

# The SEND Policy Statement

## SECTION 1 PREFACE

The range and degree of learning difficulties, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists at Weatherhead.

It should be noted that:

1. as appropriate, the aims and objectives of the SEND Policy relate directly to those of the school, and are based on the values derived from and are guided by the requirements of the SEN Code of Practice 2014.

If a child has significant problems (physical, emotional, psychological, medical etc.) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of peers then that child has a learning difficulty.

N.B. This definition of **learning difficulty** does not apply to students who have learning problems solely because their first language is different from the language in which they will receive their education.

If the child needs different or additional educational provision to that generally provided for his/her peers then that educational provision is deemed '**special educational provision**'.

A child who has a **learning difficulty** that requires special educational provision is said to have **special educational needs (SEN)**.

**N.B.** The term 'parents' is employed throughout this policy and refers to any parent, guardian, or other adult in 'loco parentis'.

## Aims of this Policy

- 1.1 An entitlement to a broad, balanced and relevant education will be a right for **all students** in our school.
- 1.2 Age, gender, race, creed or individual needs will not constrain any educational entitlement.
- 1.3 The school aims to support all staff in the delivery of educational entitlement.
- 1.4 Independence, respect for others and the development and maintenance of self-esteem are integral goals for entitlement.
- 1.5 Thoughtful, negotiated, sympathetic assessment and testing will be used for the benefit of the learner.
- 1.6 The atmosphere in the school will promote a happy, sensitive and secure environment to ensure the **most effective learning**.
- 1.7 Equality of opportunity will be integral to the planning of educational provision.
- 1.8 The school aims to encourage parents in the learning process of their children.
- 1.9 Teaching strategies should be responsive to **different learning styles**.
- 1.10 Achievements can be made by all learners and these will be **recognised and recorded**.
- 1.11 A total commitment to the principles of education entitlement is the **responsibility of all staff**.

# Admissions Policy / The Special Educational Need and Disability Act 2010

Weatherhead High School welcomes integration, and from our experience over the years, have no doubt that students with severe learning difficulties have much to gain from a mainstream school and have much to offer the community of the school in return. Consultation with staff, parents and external agencies have made this possible.

With regard to access to the school buildings, the new building of Weatherhead High School presents little problem. This light, modern structure complies with the most recent building regulations, consisting of three floors, the upper floors via lift access.

The Equality Policy supersedes the Disability Equality Policy and complies with the most recent legislation. This policy is available from the school and is on the website.

## Identification Procedures

- 2.1 A starting point in the school is the identification of the needs of individual students across all subject areas. It is sometimes too easy to presume that underachieving students in one subject area will be underachievers across the whole curriculum. In order to facilitate this identification, Staff should observe for a period, their Teaching Group, looking specifically at: **skills, concepts and general understanding of tasks presented.**
- 2.2 The school will place the student on the SEND register for the attention of all staff. This is the initial identification and registration, gathering basic information about the student and taking early action to meet the student's needs within her normal classroom work. The trigger for this stage is expression of concern by any teacher, parent or another professional. *The review and monitoring of this stage is the responsibility of Departments who will inform the Learning Support Co-ordinator.*
- 2.3 Where appropriate/necessary the school will enlist external specialist support to enable the student to make progress. Such support will come from the Educational Psychology Service or other professional agencies. There will be a new individual education plan developed with the help of outside agencies. This will outline future targets and strategies. It is at this stage where monitoring with the Year Team Leader and Curriculum areas is critical. A student entering this phase of the Code of Practice will exhibit **significant difficulties.**
- 2.4 In a minority of cases, the school will conclude that the child's needs remain so substantial that these must be brought formally to the attention of CYPD. When making a referral for a statutory assessment, the school will state clearly the reasons for referral and submit the following information:
  - (i) The recorded views of parents
  - (ii) The recorded views of students
  - (iii) Evidence of health checks
  - (iv) The strategies already used in school
  - (v) Reviews and comments with samples of recent work as evidence
  - (vi) Evidence of the involvement and views of professionals.
- 2.5 This intervention aims to give specific help to students who have severe Special Educational Needs. Each stage will be reviewed and parents will be consulted and informed. The most effective provision can only be made when parents and the school are open and confident in working together.

- 2.6 To give the school a baseline profile, new students in Year 7, after an initial settling down period of approximately two weeks, are formally assessed by means of reading and spelling tests. Students will complete the MidYis assessment. The spelling and reading test procedures are repeated towards the end of the Summer Term.
- 2.7 As a guide towards the identification and recording of students with Special Educational Needs, a central register of students is available on the staff shared area. This provides Staff with specific information on students, giving structure and a framework for management of SEND. Colleagues will be issued with a copy of the EHCP and asked to sign on receipt. The following methods are used to identify need:
- (i) National Curriculum Key Stage 2 (below Level 4)
  - (ii) Intake Profile annually undertaken by Student Services staff and Associated Primary Schools
  - (iii) Informal Assessment (reviews, classroom observation by Learning Support Co-ordinator)
  - (iv) Formal assessment (standardised, criterion-referenced, diagnostic testing)
  - (v) Formal assessment with Curriculum Areas. For example, end of term coursework or unit tests, target setting and evaluation by students.
  - (vi) Parental advice
  - (vii) Information from NHS/Social Care.

## **Assessment and Testing Arrangements**

- 3.1 Assessment should flow from everyday classroom work, be part of normal school life, be shared across the school and its community and be useful for everyone involved. We should be certain about our reasons for using assessment because any failure to meet the needs of students involves a waste of students' time, teaching effort and resources which could have been used for another purpose.
- 3.2 Assessment should never be an end in itself, nor should results be accepted blindly; they form only one **source of information** upon which to base professional judgements.
- 3.3 Approaches to assessment **must be sensitive**, neither making unreasonable demands nor exposing the student to undue emotional or physical stress.
- 3.4 When performance is measured against attainment levels, it is important to remember that all students have an entitlement to **develop at their own rate, regardless of age**. Assessment of personal qualities, such as motivation and the ability to work in a team, should be an integral part of the assessment arrangements. All students have a progressive flight path.
- 3.5 Our school assessment procedures must take into equal account, professional judgement and the **students' and parents' own perception of their progress**.
- 3.6 The Learning Support Co-ordinator will endeavour to use diagnostic assessment to assist in identifying students' individual needs.
- 3.7 A list of the diagnostic assessments for Weatherhead High School can be found in Appendix A. This list is not comprehensive. It is subject to change in the light of National Curriculum development, the school's needs, students' needs and the involvement of outside agencies.

## Strategies for Delivery

- 4.1 The school recognises that each child is different in terms of ability, aptitude, interests, motivation and social and ethnic background. This demands a curriculum which is **differentiated** - a curriculum that provides learning experiences which meet the needs of the individual child, a **curriculum he/she can understand**.
- 4.2 Weatherhead High School policy is based on the principle that differentiation of the curriculum and acquisition of literacy and numeracy skills is the key to access; it allows students a learning experience with **purpose** and the **opportunity** to really **demonstrate** what they **know, understand and can do**. **Good practice for Special Needs students is good practice for all students**.
- 4.3 There should be effective co-operation between the Learning Support Co-ordinator and each department to ensure a planned strategy that will differentiate their curriculum to suit the ability of all students. This should include close scrutiny of reading texts and the methodology proposed to aid access.
- 4.4 Inset provision for Special Needs should be on-going in order that all staff gain the necessary skills and range of strategies to facilitate differentiation of subject content and the management of behavioural issues. It is essential that Curriculum Area monitor their own provision.
- 4.5 **High expectations** on the part of both staff and students is essential to ensure success and progress for all students. However, it is important that students with Special Needs are able to make mistakes without a feeling of failure. This is a necessary step in problem solving and successful learning outcomes.
- 4.6 Students should be given the opportunity to express their ideas in a variety of teaching styles and the learning environment should reflect this. Their **efforts should be carefully displayed to celebrate success, improvement and high standards**.
- 4.7 There must be **equitable** distribution of equipment, materials and capitation to resource Special Needs students in each subject department.
- 4.8 Teaching styles should provide opportunities for students with Special Needs to:
  - a) reflect upon their own learning
  - b) negotiate their own targets
- 4.9 It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that all students have full access to the curriculum.
- 4.10 Reading difficulty is an issue for every curriculum area. Therefore, it is important that all staff take note of reading abilities and incorporate language control in the delivery of their lessons. Literacy acquisition should be embedded in all departmental planning.
- 4.11 **The School's Provision Map replaces the need to write IEPs for students. Those students with most significant difficulties will possess a One Page Profile (1PP) overseen by the Learning Support Co-ordinator.** The aim of the document is to provide coherent strategies to enable teachers to empower students and enable them to achieve their full potential. **This document can also be found on the Staff Share Area.**

## Parental / External Agency Involvement

Under the New Code of Practice (2014) students, parents/carers and family are at the heart of decisions.

- 5.1 An active partnership between the school, parents and external agencies is the most effective way to ensure a full understanding of each student's needs.
- 5.2 The school acknowledges the important role parents have in the education of their

children. The Code of Practice obligates the school to involve and inform parents at every stage of the multi-professional assessment procedure. We should encourage those parents to be partners in decision making.

- 5.3 If parents are to be partners, they must be accepted as equal partners with a depth of knowledge about their own child and their problems that cannot be matched by professionals, who have their own skills to offer. It is for this reason, that parents of students are actively encouraged to view work in the school or to discuss difficulties at any time. Every child has a Special need at some time or other.
- 5.4 The school supports a multi-disciplinary approach to maximise the provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals. The School has named individuals within CYPD to whom references are made in accordance with staged procedure for assessment.  
  
Co-operation between the school, the LA, the Health Services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for SEND.
- 5.5 A named Governor has been nominated to take an active role in the Special Educational Needs affairs of the school.
- 5.6 The role of external agencies is broad and varied (see Appendix B for brief overview).

## **Monitoring and Evaluating the Success of the SEND Policy**

Currently (Sept 2016) there are five students with EHCPs attending Weatherhead.

