



WETHERBY HIGH SCHOOL

SEND Policy

This policy applies to staff, students and parents

Reviewing Committee:

Responsible SLT member	-	G King
Delegated policy updater	-	G King
Responsible governor sub-committee	-	Learning and Inclusion
Specific governor advisor (if required)	-	C Nielsen

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A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

DfE (2015)

Aims and objectives

The policy accepts the definition of SEND as set out in the SEND Code of Practice (DfE 2015). It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014 (DfE 2014). This new approach includes:

- Making sure education, health and social care services work together to support children and young people with SEND and disabilities.
- Making assessments and care planning for those with the most complex needs quicker and more joined up by replacing Statements of SEND with Education Health and Care plans (EHC plans).
- More of a focus in the new EHC plans on outcomes and getting ready for adult life. The new EHC plans can go up to age 25 for those who stay in education and have complex needs.
- Giving families with an EHC plan more choice and control about the services they access and how the budget for their care is spent.
- Making sure children and young people with SEND and disabilities and their families have more of a say about the services they access and about how services are developed locally.
- Better information for families about services in the local area – such as Leeds Council Local Offer webpages. <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

The Governing Body and staff aims are:

- To ensure that the necessary provision is made for any pupil who has special educational needs and / or disabilities.
- To ensure that where the SEND Leader or Senior Leader responsible for SEND has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.
- To ensure all staff and governors are aware of the importance of identifying and providing for children who have SEND.
- To report annually to on the policy and effectiveness of the school's work for pupils with SEND, known as the SEND Information Report.
- To ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the special educational provision, the efficient education of other children in the school and the efficient use of resources.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Gareth King (Assistant Head Teacher).

- The person co-ordinating the day to day provision of education for pupils with SEND is Dan Keane (SEND Leader).

Admission and Inclusion

All children with SEND are afforded the same rights as other children in terms of their admission to school. As a part of the regular arrangements for transition from year 6 to year 7, information is gathered from all feeder primaries on any children with particular needs who are coming to Wetherby High School. Meetings are held between the SEND Leader and relevant staff at the primary school, in order that detailed information can be gathered in order to make the transition smooth and successful.

All teachers in the school are teachers of children with Special Education Needs. As such Wetherby High School adopts a graduated 'whole school approach' to SEND that involves all staff adhering to restorative practice and Quality First Teaching Model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Quality First Teaching

Wave 1 of any intervention is quality first teaching. This is what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children; carefully explain new vocabulary; use of lively, interactive teaching styles and maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning.

Wave 2 is targeted catch up provision for groups to 'put children back on course' either within the subject or through SEND support in school.

Wave 3 a deeper intervention offering more personalised solution such as access to alternative curriculum courses and external agencies to be used if Wave 2 hasn't worked.

Access to the curriculum

The curriculum will be made available for all pupils, including those with predicable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support as outlined in the local offer (Leeds LA, 2015).

The school will make provision for pupils with SEND to match the nature of the individual needs and the class teacher and the SEND Leader will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of learning for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series for small achievable steps for pupils who have marked learning difficulties.

A designated, staffed, space (LINC) for children with SEND is available at break and lunch times. This space is also utilised for short term programmes to boost learning in areas such as handwriting, reading and numeracy during curriculum time.

The school currently provides additional provision (WSA) on site to courses such as ASDAN; Horticulture and functional skills in English and Mathematics

Providing the graduated response: SEN Support

The School offers a differentiated curriculum. When a pupil does not make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social; emotional & mental health difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach. This graduated approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing (DFE, 2015). Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Pupil Passport) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Alternative teaching strategies
- Small group work
- Reading schemes
- Handwriting schemes
- Numeracy schemes
- Use of specialist equipment
- Curriculum pathways

The plans will be outcome focused. The aim of any intervention is to enable the child to return to access mainstream classes with appropriate differentiation in class.

The resources deployed to help the child achieve the agreed outcomes will be captured in a pupil passport. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate a CAF (Common Assessment Framework) to assist assessment and planning.

Identification, assessment, planning intervention and review of children with SEND will be undertaken by staff, with advice and support from the SEND Leader where needed. Appropriate records will be maintained, including continuous assessment and standardised tests. Where

necessary, pupils will be referred to the SEND Leader for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement, currently under conversion to EHCP (Education Health Care Plan) for 2018, will be reviewed annually.

Resources

The school is funded on a nation formula per pupil, which includes a notional allocation of £6000 to meet the needs of children who are on the school's SEND register. The school supplements this with pupil premium funding where a child is indicated as pupil premium. The school can apply for top-up FFI funding, based on strict criteria, if it is felt that a child's needs are not able to be met through the £6000 allocation.

The school then uses the additional funds to put appropriate support in place to meet the specific, individual needs of a child.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

The SEND Leader ensures regular liaison is maintained with the following external agencies:

- Alternative provision
- Child and Adolescent Mental Health Service
- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Complex needs team
- STARS (Autism team)

Complaints procedure

Please refer to the general complaints procedure.

In addition, if a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SEND Leader, who will be able to provide advice on formal procedures for complaint.

Workforce Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SEND Leader attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SEND Leader, with the senior leadership team, ensures that training opportunities are matched to school development priorities and performance management.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Academic progress of pupils with SEND through regular assessment data collections
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements.