



# Wade Deacon High School

*Wade Deacon Trust*

Exceptional Values

Exceptional Learning & Teaching

Exceptional Achievement

## Special Educational Needs & Disability Policy

### 2018-2019



**Policy & Procedure Number:**

**Date of Governing Body Review: September 2018**

**Next Review Due: Summer 2019**

**School Link: Ms K. Hall**

## Introduction

At Wade Deacon we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to achieve their potential. The achievements, attitudes and well-being of all pupils are important and practical steps are taken to account for pupils' varied life experiences and needs. The Special Educational Needs and Disability Act 2014 sets out the legislation for the identification and provision for children / young people with special educational needs and/or disability (SEND). The law states that all schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. In addition, provision at Wade Deacon High School follows guidelines outlined in the Equality Act 2010, the Education Act 2011 and the Children and Families Act 2014.

## Purpose

The purpose of this policy is to ensure that pupils with SEN are identified, supported and guided throughout their school life, thus enabling them to maximise their learning, achieve their potential and make a successful transition to adulthood, the world of further and higher education, training or work.

## Definition of Special Educational Needs and Provision:

*'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'*

Children have a *learning difficulty* if they:

- a. have significantly greater difficulty in learning than the majority of children the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.' (*SEN Code of Practice 2014*)

The current legal definition of special educational provision for children aged two or over is: *'educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (other than special schools)' [Children and Families Act, Section 20].*

## Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school

- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the SEN Information Report
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## **Responsibilities and Resources**

**The Principal (Mr Corner)** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Principal works closely with the Leader of SEN and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

### **SEN Governor (Ms Brown) will:**

- have regard to the SEN Code of Practice when carrying out her duties towards all pupils with special educational needs;
- do her best to ensure that necessary provision is made for any pupil who has special educational needs;
- report annually to the Governing Body on the policy's effectiveness, including any changes made during 2018-2019.

**The Leader of SEN (Mrs Cook)** in collaboration with the Principal and Governing Body takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies.

She will:

- be accountable for the identification and provision for SEN pupils, their SEN Support plans and reviews; including enhanced provision and annual reviews.
- liaise with and advise fellow teachers;
- manage SEN Teaching Assistants;
- be responsible for the monitoring of SEN pupil progress and attendance;
- liaise with parents;
- contribute to in-service training;
- liaise with LA support services and other external agencies such as CAMHS, Educational Psychologist and Speech Therapist;

### **Classroom teachers will:**

- differentiate appropriately to meet the needs of SEN learners in their teaching groups, draw to the attention of the Leader of SEN any pupil they feel requires intervention

because they display, ‘*significantly greater difficulty in learning than the majority of children the same age.*’

### Staff Specialisms:

Staff Member	Role	Qualification
Kathryn Hall	Leader of SEN	National Award for SEN Co-ordination PGDip Deaf Education PGDip Advanced Educational Practice (SEN) Level 1 BSL Level 2 Elklan
Kirsty Webster	Specialist Teacher	Post Graduate Certificate in Specific Learning Difficulties (Dyslexia). AMBDA. Elklan Level Three.

A comprehensive programme of Continuing Professional Development for SEND is planned according to the school pupil profile.

### Facilities for Pupils with Special Educational Needs and Disabilities

The school is a building with many stairs. There is, however, disabled access throughout the building including lifts and disabled toilets. The school will have regard to the Equality Act 2010, the Children’s and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. There are facilities for small group/individual teaching in the break-out areas and the library. All members of the school community, including pupils, are invited to inform the school of any disability they have. The Equality Policy and the Medical Conditions Policy should be read in conjunction with this policy.

### Admission and Identification of pupils with Special Educational Needs

Applications from parents of pupils with SEN but no statement will be considered on the basis of the Local Authority’s published admissions criteria. (*Refer to Admissions Policy*)

The SEN Code of Practice identifies a range of needs relating to the four areas of SEN specified:

1. **Communication and Interaction**, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorders)
  
2. **Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)

- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
  - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
  - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. **Social, Emotional and Mental Health Difficulties.** They include:
- Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
  - ADD (Attention Deficit Disorder)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder
4. **Sensory and/or Physical Needs,** including:
- Vision Impairment
  - Hearing Impairment
  - Multi-Sensory Impairment
  - Physical Disability

For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEN, advice will be sought from the LA and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

Members of the Senior Leadership Team, Year 7 Progress Leader and SENCO liaise with the primary schools regarding pupils who will require support when they start Wade Deacon. Parents are invited to speak to the SENCO during the Intake Evening and at the beginning of Year 6.

On entry into school, all pupils will be assessed using:

- Access Reading Test;
- Access Numeracy Test;
- Detailed Assessment of Speed of Handwriting (DASH) Test;
- WRAT Spelling Test;

Early identification, assessment and provision for any SEN pupils are very important for the following reasons:

- it can minimise the difficulties that can be encountered;
- it can maximise the likely positive response of the pupil;
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- if the child's learning difficulty proves less transient when addressed by the school alone the external agencies can be brought in earlier and very likely with more success.

Mainstream staff may identify a pupil they consider to have special educational needs at any time throughout the year by completing a concern form. After receiving advice from the SENCO, teaching staff will implement different strategies within their subject area for an agreed period. The pupil will then be reviewed to decide whether intervention has secured adequate progress, if not the pupil will move on to SEN Support.

### **Support for Teaching and Learning:**

The NC Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils through:

- Setting high expectations for every pupil, whatever their prior attainment.
- Using appropriate assessment to set targets which are deliberately ambitious.
- Identifying potential areas of difficulty and addressing them at the outset.

