



The Wilnecote School

Title of Policy:

Special Educational Needs and Disability (SEND) Policy Report

Member of leadership team with lead responsibility for oversight and update of policy	Mr. M Herbert
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1. Aims

Our SEND policy and information report aims to:

- To provide every student with access to a broad and balanced curriculum
- Young people are at the heart of everything we do
- Ensure the needs of all students are identified and met
- To provide students with strategies for dealing with their needs in a supportive environment
- To raise the aspirations and expectations of all students with SEND
- To provide equal opportunities for all

2. Definitions

A pupil has SEND 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.

There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

A. Cognition and Learning - e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia

B. Communication and Interaction - e.g. speech and language needs and autism

C. Sensory and Physical - e.g. physical disability, visual and hearing impairment

D. Social, Emotional and Mental Health - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders

3. Fundamental Principles

- A child with SEND should have their needs met
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, including the National Curriculum.

4. Critical Success Factors

- The culture, practice, management and deployment of resources in our mainstream school are designed to ensure all children's needs are met
- Local Authorities, Academy Trusts, schools and other agencies work together to ensure that any child's SEND needs are identified early
- Those responsible for SEND provision take into account the wishes of the child concerned, in light of their age and understanding
- SEND professionals and parents work in partnership
- SEND professionals take into account the views of individual parents in respect of their child's particular needs
- Interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents
- There is close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues
- At The Wilnecote School we support fully this Code of Practice and endeavour to ensure that the critical success factors are achieved
- It is in the context and philosophy of the School Mission Statement and the SEND Code of Practice that this SEND Policy is written.

5. 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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

As an academy this policy also complies with our funding agreement and articles of association.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Mr. Mark Herbert mherbert@wilnecotehighschool.org

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Direct Teaching Assistants in terms of support for SEND pupils.
- Liaise with external agencies who come in to support SEND pupils.

6.2 The SEND governor

The SEND governor is Sue Scott sscott@wilnecotehighschool.org

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and its provision in the school.

6.3 The Headteacher

The Headteacher is David Foskett headteacher@wilnecotehighschool.org.uk

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 Class teachers

Each class teacher is responsible for:

- Quality First Teaching
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Following the Graduated Response and Universal Approach in accordance with the school's approach.

7. SEND information report

7.1 The varieties of SEND 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 Condition (ASC), Asperger's Syndrome (also referred to as High Functioning ASC), 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 and multiple learning difficulties

7.2 Identifying pupils with SEND and assessing their needs

Early identification and assessment of students with SEN is vital in order that appropriate provision is allocated to meet their needs and they can make appropriate levels of progress. This identification and assessment takes place in a variety of ways, including: -

Use of the school's staged SEND referral process to identify students who may be struggling to access a full school curriculum. This is used to get a wholistic picture of their school life in order to address and meet their needs.

Meetings are held every week to discuss identified students and to plan their next steps.

Referrals can come from home, teachers, pastoral, inclusion and SEND staff.

Liaison with feeder primary schools and the transition process

Testing or screening to support identification

- Information and concerns from parents / carers
- Concerns / patterns of behaviour identified by members of the pastoral and inclusion support teams
- Information from the whole school monitoring and tracking processes
- Information from other agencies (e.g. Social Services, Health) This may include progress in areas other than attainment, for example, social needs.
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Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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 incremental support that is needed to support the student.

7.3 Consulting and involving pupils and parents

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
- Stage 2 Referral Process

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

7.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SEND department to carry out a clear analysis of the pupil's needs. The process will follow the SEND referral process and draw information from

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All 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. Classcharts will make this information available for teaching staff, it will also allow staff to adapt seating plans to support students. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7.5 Supporting pupils moving between phases and preparing for adulthood

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

7.6 Our approach to teaching pupils with SEND

Our students' needs are met using three levels of intervention, described as "waves of support", which support access to the curriculum. Progress is closely monitored following an 'Assess - Plan - Do - Review' cycle to ensure we secure effective support for all students. If a student makes little progress on Wave 1, they may be moved to the next Wave 2 which offers a higher level of support. Wave 3 provision the school will seek specialist external agencies to further support students to access the school curriculum and meet needs.

Where a teacher notices a child may be having difficulty, they ensure:

- quality-first teaching with appropriate, targeted differentiation in place according to the child's/young person's need. This is where teachers make specific, agreed adjustments to the work and / the resources they use to teach. For the majority of children/young people, this level of support is adequate to remove barriers to their learning;
- where this is not having enough impact, they discuss this with the SENCo who will advise accordingly for further in-class strategies.

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7.6.1 Graduated Response

Wave 1 Provision This may involve additional strategies found within the school's universal approach documented in the school's SEND offer alongside the quality first teaching already taking place in the classroom. If you have concerns about your child's progress you should speak to your child's Pastoral Year lead.

