the Ofsted inspection framework 2014, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to SEND, under the SEND Code of Practise: 0-25 years we also include information within our school development plan, self evaluation review, the school prospectus, school web site and newsletters. There are also references in the behaviour, admissions, equality and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

This policy also links to the following documents:

- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England
- Safeguarding Policy
- Teachers Standards 2012

SECTION 2

Aim

Wombourne High School is committed to supporting all students to make the best possible progress that they can during their time with us. A student is identified as having Special Educational Needs if they have:

- significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in the school

We aim to:

- Raise the aspirations of, and expectations for all pupils with SEN
- Focus on outcomes for children and young people rather than just on hours of provision
- Support children and young people to make progress in line with, or exceeding their expectations
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school
- Support children and young people to make a successful transition from school to further and/or higher education and employment

Objectives

- To identify and provide effective support for children and young people who have special educational needs
- To work within the guidance provided in the SEND Code of Practise, 2014
- To operate a “whole pupil, whole school” approach to management and provision of support for special educational needs
- To provide a Special Needs Coordinator (SENCO) who will manage, monitor and review the SEN Policy
- To provide support and advice for all staff working with children and young people with special educational needs

SECTION 3

Identifying Special Educational Needs

There are four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Wombourne we identify the needs of the pupils by considering the needs of the whole child, which will not just include the special educational needs of the child or young person.

Students may be identified as having additional learning needs in one of the following ways:

- From information supplied at the time of transition into the school
- **Through baseline tests undertaken during the transition process**
- Through reading tests taken at the start of Year 7
- Through specialist assessments
- Through teacher generated assessment data
- Through concerns raised by a subject teacher
- Through concerns raised by a parent

The following factors are not considered as SEN, but it is recognised that they may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation, but these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behaviour is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour should be described as an underlying response to a need. As a school, we will recognise and identify clearly any behaviour that stems from an underlying need, and work with each child or young person to support their individual needs.

SECTION 4

A Graduated Approach to SEN Support

At Wombourne High School we follow the recommendations of the SEND Code of Practice (2014) to form the basis of the process we use to identify and manage children or young people with SEN.

Quality First Teaching (QFT) is used as a measure of effective practice. The class teacher provides an educational experience that allows for all children and young people, including those with SEN to make expected progress or better. Teachers assess the needs of all pupils and plan how they will meet their needs in the classroom to allow pupils to make expected progress or better. Additional intervention and support cannot compensate for a lack of good quality teaching.

QFT practise is part of the **Graduated Response** that Wombourne High School offers for pupils with SEN:

- **ASSESS** the needs of pupils - class teacher
- **PLAN** how those needs will be addressed - class teacher, supported where needed by the SENCO or SEN team
- **DO** - teach using identified strategies that will support pupils with SEN
- **REVIEW** how well the strategies have worked in supporting pupils to make expected progress or better, and identify what changes are needed.

Teachers are responsible and accountable for the progress and development of the children and young people in their class, including those who access support from Inclusion assistants, or specialist staff.

The monitoring of high quality teaching is done in a number of ways:

- Regular learning walks
- Lesson observations
- SEN pupil observations
- Pupil voice surveys
- Tracking and analysis of data for children and young people with SEN
- Cooperative work between the SENCO and Heads of Faculty

If, through the graduated response, a child or young person is identified as having possible SEN, the SENCO is informed. The SENCO will then take consider all information gathered from within the school about the child or young adults progress (to include high quality and accurate formative assessment), alongside national data and expectations of progress. For higher levels of need, the SENCO may then invite a more specialised assessment from an external agency or professional, such as the Educational Psychologist or SENSS Specialist Teacher.

The SENCO will again follow the graduated response process to make a formal diagnosis of SEN:

- **ASSESS** – consider all information gathered from within the school about the child or young adults progress (to include high quality and accurate formative assessment), alongside national data and expectations of progress. For higher levels of need, the SENCO may then invite a more specialised assessment from an external agency or professional, such as the Educational Psychologist or SENSS Specialist Teacher.
- **PLAN** – the child or young person will be placed on the SEN register. A Learner profile and in some cases a Pupil Learning Plan will be set up to outline the provision needs and support strategies to be used. Support needs for all pupils are recorded on the SEN Provision Map. For children or young people with SEN a keyworker will be allocated, who will contact parents to introduce themselves and explain the support their child will receive through being placed on the SEN register.
- **DO** – SEN information will be shared with staff teaching the child or young person to allow for reasonable adjustments to be made to support high quality first teaching. The SENCO may also allocate inclusion assistant support within lessons, or provide withdrawal or one to one opportunities, depending upon the identified needs of each child or young person. Parents of children or young people with SEN are welcome to meet with school staff at least once per term. This meeting may be with the SENCO, the keyworker, with another member of the Student Support team, such as the Head of House or Year, or with a specific subject teacher.
- **REVIEW** – The SENCO will continue to monitor the progress and attainment of children and young people with SEN on a regular basis and modify the provision as necessary.