A nominated governor links the SEND Department with the Governing body. The criteria by which the monitoring and evaluation of the SEND provision is undertaken are described below:

### **Parents:**

1. the number of parents of SEND students who request that their child be educated at this school
2. the degree to which parents and students have been consulted during annual reviews and transition plans
3. any pertinent feedback from students and parents

### **Students:**

1. student achievement, for example, increase in Reading and Spelling ages over a year or Key Stage
2. the achievement of SEND students at formal examinations
3. Raiseonline data
4. the number of SEND students who pursue education post16/18
5. Student Voice

### **Budget:**

1. the amount of the budget allocated to support students (a) with, and (b) without Education HealthCare Plans.
2. adjustments in spending to reflect changing needs. For example, Service Level Agreements / EQ.

### **Planning:**

1. The inclusion of Special Educational Needs issues in development planning.

### **Staff INSET:**

1. involvement by all staff in Inset courses relating to SEND issues
2. senior management involvement in SEND issues

**Independent Reports:**

1. responses from LA and OFSTED reports

## Complaints Procedure

The school hopes that it is sensitive not only to the needs of its students but also to the wishes of parents and students. The Learning Support Co-ordinator adopts an 'open house' approach and is more than willing to see parents during and beyond the school day. Discussion and consultation with parents may cover a variety of topics. For example: the student's health and development; the student's performance, progress and behaviour at school and at home; factors contributing to any difficulty; further steps which the school might take.

Parents who have a concern which they feel has not been properly addressed, may put their concern, in writing, to the Governing Body.

**Parents' Right of Appeal**

Following a statutory assessment by the LA and a decision being made, parents have the right to appeal to the Special Needs Tribunal on the decision. The following reasons may be used by parents to appeal:

- Refusal to make a formal assessment of the child's SEND
- The LA has refused to issue an EHCP

Parents often value independent advice and support when their child is being assessed for a possible statement - Parent Advocacy.

**The SEND Tribunal**

The Tribunal is the final arbiter in disputes between parents and the LA. Its main aim is to consider the needs of the child. Each appeal is heard by a panel of three: a legally trained chairperson, and two members with expertise in SEND and/or local government.

**Diagnostic Assessments**

1a. Group Literacy Reading Test. NFER

1b. Vernon Spelling

The above are used to establish baseline testing for new Year 7 Intake.

2. Dyslexia/SPLD Assessment. *SENAAT*

3. Non Specific Assessments/recommendations. *SENAAT*

4. LASS non verbal diagnostic. *JM*

5. Assessments by *Educational Psychologist*. *Gavin Doeg*

6. Assessment by Outreach provision. *Orrett's Meadow*

7. Literacy/Numeracy Assessments. As part of English Curriculum.

Learning Support Co-ordinator	Mr Jim Morris
Educational Psychology Service	Mr Gavin Doeg
Special Educational Needs Advisory and Assessment Team	Mr Andrew Humphrey
Autistic Spectrum Condition Outreach	ASC Team
Vision Support	Ms Christa Stubbs
Occupational Therapy	
EHCP Officer	Mrs Dawn Taylor
Community Physiotherapist	Julie Jensen
School Nurse	Mrs Sue Barratt
CLA Link	Mrs Gaynor O'Donnell

### Resources to Support SEN

1. Multisensory overlearning Structured Programme to support SPLD students
2. Ace Spelling Dictionaries to support SPLD students
3. Personal spelling dictionaries - Year 7
4. Resources to Support Phonic Deficits and Comprehension
5. Support Files for Language/Basic Skills
6. ICT: Boardworks Differentiated Tasks
7. Laptops for student use
8. Curriculum Specific Writing frames
9. Key Words Posters in curriculum areas
10. Coloured overlays to support SPLD student with reading
11. Teaching Assistants to enable student access in majority of curriculum areas

**Documents Consulted**

Every Child Matters

New Code of Practice on the Identification and Assessment of  
Special Educational Needs - January 2002

Students with Problems: DfEE

Excellence for all Children: DfEE

Principles into Practice-Effective Education for Students with Emotional  
and Behavioural Difficulties: Ofsted 1999

Special Educational Needs and Disability Act Sept. 2002

SENDA

Inclusive Schooling DfES

Code of Practice 2014

### **Social Inclusion**

Social Inclusion is about raising the self-esteem and attainment of all students regardless of their background, race, class, gender or disability. Fundamentally, it is about removing the barriers to learning.

Social Exclusion occurs when individuals come from a combination of linked problems: unemployment, low incomes, poor skills, poor housing, high crime environments, bad health and family breakdown. This means that they are cut off from the things that most of us take for granted: qualifications, a job, a home and a safe environment. Every student has the right to develop their potential. Therefore, Social Inclusion is about opportunities and the framework to access those opportunities.

We now face the challenge of creating a supportive network to provide the means and pathways to facilitate such changes. Adaptations that will need to be made to adjust to particular needs, can only, in the long term, contribute to the greater good of all students' learning and opportunity.

We look to a future team approach where sound strategies and practice can be deployed and effective levels of communication can best serve the community of the school and its students.