

Wellington School



Excellence in Everything

Special Educational Needs Policy

Updated: April 2017

Review Date: April 2018



Wellington School



Policy Title	Special Educational Needs Policy
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Summary of Contents

The purpose of this policy is to outline the ways in which students with *Special Educational Needs** will be supported by the SEN Department and throughout the wider context of the school as a whole.

**A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.*

Date of Update	March 2017
Review Date	September 2017
Status	Statutory
Member of SLT Responsible	Mrs L Cooper

INTRODUCTION AND PURPOSE

We at Wellington School, are committed to giving all our children every opportunity to achieve their best. We believe that no child should be left behind and inclusion is the responsibility of everyone within our school, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Our core belief is:

‘Every Teacher is a Teacher of SEN’

This policy sets out the principles and procedures for the education of students with special educational needs at Wellington School.

Compliance

This policy complies with the SEN Code of Practice 0-25 years (updated May 2015) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0-25 years (updated May 2015)
- Equality Act 2010: Advice for Schools DfE Feb 2013
- School SEN Information Report Regulations (2014)
- Teacher Standards 2012
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014.

[See Appendix 1 – Key Documentation](#)

Aims and objectives

The policy for Special Educational Needs aims to support staff in creating an ethos and educational environment that is child-centred and focusses on the views and needs of the students and their families. Students will be encouraged to succeed by the positive and supportive ethos of the school, as well as by strong links with the home, feeder schools and relevant agencies.

We aim:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide ‘quality first’ teaching which is a basic entitlement for ALL students as part of everyday classroom practice.
- To provide a differentiated curriculum suitable for the needs of individual students.
- To ensure the identification of all pupils requiring SEN provision as soon as possible in their school career.

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To ensure that students identified as having additional needs are fully involved in every aspect of school life and take a full and active part in the extra-curricular life of the school.
- To ensure that parents of pupils with special educational needs are kept fully involved in their children's progress.
- To reflect on the Code of Practice (2015) in emphasizing that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Every teacher is a teacher of every young person including those with special educational needs or disabilities.
- To ensure that students and their families are involved wherever practicable in decisions affecting their school provision.

The Special Educational Needs Policy is intended to exist as a practical working document which will inform and advise staff and which sets out clearly procedures and practice related to SEN pupils and their learning environment.

Definition of Special Educational Needs

Wellington School recognizes the definition of SEN as stated in the SEN Code of Practice 2015 (p83):

'A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age'.

Students have a learning difficulty if they:

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

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

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age at Wellington School.

The four broad areas of need are identified within the SEN Code of Practice 2015 (p86) are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs.

The identification of SEN is built into the whole-school approach to monitoring the progress and development of all students.

Communication and Interaction-these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide

range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

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

Social, Emotional and Mental Health-children 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Disabled Students

Disabled children and young people, as defined under the Disability Discrimination Act 1995 (DDA), have a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

Impairment does not itself mean that a child or young person is disabled; it is how this impairment affects normal day-to-day activities and whether or not this is a long-term and substantial impairment.

Long-term is defined in the Disability Discrimination Act as having lasted or being likely to last 12 months or more and ability to carry out day-to-day activities must affect one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift or carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk.

Physical impairment includes sensory impairment. Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Pupils with severe disfigurements are also covered by the DDA as are those with progressive conditions that are likely to change over time such as cancer.

Many, although not all, disabled students will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

The term Learning Difficulties and or Disabilities (LDD) is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers and who have a disability as defined under the DDA Act 1995.

Roles and Responsibilities

The Governing Body

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. This link Governor will meet at least termly with the SENCo.

Senior Leadership Team

The SENCo and SLT will work closely with the SEN governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and the designated member of SLT will identify areas for development in special educational needs and contribute to the school's development plan. The SENCo will co-ordinate provision at School Support and for statemented pupils and those with EHC plans.

The SENCO

The SENCo has the responsibility to ensure that:

- Ensuring SEN has a high profile in the school.
- Monitoring the academic progress of all SEN students including those accessing the HUB
- Ensuring a register of students with SEN is kept and is up to date.
- Ensuring the correct provision is in place for all students with SEN.
- Taking responsibility for management information systems- (Currently SIMS)
- Using baseline data to identify and monitor all students with SEN.
- Conducting Annual Reviews and monitoring the progress of Statemented students.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEN.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organising meetings where appropriate.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Overseeing the Pupil Passports (see Appendix 2)
- Identifying Barriers to Learning for every individual SEN pupil, including Behaviour for Learning and disseminating strategies to staff (See Appendix 3)
- A staged process of assessment and action planning for individual students is implemented
- Transferring Statements over to Education Health Care plans.
- Teachers are kept fully informed and are making appropriate provision for students with SEN.
- Maintaining the school provision map.
- Students are referred to the LA for statutory assessment if required.
- Regular liaison with external agencies e.g. MES/Of- site providers.

- Meet at least termly with the Link Governor for SEN.
- Appropriate staff development and training is provided.
- Liaising with parents of pupils with SEN through parents' evenings and meetings where appropriate.
- Leading teaching staff and TAs and HLTAs with Wave 1, Wave 2 and Wave 3 interventions. (See Appendix 4)
- Regularly liaising with DoYs/HoDs and PMs on academic progress of SEN students and B4L
- Regularly review and actively promote the "Magnificent 7" (See Appendix 5)

The Heads of Department

Heads of Department have a responsibility to SEN students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Ensure all schemes make appropriate allowances for SEN students- to provide inclusive education for all.
- Regularly include a SEN slot in department meetings in order to discuss any issues that arise and ensure that these are passed on to the SENCo.
- Be responsible for staff in their departments understanding their responsibilities with regard to SEN.
- Use a percentage of their capitation to buy support materials for their Department.
- Review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.
- Promote and maintain a high profile of the "Magnificent 7"

The Subject Teachers

The subject teacher should:

- Recognise that "quality first teaching" is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.
- Familiarise themselves with the school policy and procedures on SEN.
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their teaching groups and their category of need and how best to meet those needs, seeking support from the HoD or SENCo as necessary.
- Contribute to reviews of students on school SEN support of Education, Health and Care Plans by completing 'round robins' on those students each term.
- Suggest targets to enable students to raise their level of attainment.
- They are responsible for differentiating the teaching and curriculum for pupils with special educational needs and will monitor their progress.

- Include differentiation in lesson planning and delivery.
- Differentiate homework tasks so that all students are given a task which is within their ability to complete.
- Refer students to the SEN Department who may be in need of extra help by completing a Cause for Concern sheet and attaching a sample of work. (See Appendix 6)
- Liaise closely with any HLTAs or TAs who are working with students in their class.
- Promote the “Magnificent 7”

Teaching Assistants and Higher Level Teaching Assistants

The TAs and HLTAs should:

- Recognise that “quality first teaching” is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.
- Familiarise themselves with the school policy and procedures on SEN.
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their groups and their category of need and how best to meet those needs, seeking support from the HoD or SENCo as necessary.
- Contribute to reviews of students on school SEN support of Education, Health and Care Plans by completing ‘round robins’ on those students each term.
- Suggest targets to enable students to raise their level of attainment.
- Meet regularly with subject staff and assist with differentiation where necessary.
- Assist with the implementation of pupil passports.
- Provide assistance with access arrangements for those students who qualify for these in exams.
- Promote the “Magnificent 7”
- Adhere to the **Wellington TA Code of Practice**

The Directors of Year

Directors of Year have a responsibility to SEN students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Regularly include a SEN slot in Year Team meetings in order to discuss any issues that arise and ensure that these are passed on to the SENCo.
- Be responsible for tutors and Pastoral Managers understanding their responsibilities with regard to SEN.

- Monitor the engagement of students with SEN with regard to attendance at extra-curricular activities, school trips etc. and put in strategies to increase engagement where necessary.
- Develop strong links with outside agencies who work with students who are on role but who are not currently able to attend Wellington (Medical Education Services, Satellite Provision, PRU etc.) and monitor the progress made by students in their care
- Assist in transition reviews for SEN students moving from KS2 to 3 and 4 to 5.
- Promote and maintain a high profile of the “Magnificent 7”

The Pastoral Managers

Pastoral Managers have a responsibility to SEN students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Monitor the attendance of students with SEN and put strategies in place to increase attendance where necessary
- Monitor the engagement of students with SEN with regard to attendance at extra-curricular activities, school trips etc. and put in strategies to increase engagement where necessary.
- Develop strong links with outside agencies who work with students who are on role but who are not currently able to attend Wellington (Medical Education Services, Satellite Provision, PRU etc.) and monitor the progress made by students in their care.
- Assist in transition reviews for SEN students moving from KS2 to 3 and 4 to 5.
- Promote and maintain a high profile of the “Magnificent 7”

The Form Tutors

Form Tutors should:

- Familiarise themselves with the school policy and procedures on special educational needs
- Know those students who are on the SEN register and their category of need
- Liaise with the SEN Department over the needs and progress of identified students.
- Discuss target setting with the student concerned and help in the implementation of pupil passports.
- Be prepared to contribute to school meetings if one of their students is being discussed.
- Work with the TAs, HLTAs, PMs, DoYs and SENCo to develop stronger links with families.
- Promote and maintain a high profile of the “Magnificent 7”

The Inclusion and Hub Managers

The Inclusion and Hub Managers have a responsibility to SEN students and should:

- Monitor the use of Inclusion and the Hub for students on the SEN register and work with DoYs, PMs and the SENCo to help students to establish strategies for succeeding in a mainstream environment.
- Attend Inclusive Practices meetings and provide regular data updates regarding the use of Inclusion and the Hub
- Assist in transition reviews for SEN students moving from KS2 to 3 and 4 to 5.
- Promote and maintain a high profile of the “Magnificent 7”

The School’s Exams Officer

The School’s Exams Officer has a responsibility to SEN students and should:

- Liaise with the SENCo regarding students who are entitled to access arrangements for exams.
- Ensure that the necessary requests have been made for access arrangements for those who meet JCQ criteria.
- Ensure that support staff have the relevant training required for the provision of access arrangements.
- Ensure that laptops, scribes, readers, provision for extra time etc. is in place for those who need it at the start of the exams.
- Pass on relevant information regarding exam access arrangements to other educational establishments as necessary when students leave Wellington.

Admissions

The Governing Body believes that the admission criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice and the Disability Act.

Pupils with special educational needs will be admitted to Wellington School in line with the school’s admission policy. The school will use induction meetings with Directors of Year/Pastoral Managers or the SENCo to work closely with parents to ascertain whether a child has been identified as having special educational needs.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Identification and Assessment

Pupils with SEN are identified in one or more of the following ways:

- The LA may refer students with a Statement for Special Educational Needs or EHCP to Wellington as the named school
- From primary school records
- Tests administered to Year 7 pupils on entry

- Interim reports
- Subject teacher assessments
- Referrals from teachers who have concerns about an individual for a behaviour, learning, literacy, numeracy or other issue- using the ***Cause for Concern*** Sheet with an attached sample of work where appropriate.
- Referrals via Directors of Year, Pastoral Managers or Heads of Department
- Movement on the SEN register is considered in line with the triggers for movement stipulated in the Code of Practice

Provision: A graduated response

The school recognises that Quality First Teaching is the baseline of learning for all pupils and wherever possible pupils are integrated into mainstream classes.

The support provided consists of a four-part process indicated below:

- **Assess**
- **Plan**
- **Do**
- **Review**

The four-part cycle:

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEN Support is required the teacher and SENCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan. Students on the SEN register will have a pupil passport (See Appendix E), where their views are considered and students have the opportunity to voice their opinions as to the support that they feel would be most beneficial to them.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review:

The reviews for students at SEN Support and with statements/EHCPs will be carried out in line with the Code of Practice. Interventions will be reviewed each term by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEN Support.

- Students will have targets issued by subject staff that are tailored to their individual learning needs within different areas of the curriculum used to inform the next stages.
- Withdrawal from the curriculum takes place in some lessons in order to provide students with additional support. Where students are withdrawn from a lesson by a Teaching Assistant or HLTA the work is set and monitored by a member of the teaching staff and interventions are recorded on provision maps.
- Most students are supported through differentiated work in the mainstream classroom, in-class support from the teacher and Teaching Assistants/ HLTAs. Outside of lessons support is given through attendance at the LRC after-school or during tutor time for additional English, Maths, Behaviour or Social Skills intervention and through the use of Homework Clubs.
- In school, SEN Support and above strategies are employed in addition to advice from outside agencies (e.g. Educational or Clinical Psychologists, CAMHS, TSISS, KFT, Speech and Language therapy or the Neuro-developmental Team).
- Students may be withdrawn for individual or small group teaching for literacy, numeracy, coursework, homework, anger management, communication or mentoring sessions. Such sessions are conducted with negotiation and agreement from parents/carers and are often for a specific time-span pending negotiated review.
- Groups of students whose learning is impaired by a lack of social or emotional skills are also helped by small group work in developing these areas in conjunction with external professionals.
- Evidence of students' needs and of the provision made by the school is submitted to the LA for statutory assessment where appropriate. The amount and type of support for students with statements or EHCPs is to be found in each individual statement/EHCP. The support is usually provided by a Teaching Assistant who will work with the student in the classroom wherever possible. There may also be intensive 1:1 teaching and support from either the SENCo or another member of the teaching staff depending on individual needs.
- Statemented students in Year 9 and above also have a Transition Plan completed in conjunction with parents and Connexions.

Integration as Part of Provision

The SEN Department contributes to students' integration as valued members of the whole school community by:

- The majority of SEN provision being in class so as to maximize access to the curriculum and quality first teaching.
- Withdrawal sessions clearly targeted to enhance confidence in specific skills that will increase ability to integrate and access the curriculum at other times.
- Withdrawal sessions regularly monitored for effectiveness and agreed with students and parents.
- The SENCo meeting with Heads of Core Subjects every half term.
- Pastoral Managers and Directors of Year monitoring attendance at extra-curricular activities/school trips and using strategies to encourage SEN students to be fully involved and represented at every level of school society.

Monitoring Student Progress

At Wellington School we set challenging targets for our students. The school uses FFT20 at KS4 and Doodle RAG ratings to measure levels of progress for KS3 to set targets for all students. Progress is the crucial factor in determining the need for additional support. Those entering with below the expected levels of literacy and numeracy are given appropriate support to catchup as soon as possible using the Catch-Up Premium.

Analysis of pupil tracking data and test results at pupil progress meetings

- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work scrutiny and interviews

Desired outcomes for SEN students may include:

School

- Progress – the progress gap between students with SEN and those without (relative to their starting positions) is narrowed to ensure that students with SEN have increased opportunities and life chances both when they are with us and into their adult lives.
- Attendance – Where there are barriers to attendance an Attendance Action Plan is implemented.
- Low literacy levels – reading programmes are in place and impact on pupils' ability to access the curriculum. Staff have a sound understanding of the importance of reading ages and can effectively teach reading skills in every classroom
- Behaviour – there is not a disproportionate amount of pupils with SEN who are in Inclusion or subject to Fixed-term exclusions.

- Aspirations – we prepare pupils with SEN effectively for life after Wellington by ensuring high quality access to career advice and pupils are well prepared for the next stage of their education, employment or training.
- Mind-set – pupils with SEN value their education, are confident learners who challenge themselves to reach their potential
- Enrichment – pupils with SEN take part in enrichment opportunities that will secure personal development
- Students feel safe and happy
- Students value and respect themselves and feel strong self-worth.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the relevant class teacher. If the concern continues then the Head of Department or Amanda Beese (SENCo) will meet with the parent to formulate a strategy for resolving the issues discussed.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCo.

The SENCo will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCo will continue to develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up to date informally by the Head/SENCo and formally at staff meetings and training.

Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through attendance at school based INSET sessions, subject Department meetings, conversations with individual subject teachers, attendance at reviews and SEN Department briefings.

Outside Agencies

In order to ensure that the needs of individual students are met effectively, Wellington School has links with the following external agencies:

- School nursing service
- Occupational therapy
- Speech and Language
- Educational Psychology Service
- Educational Welfare Officer
- Pupil Referral Units
- Parent Partnership
- Youth Offending Team
- Social Services
- Child and Mental Health Services
- Stronger Families
- Trafford Sensory Impairment Support Service
- CYPS
- Connexions
- Relate.

Parents

Wellington School welcomes involvement from parents at every opportunity. Parents are kept fully informed in the life of the school through:

- Induction meetings with Pastoral Managers/Directors of Year and/or the SENCo
- Weekly bulletin from the Headteacher
- Parents evenings
- Interim reports
- Letters, e-mails and phone calls home
- Notes written in planners
- Reviews with outside agencies with the SENCo, Director of Year or Pastoral Manager for those at School Action Plus and higher of the Code of Practice
- Transition reviews with the SENCo and Connexions
- Annual Reviews with the SENCo, LA, support staff and outside agencies for statemented pupils.

Students are involved in review meetings wherever possible. Their opinion is sought through:

- Individual conversations
- Mentoring
- Pupil questionnaire
- Attendance at Annual Review meetings
- Attendance at meetings with outside agencies and parents
- Use of Pupil Passports.

Evaluation of the Policy

The effectiveness of the school's SEN policy will be evaluated on a yearly basis.

Disseminating the Policy:

The SEN Policy will be published:

On our website (paper copies can be requested)

To all staff at the start of the academic year

We will also use other methods and occasions such as parents' evenings to share information about the SEN policy.

