



# Wright Robinson College

## SEND Policy and Information Report

**Approved: September 2021**

**Reviewed: September 2021**

**Date of next review: September 2022**

### Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Definitions .....	2
4. Roles and responsibilities .....	3
5. SEN information report .....	4
6. Monitoring arrangements .....	9
7. Links with other policies and documents .....	9

# 1. Aims

Our SEN 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
- 

Inclusive education is at the heart of the Wright Robinson College community, and everyone works to ensure that all teaching and learning opportunities provide for a diversity of need. Wright Robinson College values difference and aims to create an environment which is inclusive, diverse and beneficial to all.

Wright Robinson College aims to create an ethos and educational environment that meets the needs of every student. The college aims to ensure that students with special educational needs and/ or disabilities are identified early, assessed and catered for within the college setting where possible and make the best possible progress.

The college will endeavor to ensure that all students with SEND have full access to all aspects of the college curriculum and wider aspects of college life. This will develop self-esteem, promote a positive self-image and prepare students for adulthood.

## 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 the 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 SENDCO**

The SENDCO is Miss Lee. Miss Lee can be contacted via the college on 0161 370 5121.

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Ensure that the SEND Code of Practice is adhered to at Wright Robinson College
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN 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 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 and all stakeholders 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 SEN up to date

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEN policy and provision in the school

### **4.3 The Headteacher**

The headteacher will:

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

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Reading the information available on their students (available on the SEND register and class marksheets) and making reasonable adjustments where appropriate

- Creating an inclusive and welcoming environment for all students, but particularly those with additional needs
- Working closely with any learning support 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEND information report**

### **5.1 The kinds of SEN that are provided for**

Wright Robinson College 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, 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/profound and multiple learning difficulties

The college recognises that some children will have more than one additional need.

### **5.2 Identifying students with SEN and assessing their needs**

Early identification of students with SEND is a crucial factor in overcoming barriers learning. The SENDO works closely with primary schools to gather information around any identified need. The SENDCO will also meet with appropriate staff and/or external agencies to discuss any concerns.

The college will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. In addition, students will also take externally marked CAT tests which the college will analyse to identify any potential concerns. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. This may be identified by staff other than class teachers – Academic Heads of Year, for example.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

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/carers. We will use this to determine the support that is needed and

whether we can provide it by adapting Quality First Teaching, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents**

We will have an early discussion with the student and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/ carers.

We will formally notify parents when it is decided that a student will receive SEN support.

### **5.4 Assessing and reviewing students' progress towards outcomes**

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

The class or subject teacher will work with the SENCO 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 or 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, where relevant

The assessment will be reviewed regularly and will take into account observations by other key staff – Academic Heads of Year, for example.

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. The college 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**

The college recognises that transitions can be difficult for a child with SEMD and takes steps to ensure that any transition is as smooth as possible. This includes Year 6 into Year 7 transition days with staff working directly with those students who need support. Additional visits may be arranged as part of an individualised transition.

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

possible, for students with an EHCP, a representative from the post-16 provider, if known, will be invited to the Year 11 review.

For example, we will arrange visits to other settings with parents/ carers/ students, often accompanied by the SENDCO or other appropriate adult from the college.

## **5.6 Our approach to teaching students with SEND**

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

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions, but not only:

- Social skills
- Mentoring
- Counselling
- Literacy boosters (e.g. Lexia)
- Specialist equipment and resources
- One-to-one keyworker sessions
- In class support
- External support

## **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, LSA support (where appropriate), 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing – for example using additional teaching staff
- Using recommended aids, such as laptops, reading pens, coloured overlays and glasses, visual timetables, dyslexia font, use of larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, opportunities for peer-to-peer work, pre-teaching of key vocabulary, giving instructions in different formats, etc.

## **5.8 Additional support for learning**

The college employs a specialist teacher to deliver specific interventions. In addition, we have other learning support assistants who are trained to deliver specific interventions, and who are supported in receiving additional training to improve their skills.

Learning Support Assistants will support students if such support is indicated in their Educational Health Care Plan. Additionally, the SENDO may direct LSA to work with individual students where appropriate.

Teaching assistants will support students in small groups as directed by the SENDO, or classroom teacher as appropriate.

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

- Educational Psychology Service
- Speech and Language Therapy

- Visual and Auditory Service
- Occupational Therapy
- And other agencies as appropriate

## **5.9 Expertise and training of staff**

Our SENDCO has 15 years' experience in this role and works as a maths teacher in addition to the SENDCO role. She holds the NASEN qualification required for all SENDCOs. She has a teaching timetable commensurate with members of the Senior Leadership Team in order to manage SEND provision in the college. She attends regular LA network meetings in order to be fully updated on local and national matters relating to SEND.

The SENDCO is supported by the Assistant SENDCO (Ms Paula Medley).

The college has a dedicated team of Learning Support Assistants with a range of experience and expertise.

## **5.10 Securing equipment and facilities**

In the first instance the college's notional budget is used. The college is also able to make a top-up application from Manchester LA if additional funding is required. The college will take advice from specialist services as to the most appropriate supplier.

## **5.11 Evaluating the effectiveness of SEND provision**

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

- Reviewing students' individual progress towards their goals
- Reviewing assessment and progress data – including external examinations
- Reviewing the impact of interventions
- Feedback by parents/ carers/ students
- Feedback via Parent View
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans

## **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities, educational and college visits are available to all our students, including our before-and after-college clubs.

All students are encouraged to go on our residential trip(s). For example, the trip to Kingswood is subsidised by the college, and additional funding is also available where appropriate.

All students are encouraged to take part in sporting activities/college drama/music/ dance performances plays/special workshops.

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

- The Governing Body at Wright Robinson College believes that the admissions criteria should not discriminate against students and has due regard for the practice advocated in the Code of Practice and the Equality Act 2010.
- The College building is DDA compliant and has full lift access to all floors of the building

## **5.13 Support for improving emotional and social development**

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

- A range of SEMH interventions such as mentoring and communication/ social skills
- Students with SEND are encouraged to be a full part of the college community – including school council, prefects, and other roles within ‘Team’ Wright Robinson
- Students with SEND are actively encouraged to be part of a variety of clubs to promote teamwork/building friendships. This includes the ‘Quiet Club’ at lunchtime where students are able to sit with a small number of peers.

We have a zero tolerance approach to bullying and robust safeguarding procedures.

## **5.14 Working with other agencies**

The college involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in order to help meet the needs of students with SEND and support their families. Referrals to outside agencies are made in consultation with parents/ carers.

## **5.15 Complaints about SEND provision**

Complaints about SEND provision in Wright Robinson should be made to the SENDCO in the first instance, then if necessary with the Headteacher, and finally if unresolved with the Governing Body. They will then be referred to the college’s complaints policy.

The parents/ carers 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

## **5.16 Contact details of support services for parents of students with SEN**

For further support, please contact a range of services here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

## **5.17 Contact details for raising concerns**

K Lee (SENDCO) – send@wrightrobinson.co.uk

P Nicholls (Assistant Headteacher)

V Duffy (Secretary to the Flagship Learning Trust)

Contactable by the college reception on 0161 370 5121



## 5.18 The local authority local offer

Our local authority's local offer is published here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and SLT **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions