

Wellington School



Excellence in Everything

Special Educational Needs Policy

**Updated:
February 2016**

**Review Date:
February 2017**



Wellington School



<i>Policy Title</i>	<i>Special Educational Needs Policy</i>
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Summary of Contents

This is a summary document which outlines the role of the SEN Department within the wider context of the school as a whole.

<i>Date of Update</i>	February 2016
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<i>Status</i>	Statutory
<i>Member of SLT Responsibility</i>	Stuart Beeley

Wellington School SEN policy

We at Wellington School are committed to meeting the special educational needs of pupils and ensuring that they make progress. We strive to provide excellent learning opportunities for all and recognise the need for individual adjustments to achieve this.

This policy sets out the principles and procedures for the education of students with special educational needs at Wellington School. The concept of equal opportunity, social inclusion and the right of access to the curriculum for all students is fundamental to our practice. Our aim is to ensure that all students derive maximum benefits from their education. Accordingly, provision for students with special educational needs will be based on the SEND Code of Practice: 0 to 25 years July 2014 and will involve all members of staff.

The Special Needs Coordinator (SENCo) at Wellington School is Mrs Amanda Beese. She can be contacted on 0161 9284157. Mrs Beese is a qualified teacher with a BA Honours in English Literature, a PGCE and a Masters in Inclusive Education. She has been the SENCo at Wellington School since 2002 and although she is not a member of the Senior Leadership Team, Mrs Beese works closely with the Headteacher, Mr Beeley, to determine the strategic priorities for Special Educational Needs.

Compliance

This policy complies with the SEN Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0-25 (2014)
- 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

Aims and objectives

The policy for Special Educational Needs aims to support staff in creating an ethos and educational environment that is person-centred and focusses on the views and needs to 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 informed of their children's progress.
- To reflect on the Code of Practice (2014) 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 are involved wherever practicable in decisions affecting their school provision.

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy we believe that students at Wellington School will be given the best support possible to help overcome their difficulties in order to reach their individual potential.

Provision for students with Special Educational Needs is the responsibility of all staff. 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.

Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of special educational needs

Wellington School recognizes the definition of SEN as stated in the SEN Code of Practice 2014 (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 2014 (p86) are Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and 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. Low attainment and relatively slow progress are not indicators of SEN. Wellington School recognizes that whole school planning should focus on two categories of students – a target group of those who are underachieving and less-experienced learners and those who have SEN. In addition, Wellington School identifies other areas of vulnerability which may impact on progress and attainment, for example, disability, attendance, Free School Meals, English as an Additional Language and Looked After Children.

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;
- Contenance;
- 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 and Senior Leadership Team

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. At Wellington School this role is undertaken by Mrs. Cheryl Lavin who will meet regularly with the Head and the SENCo, Amanda Beese.

The SENCo and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head 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.

All teaching and non-teaching staff will be involved in the day to day operation of the special educational needs policy. They are responsible for differentiating the teaching and curriculum for pupils with special educational needs and will monitor their progress. All Heads of Department will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SEN Department in order to ensure that students with additional needs are able to perform to the best of their ability.

The SENCO

The SENCO has the responsibility to ensure that:

- A register of students with SEN is kept
- Arrangements are being made to meet the needs to students who have special educational needs
- A staged process of assessment and action planning for individual students is implemented
- Parents are involved and kept informed of their children's progress
- Teachers are kept fully informed and are making appropriate provision for students with SEND.
- Teachers and TAs have a clear brief about the students' needs and are providing appropriate strategies, programmes and materials to meet those needs.
- Students are referred to the LA for statutory assessment if required.
- Appropriate external agencies are involved
- Governors are informed of SEND issues
- Appropriate staff development and training is provided.

The Form Tutor

Form Tutors should:

- Familiarize 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.
- 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.

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.
- Include differentiation in all schemes of work.
- 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 SEND.
- Use a percentage of their capitation to buy support materials for their Department.

The Subject Teachers

The subject teacher should:

- Recognize 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.
- Familiarize 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.
- Include differentiation in lesson plans.
- 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.
- Liaise closely and plan jointly with any HLTAs or TAs who are working with students in their class.

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 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.

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.
- Assist in the formation and review of Pupil Passports.
- 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.

The Inclusion Manager

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

- Monitor the use of Inclusion 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

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.

Teaching Assistants and Higher Level Teaching Assistants

The TAs and HLTAs should:

- Recognize 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.

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
- SATs results and teacher assessments at the end of Key Stages
- 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.
- Referrals via Directors of Year, Pastoral Managers or Heads of Department.
- Staff may refer students to the SEN department using the Cause for Concern sheets. If the concern is learning based they should attach a sample of the student's work.
- Movement on the SEN register is considered in line with the triggers for movement stipulated in the Code of Practice.

Provision

- Students on the SEN register will have a pupil passport 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.
- Students will have targets issued by subject staff that are tailored to their individual learning needs within different areas of the curriculum. These are frequently updated in pupils' books and 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 Teaching Assistants and/or HLTAs, 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.
- At School SEN Support and above strategies are employed in addition to advice from outside agencies (e.g. Educational or Clinical Psychologists, CAMHS, TSISS, MST, 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.
- The reviews for students at SEN Support and with statements/EHCPs will be carried out in line with the Code of Practice.
- Statemented students in Years 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 maximise integration with peers.
- 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 meets with Heads of Core Subjects on a regular basis.
- 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. Progress is the crucial factor in determining the need for additional support. Those entering at 4C or below are given appropriate support to catchup as soon as possible. Satisfactory progress for students with additional needs is considered to be that which:

- Narrows the attainment gap between students and their peers
- Prevents the attainment gap widening
- Is equal to that of peers starting from the same baseline
- Equals or improves upon the individual student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behavior
- Is likely to lead to Further Education, training, or employment, enabling the students to access appropriate level 3 qualifications.

Teaching students with special educational needs is a school-wide responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

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, Mrs. Cheryl Lavin. 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 and Head 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. Over the last two years the SENCo has provided whole staff training on Differentiation, the New Code of Practice and Staff Responsibilities for meeting the needs of SEN pupils, training for Pastoral Managers on supporting students with Behaviour, Social Communication and Self Esteem Issues, staff training for maximizing the impact of Teaching Assistants and supporting students with dyslexia in lessons. The staff have also used material presented in the Inclusive Development Programme to address individual training needs.

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
- Multi Systemic Team
- 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 questionnaires
- 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 through using both qualitative and quantitative judgements.

These include:

- consideration of each students' success in meeting PEP/ PSP/Pupil Passport and attainment targets
- use of standardised tests
- GCSE results
- evidence generated from meeting with parents and outside agencies

Changes will be made where necessary and the evidence gained from this process will be used to inform the SIP, the school's SEF and the SEN Department's Improvement Plan.

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