

Weatherhead High School

A high performing academy providing excellence for all

SEND Policy

Document Owner	Director of SEND
Committee	Curriculum
Frequency of Review	Annually (or in line with changes to legislation)
Date of last review	April 2023
Date approved by Governors	May 2023 (<i>updated July 2022</i>)
Date of next review	Summer term 2024

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEND information report.....	4
6. Admission arrangements	8
7. Monitoring arrangements.....	8
8. Links with other policies and documents	8

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At Weatherhead, we believe that all students have the right to access a broad, balanced and relevant curriculum. We aim to support staff in ensuring that they are confident in delivering a world class curriculum to our most vulnerable students. We encourage resilient learning with an ethos which promotes a happy environment where students thrive.

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 students with SEN 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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student 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.

4. Roles and responsibilities

4.1 The SENCO

The Director of SEND is Mr M Graham.

He will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school, in line with the current SEND Code of practice.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and quality first teaching.
- Lead and advise on the graduated approach to providing SEND support
- In conjunction with the school's Business Manager and other members of the Senior Leadership Team, advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body 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 students with SEND up to date

4.2 The SEND governor

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 Director of SEND to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

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

4.4 Class Teachers

Each class teacher is responsible for:

- Ensuring that students have access to quality first teaching in all lessons
- The progress and development of every student in their class, whatever their starting point.
- Working closely with curriculum 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 Director of SEND to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The type 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 disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, processing delay,
- 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.

5.2 Identifying students with SEND and assessing their needs

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

- Is significantly slower than that of their peers, within their teaching band, 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.

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 student 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.

At Weatherhead High School, a student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them, which can not be addressed in the classroom setting alone. SEND students will receive additional and different support to that offered to all other students.

Students are identified as having an additional need and not SEND, if their learning needs can be met by quality first teaching in the classroom and no further intervention is needed outside the classroom setting. These students will be added to the Additional Needs register.

We recognise that low attainment does not necessarily mean that a student has SEND and this will not automatically lead to a student being recorded as having an identified SEND need.

5.3 Consulting and involving students and parents

When a student has been identified as requiring special education provision parents/carers will be invited to meet the Director of SEND. The purpose of the meeting will make sure that:

- Everyone develops a good understanding of the student'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

Action points of these meeting will be added to the student's record and given to their parents.

Parents and carers will receive regular progress updates throughout the year as well as have the opportunity to meet with key staff at parents' and form tutor evenings.

5.4 Assessing and reviewing students' 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 Director of SEND to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student

- 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 student's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

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

- *An enhanced transition day, Senior Leadership Team evening, a Form Tutor evening, summer school opportunities*
- *The Director of SEND will meet the primary school SENDCO*
- *A Year 7 Parent/Form Tutor evening with an opportunity to meet the Director of SEND*
- *Working with Year 9 students and families to ensure the correct Key stage 4 pathway is chosen*
- *Working with students, families and other providers to ensure a smooth transition to post 16/18 establishments*
- *Structured opportunities for the world of work from Year 7 onwards*

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

First quality teaching is our initial step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- A vast range of additional support sessions at lunchtime and after school, ensuring students do not miss valuable timetabled lessons
- A Higher Level Teaching Assistant (HLTA) responsible for students with significant literacy difficulties.
- Literacy support delivered by Orrets Meadow Special School to students with significant literacy difficulties.
- Numeracy support delivered by Orrets Meadow Special School to students with significant numeracy difficulties.
- Learning Zones supported by a HLTA
- A teaching assistant supports students in Band D at KS3.
- A team of teaching assistants to provide a bespoke programme of intervention
- Advice and guidance sought from a range of external providers, such as Wirral's ASC Team, the ADHD Foundation, SENAAT (special educational needs advisory and assessment team)

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing specific pathways for students with SEND, where appropriate.
- Regular reviews of personalised timetables.

5.8 Additional support for learning

During the school day:

- We have SEND teaching assistants who are trained to deliver interventions to our most vulnerable students. Teaching assistants will support students in small groups where staff believe a cohort of students would benefit from more intense, personalised intervention.
- Each Year group has a designated Pastoral and Academic Support Worker who will work with SEND students and their families.
- Students can have access to a counsellor from Kilgarth School.
- Students can access therapy sessions from an ADHD Foundation Therapist.
- Speech and Language Groups to support student's social development.
- The school offers a vast range of extra-curricular opportunities; attendance will be monitored by the Director of SEND
- The teaching assistants offer additional study support sessions at lunchtime and after school
- A Mental Health Lead who links with CAMHS to support students with significant mental health issues.

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

- Wirral Educational Psychologists
- SENAAT (special educational needs advisory and assessment team)
- Wirral's ASC Team
- ADHD Foundation
- The Local Authority

5.9 Exam Access Arrangements

Where we identify that a student may have a need, which could impact on their ability to complete exams at the same speed as their peers or in line with expectations and predictions we will refer to a specialist assessor, in order that the student can be tested to establish if they qualify for Exam Access Arrangements. The Director of SEND has a responsibility to ensure that all Joint Council of Qualifications (JCQ) are met in full, which means that those who are entitled to support in examinations will receive it in assessments. It must be the student's 'normal way of working'. Approval will be sought for Exam Access Arrangements via the JCQ website and where a student is working towards vocational qualifications, Pearson Access Arrangements online. The Director of SEND will work with teaching staff to ensure that they provide evidence of the need in regular assessments. All documentation will be held securely within the SEND Department.

5.10 Expertise and training of staff

Mr Graham is the Director of SEND and has completed the National Award for Special Education Needs Coordination (NASENCO).

Miss Brennan is our Assistant SEND Co-Ordinator.

Mrs Duffy is our dyslexia specialist, trained to deliver literacy and support students with English as an Additional Language (EAL).

Miss McLaughlin is a trained Emotional Literacy Support Assistant (ELSA).

We use specialist staff from SENAAT (Special Educational Needs Advisory and Assessment Team) to assess students who may need special arrangements for public examinations.

SEND is a key area of the current year's School development Plan, providing training and support strategies for staff.

5.11 Securing equipment and facilities

Weatherhead is a relatively new building with wide corridors and lift access to all floors. Students are assessed individually if their need is greater than the needs of other students and we will work with families and other professionals to aim to meet the students' need.

5.12 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals and targets each term
- Reviewing the impact of interventions at the end of each half term.
- Developing our practice through student voice and parental questionnaires.
- Monitoring by the Director of SEND and the Senior Leadership Team with Year Leaders.
- Holding annual reviews for students with EHC plans.

5.13 Enabling students with SEND to engage in activities available to those in the school who do not have SEN

Weatherhead has an ethos of enriching students' education and learning through a plethora of extra-curricular activities.

All of our extra-curricular activities and school visits are available to all our students. A student's attendance at an activity may form part of their Additional Support Plan (ASP). Attendance at clubs and activities is monitored by the SEND team.

All students are encouraged to partake in the residential trips and we work closely with families and external providers to ensure the student's needs will be safely met.

If a SEND student is attending an offsite activity, the parent/carer will be invited to meet a member of school staff to ensure their needs are met.

- *The school's accessibility plan is built into the schools "Equality and Diversity" policy, which can be found here <https://weatherheadhigh.co.uk/school-information/policies-procedures/>*

5.14 Support for improving emotional and social development

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

- Students with SEND are encouraged to be part of the school council and take part in a range of enrichment activities.
- A variety of activities delivered by the team of Pastoral and Academic Support Workers

We have a zero-tolerance approach to bullying; once reported all issues are followed up by members of the Student Services Team. Our Bullying Policy can be found here <https://weatherheadhigh.co.uk/wp-content/uploads/2023/03/Anti-Bullying-Policy-Review-Spring-2025.pdf>

5.15 Working with other agencies

The school welcomes support from other agencies to support our students' needs. The Director of SEND is more than willing to attend meetings or meet with professionals to share information and develop strategies to engage enable the students to reach their full potential.

5.16 Complaints about SEN provision

Complaints about SEND provision in our school should be made in line with the school's complaint's policy.

The parents of students 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

5.17 Contact details for raising concerns

In the first instance, parents should raise concerns with the Director of SEND. Parents who have a concern they feel has not been properly addressed may put their complaint in writing, in conjunction with the school's complaints <https://weatherheadhigh.co.uk/wp-content/uploads/2023/05/Complaints-Policy-Renew-Summer-2024.pdf>

5.18 The local authority local offer

Our contribution to the local offer is outlined in this document.

Our local authority's local offer is published here: <https://localofferwirral.org/>

6. Admission arrangements

The arrangements for the admission of students with Special Needs or disabilities to gain admission as students to Weatherhead High School fall within our duties under the Equality Act 2010 and are the same as those applied to all students. Admission is in the first instance arranged by application to the Local Education Authority. If successful, Weatherhead High School then receives notification that a child has been allocated a place.

Weatherhead High School will take steps to prevent disabled students from being treated less favourably than other students. We will use our best endeavours to ensure that no child is unable to attend Weatherhead High School because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students. Existing facilities provided to assist access to the school by students with disabilities:

- Wheelchair access onto school grounds at the main entrance
- Disabled parking is available near the main entrance.
- Two lifts are available for movement between floors.
- Wheelchair access into the school at the main entrance. Door is fully accessible.
- Exterior lighting to improve evening access.
- Children's and adult's accessible toilets.

Please also read our Accessibility Plan for further information: <https://weatherheadhigh.co.uk/wp-content/uploads/2021/02/Accessibility-Plan-Review-Spring-2024.pdf>

7. Monitoring arrangements

This policy and information report will be reviewed by the Director of SEND annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing body.

8. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- The school's Medicines' policy