For your child/young person this would mean:

- That the teacher may have in place specific strategies (found within the school's SEND offer document) to support your child to learn.
- Your child's teachers will have carefully checked on your child's progress and will have identified any gaps in their understanding/learning which may need some additional support to support them make the best possible progress.

Wave 2 Provision where this is possible it will provide as well as the above: small-group intervention in school, to support in reducing identified gaps in their understanding/learning. The SEND team may also may decide to seek specialist advice from an external professional.

This may be from:-

- services such as the Learning Support Team, Complex Communication Needs / Autism Team or the Sensory Service (for students with a hearing or visual need);
- professionals such as a Clinical Psychologist or a health professional.

What could happen:

You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support within the school.
- The intervention(s) agreed would be available in the classroom or within withdrawal groups outside of the mainstream classroom. Your child could be supported by a Teaching Assistant (TA) or specialist groups run by outside agencies e.g. Speech and Language therapist, Learning Support Team or Clinical Psychologist.

Wave 3 provision where this is possible it will provide, as well as the above, multiple professionals or multiple interventions for children/young people who have multiple and / complex needs. This type of support is available for children or young people whose learning needs are, severe, complex and potentially lifelong. This is usually provided via an Education, Health and Care Plan (EHCP).

- If we still have a concern that despite Wave 2 provision your child still requires support above what is 'ordinarily available' within our setting we may ask for an EHCP assessment. For your child this could also mean:-
- The school or family can request that Local Authority carry out a statutory assessment of your child's needs if an EHCP is not already in place. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support already being provided.
- After the reports have all been sent in, a further panel will decide if your child's needs are severe, complex or lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- If an EHCP is agreed a consultation process begins. This process will mean a draft EHCP is sent out to local schools, both mainstream and specialist. Schools have 14 days to respond and state if they can meet need or not. This information goes to panel at the LA and decision is made on school

setting and support offered.

7.7 Use of Provision Mapping in school

Provision Mapping Software is used by the SEND department to record, track and monitor provisions offered to students to support need. Provision mapping is used as part of the evidence for Assess, Plan, Do, Review cycles to support a student's needs in school. It will also be used as evidence should the students' needs reach Wave 3 and an EHCP application is being applied for.

7.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as literacy and numeracy support, speech and language, SEAL group provision and mentoring. Wrap around care is offered to students with additional needs in the form of Break and Lunch Clubs.

We work with external agencies to provide support for pupils with

SEND, some of these agencies included: Autism Inclusion Team, Deaf/Hearing Impaired Team, Educational Psychologist and Play Therapist.

7.9 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Using Provision Maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans.
- Reviewing student passports
- Reviewing student adjustments

7.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

7.11 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 SEND are encouraged to be part of the school council

- We have a zero-tolerance approach to bullying.

7.12 Working with other agencies

The Wilnecote School has excellent relationships with a wide range of other agencies. We value the work they do and recognise the contribution they make to our students. These agencies include:-

- Specialist support services, such as SENSS, Behaviour Support, Autism Outreach, Educational Psychologist Service
- General Support Services, such as Educational Welfare Service, School Nurse
- Other agencies, such as Social Services, Parent Support and the Local Support Team.
- Agencies and alternative education providers accessed through the DIP such as CAMHS, Counselling Services, Youth Service, and Short Stay School.

7.13 Complaints about SEND provision

We urge parents with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents feel their child's needs are still not being met, they should make an appointment to see the Head Teacher or SEND governor. If concerns are still unresolved parents may wish to use the local Information, Advice and Support Service for Special Educational Needs and Disability: Staffordshire SEND Family Partnership or engage with the School complaints policy procedures.

7.14 Contact details for raising concerns at school

SEND Department -
send@wilneoctehighschool.org

Mark Herbert - Assistant Head (Inclusion and SEND) - mherbert@wilnecotehighschool.org

Anne Goodeve - Assistant SENDCo
agoodeve@wilnecotehighschool.org

Glyn Beck - Assistant SENDCo -
gbeck@wilnecotehighschool.org

Rebecca Andrews - Assistant SENDCo -
randrews@wilneoctehighschool.org

7.15 The local authority local offer

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

8. Monitoring arrangements

The process of monitoring, evaluation and review will be undertaken against the Critical Success Factors in the Code of Practice and the 5 Every Child Matters

outcomes.

It will be undertaken using the full range of school self-evaluation procedures (including Growing Great People, Deep Dives, School Development Plan and Analyses of Outcomes) by the School Leadership Team and the Governing Body.

It will be reported on annually to the Governing Body and reviewed/amended if

necessary.

9. Linked Policies

Behavior and Exclusions Policies

Equality statement

Accessibility plan

Exam Access Arrangements

Child Protection and
Safeguarding