

Wright Robinson SEND Policy September 2015

SEND POLICY 2015-2016

Date Completed: September 2015

Completed by:

Review Date: September 2016

This policy was written by the school SENCO's in liaison with the Assistant Headteacher and the Senior Leadership Team.

Wright Robinson is committed to providing an appropriate and high quality education to all our students. All students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to make good progress and meet their full potential.

The SEND team at Wright Robinson

Inquiries about an individual child's progress should be addressed at first to the form tutor/ subject teacher or the Head of Year since he or she is the person who knows the child best. Other enquiries can be addressed to:

SENCO: Mrs C. Cooper
Assistant SENCO: Miss P. Medley

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support students from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (K). All students are closely monitored, and their progress tracked each term by teaching staff, Heads of Faculty and Academic Mentors. Those at K are additionally tracked by the SENCO.
- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.
- Schools need to work closely with parents and students in order to take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All students benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all students at the level which allows them to make progress with their learning. **'Every teacher is a teacher of every child including those with SEN.'**

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Aim

To produce an inclusive environment and raise the aspirations of and expectations for all students with SEN.

To enable, through 'Quality First Teaching' and targeted and focused support, for all students to meet their full potential.

Objectives

Our objectives are:

1. To work within the guidance provide in the SEND Code of Practice, 2014 and to implement it effectively across the school.
2. To identify as early as possible, barriers to learning and participation for students with SEN.
3. To ensure that every student experiences success in their learning and makes the best possible progress.
4. To enable all students to participate in lessons fully and effectively.
5. To value and encourage the contribution of all students to the life of the school.
6. To work in partnership with parents and carers.
7. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEN Policy.
8. To work closely with external support agencies, where appropriate, to support the need of individual students.
9. To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

Identifying Special Educational Needs

- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.
- The progress of every child is monitored at termly student progress meetings. Where students are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO / Academic Mentor/ Head of Year/ EAL Co-ordinator/ Attendance Officer and other appropriate staff (including SLT) and a plan of action is agreed. All of the information gathered from within the school about the student's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

- Subject teachers are continually aware of student's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers 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

- In addition to this, there are regular meetings with the SENCO, SLT, Heads of Year, Attendance Officer and the Child Protection Officer(s). Students of concern can also be raised here

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all – this is usually undertaken by the Academic Mentor or Head of Faculty in the first instance. Usually, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be placed at SEN Support on our SEN register following investigation by the SENCO and/ or Assistant SENCO.

Although the school can identify special educational needs, and make provision to meet those needs, we do not currently offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Wright Robinson also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEN but may impact on a child's progress and attainment. The following areas may be discussed:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
 - Attendance and Punctuality
 - Health and Welfare
 - EAL
 - Being in receipt of Student Premium Grant
 - Being a Looked After Child

A Graduated approach to SEN Support

A Graduated Response is adopted for students identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff. The **Assess – Plan – Do – Review cycle** is employed here as instructed in the SEN Code of Practice 2014.

At Wright Robinson there are three levels of support. **Wave 1** is what every child can expect from the school. **Wave 2** is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. **Wave 3** is for students who have very special and long-term needs.

Wave 1

‘Every teacher is a teacher of every child including those with SEN.’
Quality First Teaching.

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. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The College regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. It also has termly Student Progress Meetings to rigorously monitor progress of all of its students. All of the information gathered from within the school about the student's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At Wright Robinson, our teachers know how to:

- Explain things in simple words and in ways that help students remember. All of our classrooms have visualisers and are used often in our communication with students
- Give instructions so that students listen, understand and remember
- Make sure that each child knows how much time they have to get their work done
- Ask questions that assess student understanding
- Adapt the classroom and the seating plan so that everyone can see and hear
- Assess each child's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning
- Change lesson plans to accommodate student's strengths and weaknesses
- Understand and talk with students who are shy, worried or angry; and include them in school life
- Follow the College Behaviour for Learning policy to ensure that everyone has the chance to learn and make progress in lessons

At Wright Robinson, our teachers use:

- Practical equipment to help students understand complicated ideas
- Special adaptations where possible, including ICT, for students who have difficulty seeing, hearing or moving
- Use talking and questioning so that students are confident about writing
- Strategies to help with writing e.g. word mats, mind maps, word banks
- A traffic light system to make it easy for students to show that they need help (there is a traffic light page in every student planner).

Wave 2

If a child is not making adequate progress highlighted from our assessment processes then they will be moved to Wave 2. Here children will be added to the SEN register at the SEN Support level. At Wright Robinson, we can provide short-term, individual or small-group interventions for students who experience barriers to learning. These can be different in each year group and include:

- Speech and language groups run by trained staff
- Literacy development
- Reading partners
- Writing Club
- Numeracy interventions
- Social Skills Groups

- Individual behaviour support
 - Behaviour Support Groups
 - Counselling
 - Picture-based communication
- Talk to the Educational Psychologist to get advice to improve teaching for individual students
 - Train teachers to work with additional adults in the classroom
 - Train staff about different areas of SEN
 - Train staff to do interventions

Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO reviewing the interventions and at the Student Progress Meetings.

Statutory Assessment / Statements / EHC Plans

If a student fails to make adequate progress in spite of high quality, targeted support at SEN and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocating students with statements/EHCPs a specified amount of support.

