

# Wellington School



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## Special Educational Needs Policy

**Updated:**                      September 2018

**Review Date:**                September 2019



# Wellington School



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| <b>Policy Title</b> | <b>Special Educational Needs Policy</b> |
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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 SEND Department and throughout the wider context of the school as a whole.

\*A student has SEND 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.

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|----------------------------------|-----------------------|
| <b>Date of Update</b>            | <b>September 2018</b> |
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| <b>Status</b>                    | <b>Statutory</b>      |
| <b>Member of SLT Responsible</b> | <b>Mrs L Cooper</b>   |

## **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 SEND’***

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 SEND 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 SEND 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 SEND 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 are actively involved in the decision making regarding their child, through the person centered reviews.
- To reflect on the Code of Practice (2015) in emphasising 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.

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 SEND pupils and their learning environment.

## **Definition of Special Educational Needs**

Wellington School recognises the definition of SEND as stated in the SEND 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 SEND 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 SEND 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 as 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 (DDA) 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.

In addition to the four areas we will also consider what is not SEND but may impact on progress and attainment (including disability, attendance and punctuality, health and welfare, English as an Additional Language, pupil premium and children who are looked after).

Concerns related to a pupil's behaviour will be recognised as an underlying response to need.

In determining if a pupil should be entered on to the SEND register the SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Pupils will be entered onto the SEND register if:

1. Our quality first teaching and personalised learning approach through the Assess Plan Do Review (APDR) cycle is not enabling the student to make progress and subsequent testing confirms SEND
2. Following transition from another school (either primary or an in-year admission) we have been advised that a student has SEND

### **Universal Screening**

We ensure that every pupil in Year 7 is screened at the start of the school year and that every child joining Wellington after this point is screened on entry. They are assessed to determine their reading age, spelling age and a current working level for numeracy.

Pupils subsequently highlighted as being below the expected level or who are already on the SEND register from KS2 will then be tested to provide full diagnostic feedback on their needs to their teachers.

This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Boxall profile testing will be used. Children who are behind the expected levels in English and Mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required (Catch up Programme). It is only after a pupil persistently fails to make adequate progress and additional support is required that a pupil may be said to have SEND.

### **On-going Identification**

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.

Our School is a data rich environment and the half termly data collection for all subjects is used to monitor the academic progress of every child. This process will highlight both emerging issues and the impact of any intervention. A weekly review of behaviour data highlights where students are displaying behavioural problems and the pastoral team will work closely with the SEND team to identify any potential underlying SEND.

### **A Graduated Approach to SEND Identification and Support**

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 by the School. We recognise that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Wellington quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We develop our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

We use the Graduated Approach to both identify and support pupils on the SEND register. Support for all students is coordinated through the academy inclusion map. If a student receives additional support from school staff or external agencies, then this is measured and reviewed using the following cycle:

a) Baseline assessment (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.

b) Target setting (Plan)

Where SEND Support is required the teacher and SENDCo 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 SEND 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.

c) Targeted support (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 SENDCo will provide support, guidance and advice for the teacher.

d) Review and evaluation (Review)

The reviews for students at SEND 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, SENDCo, 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 SEND Support.

These are the four distinctive ways in which we as a school are dedicated to supporting pupils with SEND:

- Early Identification
- High Quality Teaching
- High Impact Intervention
- Review and Response

### **Managing the Needs of Pupils on the SEND Register**

- The APDR cycle takes place every six weeks
- Targets are set for each pupil on the SEND register and shared with staff through the pupil's individual plan
- Data for each student is reviewed by the SENDCo and key worker and targets are adjusted accordingly
- Teachers hold the responsibility for evidencing progress according to the outcomes described in the pupil's plan but the SENDCo and appropriate key workers are responsible for reviewing the overall progress made by the SEND pupil
- Should the pupil be making good progress and have met the targets on their plan over an agreed period of time the SENDCo may decide, in agreement with the pupil's parents, to remove them from the SEND register
- In a small minority of cases when high quality teaching and additional provision are still not supporting a child in making progress the child may have special educational needs of a severity or complexity, which require an **Education Health and Care Plan**. The SENDCo will utilise the graduated approach to evidence this and apply for an EHCP.

### **Criteria for Removing Pupils from the SEND 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 SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### **Pupils with Education Healthcare Plans**

Section F of the EHC plan specifies the special educational provision required by the young person in order to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority must make sure this support is provided. The school will have been involved in the development or review of the EHC plan to determine what can be provided from within the school's own resources and what will require additional external expertise or further funding from the local authority.

