

Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

Special Educational Needs Policy

Updated: September 2021

Review Date: September 2022

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 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.

<i>Date of Update</i>	September 2021
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<i>Member of SLT Responsible</i>	Mrs L Cooper

Contents

1. Aims3
2. Legislation and guidance5
3. Definitions5
4. Roles and responsibilities5
5. SEN information report 10
6. Monitoring arrangements.....23
7. Links with other policies and documents.....23

1. Aims

Our SEN policy and information report aims to:

- Set out how Wellington school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- 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 (2014) 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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 mainstream schools.

4. Roles and responsibilities

The Governing Body

SEND Governor: Louise Speed

The Governing Body is an identified Governor who will have an 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

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- (SIMS, Edukey/ Class Charts).
- Using baseline data to identify and monitor all students with SEND.
- Conducting Annual Reviews and monitoring the progress of children with EHCPs.
- 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
- Identifying Barriers to Learning for every individual SEND pupil, including Behaviour for Learning and disseminating strategies to staff
- A staged process of assessment and action planning for individual students is implemented.
- 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 in response to the Graduated Approach).
- Regularly liaising with DoYs/HoDs and PMs on academic progress of SEND students.

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.

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 referring a student via class charts and attaching a sample of work.
- Liaise closely with any HLTAs or TAs who are working with students in their class.

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 Learning plans.
- Provide assistance with access arrangements for those students who qualify for these in exams.

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 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.

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.

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's Learning plans.
- 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.

The Inclusion Manager

The Inclusion Manager has a responsibility to SEND students and should:

- Monitor the use of Inclusion for students on the SEND register and work with DoYs, PMs and the SENDCo to help students to establish strategies for succeeding.
- Attend Inclusive Practices meetings and provide regular data updates regarding the use of Inclusion by SEND students.

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.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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 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).

5.2 Identifying pupils with SEN and assessing their needs

Universal Screening

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Parents

Wellington School welcomes involvement from parents at every opportunity. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record within Edukey. We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are also 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
- Class Charts
- Notes written in planners
- Reviews with outside agencies with the SENDCo, Director of Year or Pastoral Manager for those at SEN Support and at EHCP level
- Transition reviews with the SENDCo, Educational Psychologist and Connexions
- Annual Reviews with the SENDCo, LA, support staff and outside agencies for EHCP pupils.

5.4 Assessing and reviewing pupils' progress towards outcomes

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 provision mapping. 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 and will have access to this via class charts and Edukey. Students on the SEND register will have a Learning plan, 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

5.5 Supporting pupils moving between phases and preparing for adulthood

The school has a designated pastoral Manager Mrs Dunne who works directly with primaries, KS3 Director of year and the School's SENDCo.

During the transition period from year 6 to high school we will work closely with the primary schools to ensure that the correct information about your child is passed onto the relevant parties that will help your child to settle into the school. This will be done by visiting the school and meeting with the year 6 teacher and SENCO, we will also meet the pupils who are on the SEND register.

If it is felt that it is appropriate and will be beneficial, we will invite pupils to an extra transition day for vulnerable pupils; who may find the transition period difficult thus ensuring that they are well supported throughout the process.

We will share information with the school, college, or other settings that the pupil may be moving to. We will agree with parents and pupils which information will be shared as part of this.

During the Annual reviews particularly around key transitions the pupil outcomes will be linked to the PFA tool (Preparing for Adulthood tool).

All students will be given the opportunity to visit their new setting with support from key workers. Students will also if appropriate receive travel training if this links to their outcomes.

5.6 Our approach to teaching pupils with SEN

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. The SENDCo works closely with the Teaching & Learning team to ensure that Quality-first teaching is available to all pupils with SEND. Teaching assistants and teachers work together to ensure that the individual needs of all pupils are met.

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.

The school currently employs 8 teaching assistants to work with a variety of different students who are on EHCPs or SEND support. This however does not replace quality first teaching.

The SENDCo supports teaching and learning by raising the profile of SEND via CPD opportunities and the three-weekly staff SEND bulletin.

Staff have been audited in their knowledge on SEND and this links to the training that is provided over the course of the academic year. This year we have focused on Differentiation Vs Scaffolding, Dyslexia as well as ASC and ADHD.

The school has begun to build up links with specialist provision to help meet the needs of our more complex students such as TMES and 42nd Street.

Covid 19 Update

During this unprecedented time, children have been supported using online teaching methods that is differentiated by their individual teachers. Students have been contacted on a weekly basis as part of a welfare check by a key member of staff, students can discuss their concerns with that member of staff. We have been able to keep a check on student's welfare by using the online tools available on class charts, this has ensured that vulnerable or struggling students can be quickly identified and the correct support/ provision can be out in place.

Some students with EHCPs or who have been identified as vulnerable have been invited into work directly with teaching assistants in our stay connected provision. This is working well for the students who are attending.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing including the use of TAs
- Using recommended aids, such as laptops and IPADS, coloured books and overlays, visual timetables, dyslexia friendly fonts and sizing.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Ensuring all Access Arrangements are catered for during in class assessments and formal assessments.

Every year, the curriculum goes through a review to ensure that the provision offered is inclusive for our SEND pupils and our most vulnerable pupils.

During this year we have seen a bigger increase in our Year 7-11 SEND students receiving Exam Access Arrangements.

Pupils on the SEND register have been assessed internally and based on area of need, have been given special arrangements within their exams. This could include additional time to complete exams or a reader or scribe.

We have also seen an increase in pupils using laptops/Notebooks as a different way to record their work, this helps those pupils who have difficulties with gross/fine motor skills to allow them more independence.

Pupils at the end of year 9 are assessed by our SENDco who is a qualified assessor and if necessary, she will then apply for this arrangement to the exam board.

During the exam period, our SEND pupils have access to a smaller room and separate room if they need a scribe. Teaching assistants are utilised as internal invigilators to eliminate some of the stresses caused by exams, we also use regular and familiar invigilators to ensure that pupils who need routine feel comfortable.

Covid 19 Update

During this unprecedented time, children have been supported using online teaching methods that is differentiated by their individual teachers, this method is to consolidate in their previous learning. Staff have been using websites such as GCSE Bitesize, National Oak Academy and GCSE Pod to help students develop their knowledge further.

Students in year 10 and 12 have been given the opportunity to directly speak with their teaching members of staff via email. All other years are being contacted regularly by a member of staff to complete a welfare check.

Some students have been invited into school as part of our Stay Connected sessions in which they can receive support from teaching staff and teaching assistants.

Parents can still contact Mrs Norbury via the SEN email during this time.

5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver interventions such as Literacy catchup, guided reading, Math's catchup and Zones of regulations.

Teaching assistants will support pupils on a 1:1 basis when this is outlined in an EHCP or a student needs specific support, TAs are encouraged to support a range of students to ensure that we are preparing students for the next stage of their life.

Teaching assistants will support pupils in small groups when directed by a member of teaching staff who has planned for this or during a planned intervention.

We work with the following agencies to provide support for pupils with SEN:

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

Covid 19 Update

Stay Connected

Stay Connected sessions are run daily by the teaching assistants within the LRC, these sessions are designed to support SEND children who do not fit into the EHCP or vulnerable category outlined by the government, however they have been identified as struggling emotionally or academically. The sessions are supported by 3 teaching assistants each day and students can access this provision from 9-30-12.30. The provision has been well received by parents and students.

5.9 Expertise and training of staff

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SLT Link/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.

Our SENCO has 13 years Teaching experience and 6 years experience in this role. She is a qualified teacher of Drama and English. Mrs Norbury also hold the NASENco Award which is a legal requirement for all SENDco's. Mrs Norbury is also a qualified Access Arrangement Assessor and holds the CCET and CPTA3 qualifications and is a registered member of the BPS. She is currently allocated 12 hours a week to manage SEN provision and the HUB.

Other teaching staff will be kept up to date informally by the Headteacher/SENDCo and formally at staff meetings and training. In the last academic year, staff have been trained in dyslexia friendly strategies, supporting children with ASC, An introduction to Attachment Disorder, EAL and Scaffolding Vs Differentiation.

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.

5.10 Securing equipment and facilities

Students paper files are secured safely in lockable filing cabinet within the SENDCo's office which is only accessible with permission from the SENDCo.

Wellington are moving to a paperless system and are using the online program of Edukey and Class Charts to store and share documentation securely.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- APDR cycle
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Using Parent questionnaires
- Learning walks/ drop ins
- Book Looks
- Monitoring by the SENDco

- Using provision maps to measure progress
- Holding annual reviews for pupils EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Wellington there are no barriers to pupils with SEN enjoying the same activities as their peers or other pupils within the school.

All of our extra-curricular activities and school visits are available to all our pupils, risk assessments are completed alongside the SENDCo to ensure that students are able to access the activities and that appropriate staff levels are considered.

All pupils are encouraged to go on our residential trips to ensure that students receive the same opportunities as their peers.

All pupils are encouraged to take part in sports day/school plays/workshops and other activities within the school day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

During this academic year some of SEND pupils have enjoyed the experience of going on trips to Chester Zoo, London, Belgium, Carrington riding centre.

Some of SEND students also had the opportunity to take part in ‘The Big SEND debate’ where they were able to represent Wellington to discuss current issues relating to special educational needs.

It should be noted that 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. Therefore; at Wellington we use the following to ensure that students can make progress and access the curriculum.

- Staff training
- Accessibility and risk assessment
- Differentiated curriculum
- TA or Key worker support
- Assistive technology
- HCP
- Medical needs assessment
- Regular review of provisions
- Medical register

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils are encouraged to become Bullying or Wellbeing Ambassadors.

- Pupils with SEN are also encouraged to be part of games club and Lego therapy groups to promote teamwork/building friendships etc.
- Dedicated school counsellor who works 4 days a week providing 1-1 and group sessions to support student's emotional wellbeing.
- We also have a number of Mental health first aiders who are available throughout the course of the day for students who may be struggling to regulated their emotions or are suffering from anxiety/depression.

We have a zero- tolerance approach to bullying.

Covid 19 Update

Our school counsellor has continued to support pupils by providing counselling sessions to children via zoom, this has allowed her to monitor the students emotional and mental health, any concerns are then passed onto our safeguarding team.

5.14 Working with other agencies

We have access to and use a number of outside agencies within the School to help support our SEND pupils.

We have commissioned a significant amount of Educational Psychologist (EP) time during this academic year, to which we have used this to complete Assess, Plan, Do and Review (APDR) cycles for our more complex-needs students who may need an EHCP.

The SENDCo works closely with the Pastoral Managers making referrals regarding students with issues relating to SEND making sure our most vulnerable are supported, we will then refer to Speech and Language Team (SALT), Occupational Therapist (OT) and make contact with parents, giving advice and guidance. The School nurse completes regular health-checks on our more complex SEND pupils.

Our SENDco has received training to make referrals for children who may need a diagnosis of ADHD or ASC to ensure that children can be identified earlier and supported more effectively.

We have developed relationships with local specialist provisions, seeking advice and guidance from their staff regarding our more complex students. They have delivered training to our staff working closely with them to benefit our students.

Our SENDco has also been involved in a working party to develop an inclusion strategy that will be adopted across Trafford schools, this is to ensure that all pupils receive excellent opportunities and outcomes.

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
- School Counsellor.
- 42nd street
- N-Gage
- Kooth

5.15 Complaints about SEN provision

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.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have Special Educational Needs or who are Disabled (SEND).

When we refer to our local offer, we mean all the services and organisations which are part of the support on offer in Trafford. We include information about services provided outside our local area that local people are likely to use.

You can access the local offer online via the Trafford Directory or by phone or post by contacting the Family Information Service .

We also have an outreach team who meet families and professionals in the community and you can request they come along to community groups and networking events if you think this would be useful.

Local offer Link:

<https://www.trafforddirectory.co.uk>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Norbury SENDCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical Conditions