This school is committed to supporting pupils identified as having SEN within the mainstream classroom. All teachers are teachers of special educational needs and are expected to differentiate appropriately. The Care Guidance and Support Team (Leader of Care, Guidance and Support, Leader of SEN, Behaviour Co-ordinators, Learning Mentors and Teaching Assistants) are dedicated to advising and supporting pupils and staff to enable special needs pupils to learn alongside their peers. Every member of staff is provided with detailed information, advice and strategies to support pupils with a variety of SEN needs.

When planning curriculum and assessment for pupils all staff take into account the specific needs of pupils highlighted as having special educational needs. Subject faculties differentiate schemes of work to enable pupils to gain maximum benefit from the curriculum. This differentiation covers the more able pupils as well as those normally classed as having 'special needs'.

Professional development of staff within Care, Guidance and Support is enhanced through regular meetings during collaborative planning time, CPD provided specifically for Teaching Assistants, lesson observations and coaching sessions.

## **Continuum of Provision to Overcome Barriers to Learning**

The school adopts a graduated response in order to help pupils with SEN and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something **different** or **additional** is required.

### **Stage 1 - School Support**

Students who are not making adequate progress - but with quality teaching and additional interventions are expected to narrow the gap within approximately two academic terms - are placed in the 'School Support' category. Pupils identified as requiring **school support** may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success:

- differentiated materials;
- in-class support;
- technical support (hearing impaired);
- reading Intervention;
- numeracy Intervention;
- small teaching groups;
- short stay in the Achievement Centre

### **Stage 2 – SEN Support**

Pupils who have not made satisfactory progress will move along the continuum to **SEN Support**. This will follow a four-stage cycle: Assess, Plan, Do and Review.

#### **Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

#### **Plan**

Where it is decided to provide a pupil with SEN support the pupil, parents, keyworker and SENCO should agree on interventions and support to be put in place, as well as the expected

impact on progress, development or behaviour, along with a clear date for review. All class teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

At this point the SENCO may request advice and/or support from external agencies such as the Educational Psychology Service, Local Authority Support Services, Social Services, Pupil Referral Unit, and the Education Welfare Officer. The following support may be given;

- A SEN Support Plan will be drawn up between the pupil, parents and school identifying the pupils needs to improve their long-term outcomes. This will be reviewed three times a year;
- A keyworker will be assigned to lead on the SEN Support Plan, supported by the SENCO.
- An application for appropriate access arrangements for internal and external examinations will be made, where applicable.

### **Stage 3 –Education, Health and Care Plan**

For a small number of pupils, it may be necessary, in further consultation with parents and external agencies, to consider whether to ask the LA to initiate a statutory assessment. The description of the pupil's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether statutory assessment is necessary.



Pupils who qualify for an Education Health Care Plan are set targets. Strategies to meet these targets will be included on their SEN Support Plan. All pupils who are in receipt of an EHCP are reviewed annually on a formal basis, when parents, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend the case conference.

### **How will SEN Support be reviewed at Wade Deacon?**

The SENCO will have overall responsibility for managing and reviewing the support for SEN pupils, ensuring the school is using its **best endeavours** to achieve the best possible outcomes for the pupil. All pupils identified at SEN Support and EHCP will be allocated a keyworker who will ensure reviews are completed on a termly basis with pupils and parents. The SENCO will attend at least one of these reviews per year and hold all annual reviews for pupils with an EHCP.

In addition to this, the school will publish an Annual Report which contains a SEN information report (6.79) on the effectiveness of provision and any amendments made or proposed over the year to our SEN policy.

### **External Support**

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Pediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- The SEN Team
- The School Nurse
- Education Welfare Service
- Special Schools
- Children's Social Care
- Children and Adolescent Mental Health Service
- SEND Information Advice Service (SENDIAS) formally Parent Partnerships
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

### **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to

25, across education, health and social care. For up to date signposting, please visit our website [www.wadedacon.co.uk](http://www.wadedacon.co.uk)

### **Partnership with Parents**

The school believes that parents hold key information and have a critical role to play in their children's education. For this reason we actively seek to work with parents of pupils with SEN. All teachers, the SENCO, pastoral and other staff have an important role in developing positive and constructive relationships with parents. We recognise that some parents require both practical help and emotional support if they are to play a key role in the education of their children. For this reason we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress, parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil onto SEN support, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parents'/carers' views will be sought when a pupil's support plan is drawn up and suggestions as to how they can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report

### **Consulting Young People with SEND**

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SEN reviews and meetings with their keyworker.

Parents are encouraged to discuss any problems or concerns with school, with the child's teacher initially. Most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the Personal Tutor, Progress Leader or SENCO as appropriate. Any complaints will be dealt with in line with the school complaints policy. Parents/carers may take their complaint to the LA, as described in the 2011 Education Act.

### **Transition Arrangements**

The Assistant Vice Principal responsible for Transition will visit all feeder primary schools to gather information on the new intake of pupils. This is then shared with relevant staff, including the Leader of SEN. For those pupils in receipt of an EHCP, the Leader of SEN may be invited

to attend Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the SEN review process.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website: [www.wadedacon.co.uk](http://www.wadedacon.co.uk)

### **Other related documents**

This Policy should be read in conjunction with the following documents, all of which are available on the school website.

- The Equal Opportunities Policy
- Medical Conditions Policy
- Local Offer/ School Offer

### **Review Framework**

The policy should be reviewed annually or sooner in the event of revised legislation or guidance.