Appendices

- 1. Key Documentation**
- 2. Pupil Passport**
- 3. Barriers to learning**
- 4. Waves of intervention**
- 5. Wellington Magnificent 7**
- 6. Cause for Concern sheet**
- 7. Whole School Provision Map**

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>



Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Appendix 2- Pupil Passport

Name		 Wellington School Student Passport 	
D.O.B	PICTURE OF STUDENT	Pupil Passport staff mentor:	
Tutor group:		Date of Update:	
Access Arrangements		I would like you to know that: • . • . • . • . This means that: • . • . • .	I find it difficult to • . • . • . • .
It would help me if you could: • . • . • .		I will help myself by: • . • . • .	
Additional support		% attendance	
		Punctuality	
		Extra-curricular	

Appendix 3- Barriers to learning

Barriers to Learning Wellington Students with SEN

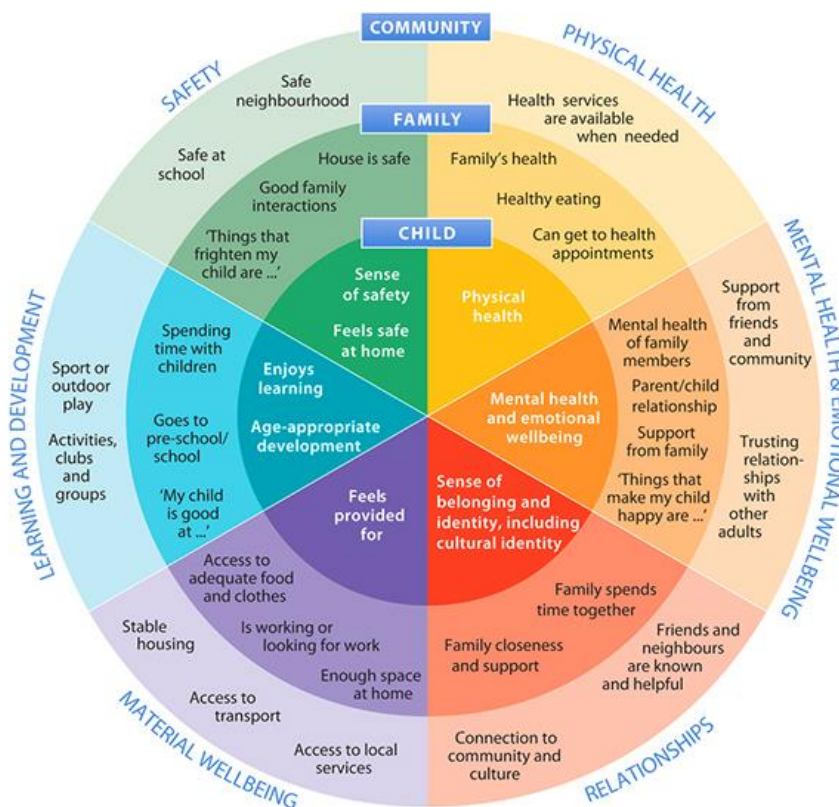
Wellington School recognises that there may be barriers to an individual's learning in addition to a diagnosed SEN.

Individual - Home - School - Societal

The barriers were identified following a range of actions which included:

- Discussion with pupils
- Observation of pupils in lessons and around school
- Analysis of data – academic, attendance, behaviour
- Information sharing with from outside agencies
- Discussion with staff, parents and Governors

The barriers to learning may be understood through the interplay between different areas of a student's life:



Bronfenbrenner's
ecological system

Appendix 4- Waves of Intervention

INTERVENTION

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress'. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct waves of intervention that staff should follow.

Wave 1 - The effective inclusion of all children in high quality teaching & learning.

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Feedback (verbal and written) is built into every lesson and targeted to every student who has gaps in attainment.
- Extra time for responses to questions, discussions or activities, when needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

