



Wetherby High School

SEN POLICY

2025 - 2026

Incorporating

Special Educational Needs Information Report

in compliance with
Statutory Instrument: Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2015)

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SEN Policy for Wetherby High School

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) Updated September 2024

Ofsted Section 5 Inspection Framework April 2024

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Policy Links

This Policy links to other school policies including:

- Relationships and inclusion policy
- Admissions policy
- Child Protection policy
- Complaints policy
- Leeds Local Offer- <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as a key indicator of success and measure this at 6 points throughout the academic year
- We strive to make a clear distinction between "underachievement" – often caused by poor experiences of learning - and special educational needs.
 - It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's notional SEND budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To develop independence in our vulnerable learners and prepare them appropriately for adulthood.
- To carefully map provision for vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Making assessments and care planning for those with the most complex needs-through the use of Individual learning plans and EHCP referrals.

Safeguarding Children with Special Educational Needs

It is recognised that due to the special education needs some children have, it may mean that they are more vulnerable to abuse and may be less likely to speak out if something is not right. This could be due to:

- Having additional communication needs

- Not understanding that what is happening to them is abuse
- Are more dependent on adults for care

Staff must be particularly vigilant of signs of abuse:

- Staff should not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Staff should be aware that children with SEN maybe more prone to peer group isolation or bullying
- Staff should be aware that children with SEN or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing and signs

Staff must follow procedures set out in the schools Safeguarding and Child Protection Policy, if they identify concerns.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEN co-ordinator.

Julia Crane

Contact via the School Office: 01937 522500

The name and contact details of the SEN Governor.

Heather Shipman

Contact via the School Office: 01937 522500

SEN INFORMATION REPORT

A child or young person has SEN 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.

The kinds of Special Educational Needs which are provided for in our school:

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Social, Emotional and Mental Health Issues
- Speech, Language and Communication needs
- Autistic Spectrum Conditions
- Hearing Impairments
- Specific Learning Difficulties

In admitting pupils with special educational needs, we would expect to have informative discussions with both the child's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's notional SEN budget. Thereafter we are aware of the process of applying for an EHCP assessment to access further top up funding to support access to the curriculum. As a mainstream school, it would clearly be difficult for us to make provision for children whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school or specialist provision. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our staged arrangements, the school has considered the following statements and definitions:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEN Code of Practice (2015: Para 1.24)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2015

Provision for SEN

Universal Provision:

Inclusive Mainstream Practice: Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Demonstrate to all staff how support is deployed
 - Inform parents, Local Authority, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, reading ages, SATS scores, other whole-school pupil progress data
- Standardised assessment.
- Classroom-based assessment and monitoring arrangements. (Cycle of Graduated Approach: Assess, Plan, Do, Review)
- following up parental concerns
- tracking individual children's progress over time,
- information from previous schools including primary phase or school transfers.
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's notional budget or in receipt of Funding for Inclusion.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

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.

- teachers differentiate work as part of quality first teaching
- class support
- pre-teaching
- further differentiation of resources
- Use of a range of individual pupil passports
- Use of Universal high incidence SEN passports

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Learning Support team and senior leaders.
- ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- teacher interviews with the SENCO
- Informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- Standardised Assessment where appropriate for measuring a target.
- Monitoring targets, evaluating pupils' progress.
- Attendance records.
- Regular meetings about pupils' progress between the SENCO and the head teacher and/or affiliated member of the school Senior Leadership Team
- head teacher's report to parents and governors

Additional SEN Provision:

- Pupils will be offered additional SEN support as part of a graduated response to SEND when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school and they have a special educational need as defined by the SEN Code of Practice 2015.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Enhanced Support Plans (ESP) and Education Health and Care Plans (EHCP) :

- Pupils with an Enhanced Support Plan or Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC/ SENSAP policy and guidance - particularly with regard to the timescales set out within the process.

- We endeavour to have multi-agency representatives join us for any reviews however this is not a requirement and as a school we communicate our intentions to review with a child's caseworker from SENSAP.

Roles and Responsibilities

Class teacher

- Liaising with the SENCO to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving– but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN Register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with ESP/EHC Plans) may be introduced.
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities.
 - ensuring there is adequate opportunity for pupils with special educational needs to work-on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2015)
 - ensuring effective deployment of resources – including teaching assistant and SEND practitioner support - to maximise outcomes for all groups of vulnerable learners

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEN policy; coordinating provision for children with SEN.
- Advising on a graduated approach to providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with primary schools, educational psychologists, health and social care professionals, and independent or voluntary bodies relevant to the pupil
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEN up to date.

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents as appropriate

Governors

- the Governing Body are responsible for SEND provision
- the Governing Body oversee how individual needs are being met
- the Governing Body oversee how SEND funding is being spent

Assessing and Reviewing pupils' progress
(The effectiveness of our educational provision for pupils with Special Educational Needs)

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's generic processes for tracking the progress of all pupils
 - At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2015)

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. For example:
 - Sensory experiences – such as trampolining – to develop sensory awareness and concentration.
 - Adult support for children who *require* a key person or worker within school. This is a thread that runs throughout Wetherby High School as part of our coaching pastoral system.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular support to ensure they are skilled in differentiating the curriculum for vulnerable learners.

- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. This is communicated with teaching colleagues through the use of an individual pupil passport.

The school has a robust approach to supporting children who require social and emotional provision.

- Lunchtime pastoral groups – to support unstructured time
 - A broad range of extra-curricular activities as part of the school Flexible Learning Programme
 - Assigned key adults for pastoral care as part of the school coaching system
 - An available safe and supervised space for break and lunchtimes
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- In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

 - All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of

continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Leeds SEND Information and Advice Support Service available as part of the Local Offer.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of personalised targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Plan/Education Health and Care Plan

Partnership with Outside Agencies

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including:
 - CAMHS
 - SENSAP
 - Educational Psychology Service
 - SENIT

- Leeds SEND Information Advice Service
 - Sensory Impairment team
 - DAHIT
 - EPOSS
 - Local NHS services
 - STARS
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, hearing impairment etc.).
 - The SENCO will act as a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. In some cases, this may become the responsibility of another member of staff who has been identified as a keyworker (or coach)

Arrangements for Transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced by the member of SLT associated with the transition process, with specific responsibilities identified for member of staff including the SENCO and keyworkers as appropriate and required.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits, peer group sessions, and in some cases an extensive transition process will be offered. Children will be involved in all of the "day in the life activities", transition evenings, and a Meet Your Coach Day throughout the Summer term.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher, coach, HOY and SENCO, Then, if unresolved, by designated Senior Leadership Team member for SEND and Inclusion. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general complaints' procedure.

Links with other services:

Effective working links will also be maintained with:

Complex Needs Team

<http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx>

Contact number: 0113 395 1039

Educational Psychology Service: <http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx>

Contact number: 0113 395 1039

Social Services: <http://www.leeds.gov.uk/residents/Pages/Children-Social-Work-Services.aspx>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

- **Information on where the local authority's local offer is published.**

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>