Some of the provision specified may be procured by the child's parent or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the school premises, the local authority must seek the agreement of the school for this arrangement through a formal written notice.

Local authorities have a duty to review EHC plans **at least every twelve months**, and the school must co-operate in these reviews. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate.

Reviews of EHC plans must include a focus on preparing for adulthood and transition planning must be built into the plan. In particular, where a young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the annual review should consider good exit planning.

The local authority can require a maintained school, non-maintained special school, academy, alternative provision academy, PRU school or independent school approved by the Secretary of State under Section 41 of the Children and Families Act 2014 to convene and hold the review meeting on their behalf. In most cases, reviews should normally be held at the educational institution attended by the child or young person.

### **The Hub**

On occasion it may be appropriate to reduce a student's mainstream timetable and allow them access to Wellington Hub. The Hub is a staffed provision, that is separate from the rest of the school. Students with complex medical, social/emotional and mental health needs and high-level cognitive needs may access the Hub on a part time or full time basis as part of the APDR cycle. Here they may receive therapies (Art, Lego) and one-to-one tuition in Core subjects.

Please refer to the separate Hub policy for further information.

## **Roles and Responsibilities**

### **The Governing Body**

**SEND Governor:** Alistair Bryce Clegg

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 SENDCo.

### **Senior Leadership Team**

**Headteacher:** Mr S. Beeley

**SLT Link:** Mrs L. Cooper

The SENDCo and SLT will work closely with the SEND Governor and staff to ensure the effective day to day operation of the School's Special Educational Needs Policy. The SENDCo and the designated member of SLT will identify areas for development in special educational needs and contribute to the school's development plan. The SENDCo will co-ordinate provision at School Support and for those with EHC plans.

### **The SENDCo**

**SENDCo:** Mrs S. Norbury

**Assistant SENDCo:** Mr R. Williams

The SENDCo has the responsibility to ensure that:

- Ensuring SEND has a high profile in the school.
- Monitoring the academic progress of all SEND students including those accessing the Hub
- Ensuring a register of students with SEND is kept and is up to date.
- Ensuring the correct provision is in place for all students with SEND.
- Taking responsibility for management information systems- (Currently SIMS).
- Using baseline data to identify and monitor all students with SEND.
- Conducting Annual Reviews and monitoring the progress of Statemented students.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- 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's Learning plans (see Appendix 2)
- Identifying Barriers to Learning for every individual SEND 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 SEND.
- 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 SEND.
- Appropriate staff development and training is provided.
- Liaising with parents of pupils with SEND 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 SEND 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 SEND students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Ensure all schemes make appropriate allowances for SEND students- to provide inclusive education for all.
- Regularly include a SEND slot in department meetings in order to discuss any issues that arise and ensure that these are passed on to the SENDCo.
- Be responsible for staff in their departments understanding their responsibilities with regard to SEND.
- 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 SEND.
- 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 SENDCo as necessary.
- Contribute to reviews of students on school SEND 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 SEND 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 SEND.
- 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 SENDCo as necessary.
- Contribute to reviews of students on school SEND 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".

### **The Directors of Year**

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

- Familiarise themselves with the school policy and procedures on special educational needs.

- Regularly include a SEND slot in Year Team meetings in order to discuss any issues that arise and ensure that these are passed on to the SENDCo.
- Be responsible for tutors and Pastoral Managers understanding their responsibilities with regard to SEND.
- Monitor the engagement of students with SEND 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 SEND 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 SEND students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Monitor the attendance of students with SEND and put strategies in place to increase attendance where necessary
- Monitor the engagement of students with SEND 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 SEND 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 SEND register and their category of need
- Liaise with the SEND 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 SENDCo 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 SEND students and should:

- Monitor the use of Inclusion and the Hub for students on the SEND register and work with DoYs, PMs and the SENDCo 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 SEND 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 SEND students and should:

- Liaise with the SENDCo 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 SEND 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 SENDCo 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.

### **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 Sam Norbury (SENDCo) 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 Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND 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 Headteacher/SENDCo.

The SENDCo will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo 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 Headteacher/SENDCo 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 SEND 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
- Counsellors.



## **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 SENDCo
- 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 SENDCo, Director of Year or Pastoral Manager for those at School Action Plus and higher of the Code of Practice
- Transition reviews with the SENDCo and Connexions
- Annual Reviews with the SENDCo, 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 learning plans.

## **Evaluation of the Policy**

The effectiveness of the School's SEND Policy will be evaluated on a yearly basis.

## **Disseminating the Policy:**

The SEND 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 SEND Policy.