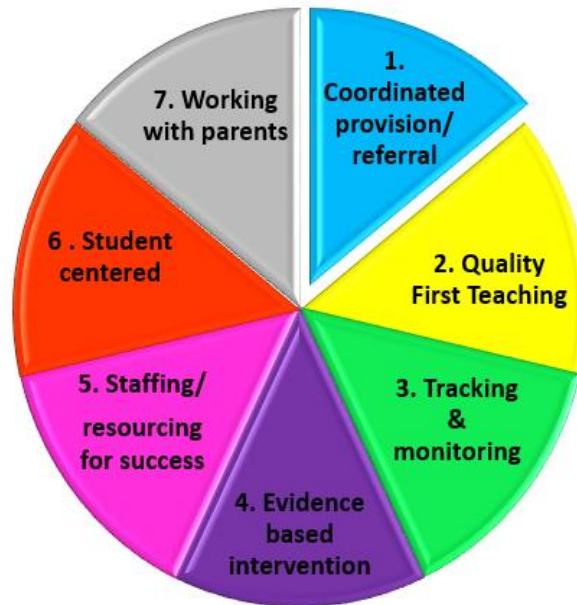
When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention, for example, after school booster classes, holiday revision camps, withdrawal classes during the school day.

Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation. This could include being educated "off-site" PRU/MES etc. or outside specialist- e.g. anger management

The Magnificent 7-SEN Provision



Appendix 6 –SEN -Staff Referral sheet

Wellington School SEN Student Referral Form

Student:	
Tutor:	
Member of staff completing referral	
Has this student been discussed with your HoD/DoY?	

Please tick areas of concern:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical difficulties
- Other-Please state _____

Have you mentioned your concerns to the parents? *Yes/No*

Briefly explain what difficulties the student is experiencing in accessing the curriculum:

Please detail any other factors which may be relevant (conversations with the student/parents/colleagues)

Please outline what extra interventions you have attempted and with what impact-if any (aside from Quality First Teaching)

Action by the SENCo:

Signed _____ Date _____

SLT Line manager made aware? Yes/No

WHERE RELEVANT- PLEASE ATTACH A SAMPLE OF THE STUDENT'S WORK

Appendix 7 - WELLINGTON'S WHOLE-SCHOOL SEND PROVISION MAP

	Most students on the SEN register will have their needs met in the classroom through Quality First Teaching and the strategies below:	Some students will require additional intervention, such as:	A smaller number of students will require increased intervention such as:
Communication and interaction	<ul style="list-style-type: none"> Increased use of visual aids and modelling Structured activities within the lesson Use of class routines Our Space Pupil Passports 	<ul style="list-style-type: none"> Visual timetables Differentiated curriculum planning and activities Prompting/assistance with communication Peer mentoring Questioning scaffolds Use of questioning strategies Use of social stories Thought bubble conversations 	<ul style="list-style-type: none"> Individual intervention through the use of strategies recommended by the SALT team. Use of visual organisers SALT referral CAMHS Referral to Manor High's ASD unit
Cognition and Learning	<ul style="list-style-type: none"> Structured activities within lessons using a small-steps approach to scaffold learning Use of writing frames and literacy mats Peer mentoring Reading rulers Coloured transparencies/overlays Use of a laptop is appropriate Literacy support during tutor time. Pupil Passports 	<ul style="list-style-type: none"> In-class TA support Catch-up literacy Catch-up numeracy Extra intervention classes Aim High group Phonics intervention 	<ul style="list-style-type: none"> Exam access arrangements such as reader/scribe/extra time etc. Signposting to alternative providers/courses Reduced timetables to concentrate on literacy and numeracy Educational Psychologist Support with post 16 applications Additional time with Connexions adviser Referral to Manor High
Social, Emotional and Mental Health	<ul style="list-style-type: none"> School nurse/health service Signposting to outside agencies Behaviour Watch Praise and rewards Pastoral Manager support Subject, tutor, pastoral Manager or Director of Year reports Group mentoring Emotional literacy resources Pupil Passports 	<ul style="list-style-type: none"> GRIP project Yard project School counsellor Support through Inclusion Unit Use of the Hub should a reduced timetable be necessary TA support in lessons Time out card Outside agencies such as social services and YOT Anger management 	<ul style="list-style-type: none"> CAMHS referral Person centred planning Advice from the Ed.Psychologist Referral to the MES and/or PRU Referral to Keeping Families Together Support with post 16 applications Additional time with Connexions adviser CBT through Longford Park SLA Referral to Edgerton or Manor High
Sensory and Physical	<ul style="list-style-type: none"> Flexible teaching arrangements Assistive equipment School nurse/health service Pupil Passports 	<ul style="list-style-type: none"> Monitoring from TSISS Advice given to staff Assistive technology Larger-font resources Monitoring from diabetes or epilepsy nurse TA support Use of Hub 	<ul style="list-style-type: none"> Advice from TSISS Exam access arrangements Test paper modification Access visits Support with post 16 applications Referral to the MES Home tutoring