Wave 3

At Wave 3 a child may have a statement of educational needs or an EHCP. At Wave 3 the SENCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Wright Robinson:

- Intervention and support from specialist teachers of the deaf (as needed)
- Visits from specialist teachers of the visually impaired (as needed)
- Termly or twice termly visits from specialist teachers of students who have ASD (as needed)
- Assessment by an Educational Psychologist
- A special and personal plan that meets the unique needs of the child.
- Specialist teacher(s)
- Speech and Language Therapist (SALT)
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHs)
- Teacher from the Student Referral Service (PRU)
- Learning mentor or key worker where appropriate
- Medical staff
- Physiotherapist
- Teaching assistant supporting in lessons as needed.

- Advice or teaching from a specialist teacher
- Extra 1:1 learning
- Dedicated times each week to improve Speech and Language. Your child could follow a programme written and monitored by a Speech and Language Therapist or work directly with a SALT.
- Small group support for English and Maths.

Managing students needs on the SEN register

Every child is involved in the assessment cycles including the Student Progress Meetings which enables students to be identified as requiring SEN support. Class teachers/ subject teachers are responsible for evidencing the progress of SEN students in their classes.

The SENCO is responsible for managing the SEN register and keeping it up to date. This is being developed to comply with the SEN Code of Practice 2014 guidance. The level of provision employed for a student will be decided at relevant stages in the monitoring cycle and follow the Wave levels already identified above.

All interventions will become outcome based and have clear time frames to comply with the SEN Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Each TA delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions. Paperwork for TAs is continually reviewed and up dated to make sure it is fit for purpose and complies with the guidance in the SEN Code of Practice 2104.

Criteria for exiting the SEN register

Students will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

Monitoring and evaluating SEND

Students on the SEN register have their levels reviewed termly by the SENCO and are discussed at the regular student progress and Teacher/SENCO Meetings. Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. LSAs and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO reviewing the interventions and at the progress meetings.

Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all students

Students with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. These issues are also discussed and addressed at the appropriate meetings. If the child's behaviour is felt to be a response to trauma or to homebased experiences, (e.g. bereavement, parental separation) we may complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example

with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained school staff and relevant outside agencies that develop good, trusting relationships with the students.

Supporting students and families

At WRC we aim to have good and informative relationships with all of our parents. Partnership plays a key role in enabling students and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of students with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEN, the class teacher/ Inclusion Team will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN
- discuss assessments that have been completed
- agree a plan and provision for the next term.
-

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Thereafter, parents – and students- are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

Transition into and within school

We understand how difficult it is for students and parents as they move into a new class or a new year and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or SENCO

The Transition Team also liaises with other feeder schools around information about their SEN students. The School SENCO manage and oversee arrangements made for students to access exams and other assessments in liaison with the Examinations Officer.

Supporting students at school with medical conditions

WRC recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

WRC wishes to ensure that students with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of students has been developed in line with the Department for Education's guidance released in April 2014.

Training and resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with statements of special educational needs and Education Health and Care plans.

All of our teachers are trained to work with students with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all students effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

All LSAs work with students with SEN and disabilities. Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and performance management.

The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

SEN Governor

The governing body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively.

The governing body has decided that students with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The school's SEN Governor meets with the school SENCOs termly to discuss progress.

SENCO

- Disseminating information and raising awareness of SEN/D issues throughout the College.
- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for students with SEND.
- Liaising with and advising fellow teachers and other staff
- Overseeing the records of all students with SEN.
- Managing the deployment of LSAs
- Managing and developing the roles of LSAs.
- Liaising with parents of students with SEN.
- Contributing to the in-service training of staff.
- Attending local and national SENCO training.
- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of students with SEN.

Teachers

'Every teacher is a teacher of every child including those with SEN.'

- Devising strategies and identifying appropriate differentiated methods to enable all students to access the curriculum.

- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring statemented/EHCPs targets are considered in lessons.
- Monitoring progress of students with SEN.
- Be fully aware of the school's procedures for SEN.
- Raising individual concerns to SENCO.

Learning Support Assistants

LSAs are line managed by the College SENCO.

Their roles and responsibilities are:

- Support students with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against Statement targets using record sheets.
- Assist with drawing up individual plans for students, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work 1:1 with students with statements/EHCPs
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Attend meetings as required.

Child Protection and Safeguarding

Child Protection Officers–
Designated Safeguarding Lead –

Responsibility for meeting the medical needs of students

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with SLT/SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy.

Bullying

Wright Robinson has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to resolve the situation, following the Behaviour for Learning policy.

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 nonjudgmental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

Reviewing the policy

Due to the climate of reform under the new requirements of the SEN Code of Practice 2014 WRC will review their SEN policy annually (or sooner in the event of revised legislation or guidance).

CAF – Common Assessment Framework - The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them.

Child and Family Service (CFCS) and the Child and Adolescent Mental Health Service (CAMHS) – part of the Health Service that looks after students with emotional, behavioural and social difficulties.

DDA – Disability Discrimination Act.

EAL – English as an Additional Language.

EP – Educational Psychologist.

Education Healthcare Plans (EHP) – a report, written by Waltham Forest Education Service and parents, which sets out your child's strengths, difficulties and approaches to learning. It also lists all the help they need from home, from school, from the health service and in the community. EHPs can last until a young person is 25 years old. EHPs support young people so that they can get the most out of their life at school and beyond school.

Global delay – students who find almost every aspect of learning difficult.

ICT – Information and Communication Technology.

LAs – Local Authorities.

SEN – Special Educational Needs.

K– SEN Support.

SLCN – Speech, Language and Communication Needs.

SLT – Senior Leadership Team.

Statement of Special Educational Needs – A report, written by the Local Authority, which sets out your child's difficulties and the support that must be provided to help them learn. Statements are being replaced by Education Healthcare Plans.