## **Appendices**

- 1. Key Documentation**
- 2. Barriers to Learning**
- 3. Waves of Intervention**
- 4. Wellington Magnificent 7**
- 5. Cause for Concern Sheet**
- 6. 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/SENDd-code-of-practice-0-to-25>

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

<https://www.gov.uk/government/publications/SENDd-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- Barriers to Learning

# Barriers to Learning Wellington Students with SEN

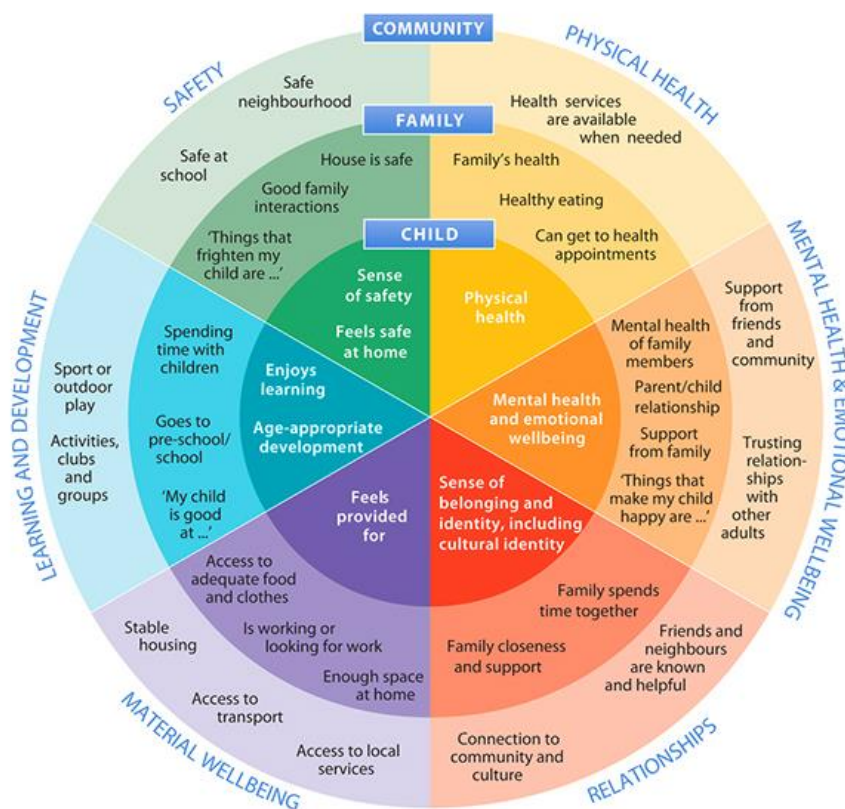
Wellington School recognises that there may be barriers to an individual's learning in addition to a diagnosed SEN.

## 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 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:



## **Appendix 3- 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.**

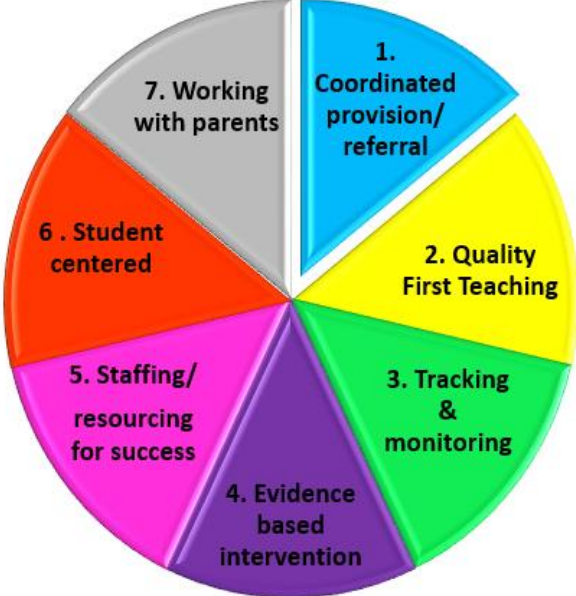
When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. Wave 2 interventions should be used for pupils who can be expected to ‘catch up’ with their peers as a result of the intervention.

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 5 –SEND -Staff Referral sheet**

**Wellington School SEND Student Referral Form**

|   |  |
|---|--|
| <b>Student:</b>   |  |
| <b>Tutor:</b>   |  |
| <b>Member of staff completing referral</b>                |  |
| <b>Has this student been discussed with your HoD/DoY?</b> |  |

**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 SENDCo:**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**SLT Line Manager made aware? Yes/No**

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

### Appendix 6 - WELLINGTON'S WHOLE-SCHOOL SEND PROVISION MAP

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