SECTION 5

Procedure for Assessment and Monitoring of SEN:

1. Initial Assessment of Need completed – this is completed for all pupils joining the school where transfer information indicates that they have a special educational need. This is also be completed for any student referred by a teacher or parent who is concerned that they have a special educational need.
 - a. If the initial assessment of need indicates that the young person may have a SEMH need, a Behaviours Questionnaire may also be completed.
 - b. If the initial assessment of need indicates that the young person may have a physical need, then the Accessibility Plan may be referred to.
2. APDR cycle 1 – as part of the graduated response, the APDR document is completed for the young person linked to the area/s of need identified in the initial assessment. This document will be shared with all teachers and staff working with the young person, and will be reviewed regularly.
3. Provision – a provision map is completed to include all young people identified as having SEN.
4. Learner Profile – each young person identified as having SEN will a learner profile. This will include an overview of need and a plan of strategies to support their area of need.
5. Academic Review completed – each term an academic review will be carried out for each student. This will involve one or more of the following:
 - a. Review of assessment data
 - b. Academic questionnaire from staff
 - c. Lesson observation
6. APDR cycle 2 – after review (which may involve parents), any changes to a student's needs will be shared with all staff working with the child. The plan will continue to be reviewed each term.

SECTION 6

Criteria for exiting the SEN register

The SEND Code of Practice 0-25 year (2014) states that:

A child or young person has 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

It is therefore likely that a young person will be removed from the register because:

- They were identified as SEN at primary school, but their needs have changed as they have become older
- They were previously identified as SEN but their needs can be met through the improved quality of initial teaching and differentiation
- They were identified as having a juvenile disability, which has ceased to be a cause for concern as they have grown older

The decision to remove a child from the SEN register is considered carefully. As part of this process, a review, similar to that carried out as part of the graduated response will take place, to include one or more of the following:

- a. Review of assessment data
- b. Academic questionnaire from staff
- c. Lesson observation

If this review indicates that the young person no longer requires special educational provision to be made for them, parents or carers will be informed and offered a meeting with the SENCO to discuss this process further if needed.

Any young person who is removed from the SEN register will continue to be monitored through the school's academic and pastoral reporting systems.

SECTION 7

Supporting Pupils and Families

The school is committed in its role of supporting the parents and carers of young people with SEND. As part of this we will:

- Endeavour to return phone calls within 48 hours, by telephone or email
- Offer to meet with new parents or carers at open evenings, transition evenings or by appointment
- Keep parents and carers informed of any special provision we wish to put in place above in-class support, such as withdrawal programmes
- Share information about exam access arrangements
- Offer support to parents by collecting academic information on their behalf if they are unable to attend parents evening
- Parents are welcome to meet with us three times a year:
 - Informal meetings as requested
 - Parents evening or other agreed times
 - Review meeting or other agreed times

Monitoring and Reviewing the Policy

We review the information about SEND in the policy annually and make adjustments as appropriate. Our review involves students, staff, governors and parents and carers.

Disseminating the policy

This SEN Policy along with the School Information Report is available on the school website, as paper copies in the school office and on the staff VLE.

We ensure that the whole school community knows about the policy, objectives and data through the school website, newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and equality.

APPENDIX ONE

Check list for school staff and governors

The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training
This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
The Equality Policy and objectives have been shaped by the views, input and involvement of staff, parents, governors, students and other stakeholders
The school publishes information to demonstrate purposeful action on the general duties
The school analyses student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
The school ensures that all staff understand and implement the key requirements of the Equality Policy
The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
The curriculum includes opportunities for all students to understand and celebrate diversity and difference
All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
Visual displays and multi-media resources reflect the diversity of the school community
Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
The school environment is increasingly accessible possible to students, staff and visitors to the school – including the acoustic environment
Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
The accessibility needs of parents, students and staff are considered in the publishing and sending out of information
The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled