



SEND Policy

This policy is applicable to: Woldgate School and Sixth Form College as part of the Wolds Learning Partnership (WLP)

Version 2.0

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| Name of Responsible Committee/Individual: | LGB & Board of Trustees |
| Implementation Date: | September 2018 |
| Review Date: | September 2019 |
| Target Audience: | Staff, Parents, Pupils, Visitors |



A Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities at Woldgate School.

Staff and Contact Details

| Staff Role | Name and contact details | Specialist SEN Qualifications |
|---|--|--|
| Head of Inclusion | Mrs S Geary 01759 -302395 sgeary@woldgate.net | Designated Teacher for Pupils in Local Authority Care. |
| Special Educational Needs Coordinator (SENCo) | Miss Kate France 01759 302395 kfrance@woldgate.net | Special Educational Needs Coordinator (SENCo). PGCE Vulnerable Learners and Inclusion, NASENCO Award |
| Assistant Head, Head of Upper School and Safeguarding Lead Link member of Senior Leadership Team | Mr Luke Sloman 01759 -302395 lsloman@woldgate.net | |
| Link Governor for SEND | Mr Martin Braidley mbraidley@woldgate.net | |
| Chair of Governors | Mr John Sinclair jsinclair@woldgate.net | |

Our beliefs and values

Woldgate School is part of the Wolds Learning Partnership which caters for pupils and students with a wide range of Special Educational Needs and Disabilities (SEND). The School aims to be a happy, caring, creative learning community in which all members are nurtured and aspire to be the best they can be.

We have a whole-school approach to meeting SEND; every teacher at Woldgate School is a teacher of pupils or students with SEND, and is responsible for the progress and development of all pupils and students in their classes.

“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. Schools must use their best endeavours to ensure that such provision is made for those who need



it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

Code of Practice 1.24

This policy has been developed in response to the SEND Code of Practice (June 2014, which became statutory in September 2014) in consultation with the Local Authority and the following stakeholders: School Staff, Governors, LA Link Educational Psychologist, parents and carers. Pupils and students have also been involved in its development. It will be reviewed annually.

Our aims

We aim to raise the aspirations of, and expectations for, all pupils and students with SEND. Through our best endeavours we seek to focus on outcomes for pupils and students and provide effective provision and support which respond to their individual learning needs, and enable them to overcome their barriers to learning.

This Policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils and students to a balanced, broadly-based curriculum.

Our objectives

- To accurately identify pupils and students with special educational needs and disabilities and ensure that their needs are met as early as possible in their school career.
- To ensure that all pupils and students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and abilities.
- To ensure that pupils and students with SEND take as full a part as possible in all school activities.
- To ensure that parents and those with parental responsibility are informed about their child's special educational needs and that there is effective communication between them and the school.
- To ensure that pupils and students with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- To support individual staff and subject/year teams in meeting special educational needs within the school.
- To promote effective partnerships and involve outside agencies when appropriate.

The Learning Support Department

The Learning Support Department (LSD) is line managed by the Head of Inclusion; Mrs S Geary who is also the designated teacher for Looked After Children.

The Department consists of:

- Head of Inclusion
- SENCo (Special Educational Needs Coordinator)
- SEN Maths specialist teacher and Assistant SENCo.
- A team of 9 TAs (Teaching Assistants), including a Lead TA and 3 Apprentice TAs.



N.B. The LSD forms one part of the wider Inclusion Team; together, we support learning, and pupils/students with emotional and behavioural difficulties. The Inclusion Team also works to address low attendance where this is a barrier.

The SENCo manages the day-to-day running of the department, coordinates provision for SEND, advises the teaching staff on a graduated response to pupil and student need, liaises with external agencies and parents, coordinates transitional arrangements, maintains records and monitors the progress and attainment of all SEND pupils and students and those in Local Authority Care. She also provides specialist teaching and assessments, and oversees exam access arrangements.

The TAs provide support for pupils and students both in and out of lessons through intervention groups and by mentoring pupils and students, liaising with parents, contributing towards the monitoring of progress and providing personal care (in some cases).

The Governing Body

The Governing Body's responsibilities to pupils and students with SEND include:

- Ensuring that provision of a high standard is made for pupils and students with SEND.
- Ensuring that pupils and students with SEND are fully involved in school activities.
- Ensuring that the school meets its obligation regarding publication of the SEN Information Report, Local Offer and SEND Policy.

Identification of Special Educational Needs

Definition of SEN

"A 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. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review."
CoP 2014

Under the **Code of Practice** there are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A graduated approach to SEN support

Where a concern is raised about a pupil or student, the first step is for the subject teacher to assess the pupil or student needs in that area and create an appropriate plan of action. This may be done in consultation with their Head of Department. The plan should be implemented in the classroom over a finite period of time, at which point, progress will be reviewed. The teacher's response to the initial concern should adhere to the following structure:

- Assess



- Plan
- Do
- Review

Through Quality First Teaching the expectation is that most issues can be resolved by the subject teacher applying appropriate support strategies in consultation with colleagues, as appropriate, eg Heads of Department. If the concern remains unresolved, then the subject teacher will seek the advice of the SENCo, who will work collaboratively with the teacher to explore other forms of support.

As a school we offer core support for pupils and students in literacy, numeracy and in pastoral care, through quality first teaching, in-class support and small group interventions and we expect these to reduce barriers to learning in most cases. The Code of Practice (2014) states that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. If this is the case special education provision must be put in place which is additional to, or otherwise different from, that made generally for pupils and students of their age in schools.

Pupils or students identified as having a SEN fall into one of two categories:

1. SEN Support

- These are pupils or students requiring further intervention and /or assessment and will benefit from Woldgate's additional offer. This could include: mentoring, access arrangements for exams, 1-1 support from specialists or bespoke learning packages.

2. Statements / Education Health Care Plans (EHCPs)

- A minority of pupils and students will have a statement of special educational need which sets out the need and the arrangements required to support that pupil or student in school.

SEND Provision

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from the Primary school, or transfer from another secondary school. For pupils and students with identified SEND; the Headteacher, SENCo and Head of Care and Achievement will:

- Use information from the primary school to shape the pupil's provision in the first few months.
- Identify the pupil's skills and note areas that require support.
- Ensure on-going observations and assessments provide regular feedback on achievements and experiences, in order to plan next steps in learning.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subject areas and participate in the wider school community.
- Involve pupils in planning/agreeing their own targets.
- Involve parents in a Home-School learning approach.

The range of provision

The diagram below is an overview of the types of provision available throughout the school. These may vary according to need and the expertise available. The diagram demonstrates our approach which is focussed on early intervention.



The main methods of provision made by the school are:

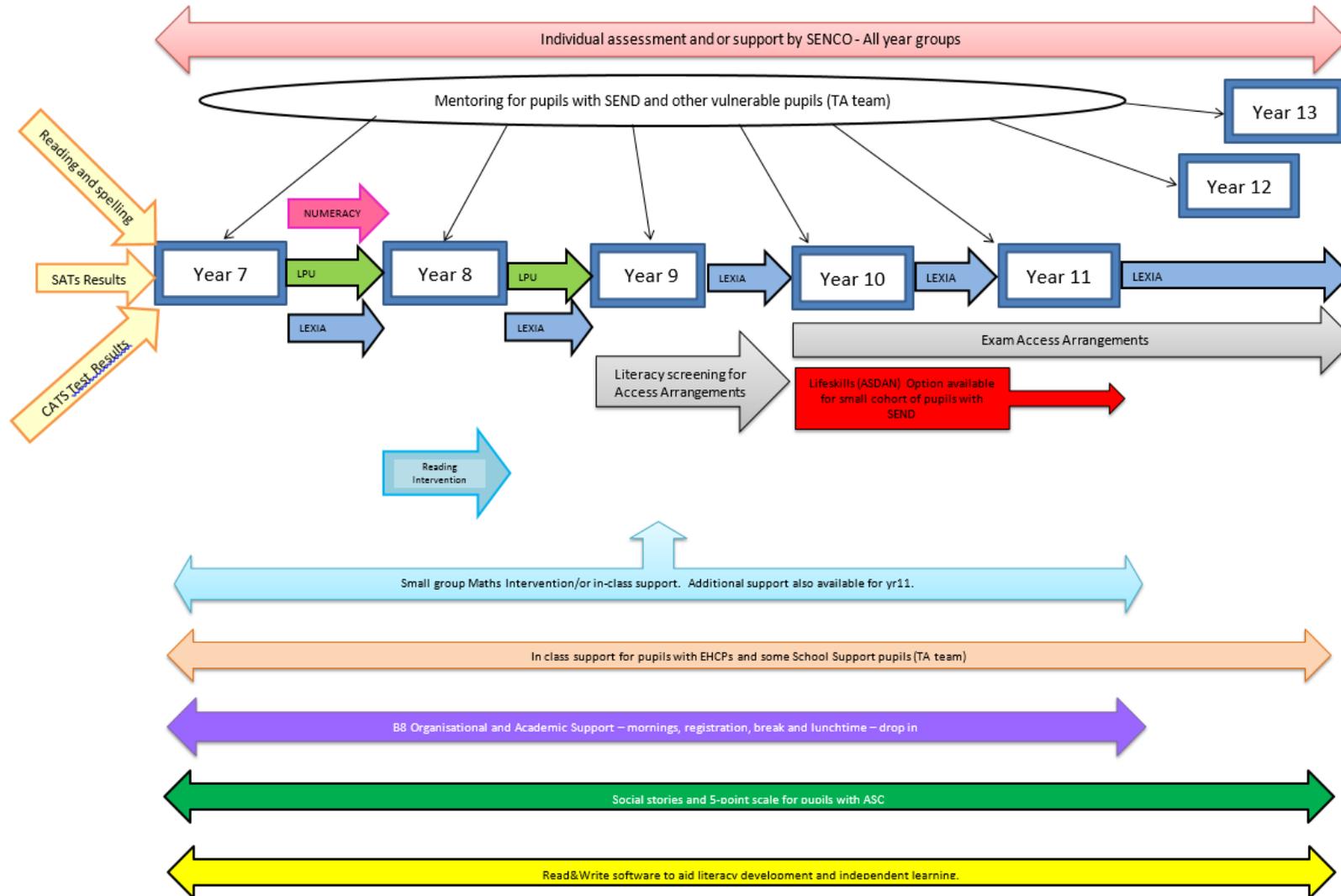
- Classroom learning with additional help and support by subject teachers through a differentiated curriculum (Quality First Teaching).
- Periods of withdrawal to work with SENCo or Teaching Assistant to address a specific need.
- In-class support from an additional adult, who may be a Sixth Form student
- Support from specialists within class or as part of a withdrawal programme.¹

¹ Placement at a Pupil Referral Unit for those pupils who exhibit behavioural difficulties which cannot be managed within the mainstream setting. This may be a joint placement and time limited. LA provision is made only at KS3 for finite periods of time and is rarely sought by Woldgate.

Local Authority Alternative Provision may be used for KS4 pupils who cannot be maintained within the mainstream setting



Overview of Provision available from the Learning Support Department at Woldgate - September 2017





Managing pupil and student needs on the SEN register

Information about pupils and students with additional needs is held centrally, is updated regularly and is available to all teaching staff.

Advice about pupils and students, and strategies regarding how to overcome barriers to learning, is shared with teaching staff. This includes information about individual pupils and students and group strategies for high incidence SEND.

All pupil and student progress is monitored termly and this is shared with parents through the school's reporting procedures. The data is analysed by Heads of Department and Heads of Care and Achievement, and in addition, the progress of pupils and students with additional needs is monitored and analysed by the SENCo. The work of any pupil who is failing to make expected levels of progress is investigated and interventions are considered. These interventions could take many forms; from mentoring to specific 1-1 support for a finite period of time. Parents will be fully involved at each stage.

Interventions are monitored to ensure that they are appropriate and effective.

The school offers support at 3 levels:

Core Support

This may include:

- Differentiation in the classroom – in terms of planning/ work / delivery/ QFT
- Time-limited additional interventions in basic skills and social/communication skills
- In class support by additional adults
- Screening for access arrangements in formal examinations (GCSE, GCE)
- Drop-in facilities such as: pastoral support at break and lunchtimes, buddy/social groups, homework club and departmental support
- Visual aids/overlays/equipment

School Support

This may include:

- Detailed and specific assessments to identify a pupil's learning profile
- Time-limited additional interventions in basic skills
- Mentoring
- Targeted individual 1-1 teaching and /or monitoring by SENCo or specialist TA
- At the end of an intervention period, progress is assessed and the decision is taken as to whether more support is needed or not. This may result in another intervention being implemented or the student being removed from School Support. Pupils and students will be monitored to ensure continued progress.

Should additional professional advice be required we have access to the following teams who have regular contact in school:

- Youth and Family Support Service (YFSS) both Information, Advice and Guidance (IAG) and generic.
- Educational Welfare Officer (EWO)
- School Nurse

Referrals can also be made to these outside agencies:

- Educational Psychology



- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service (SaPTS)
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Support Service
- Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) via Families Information Service Hub (FISH)

Statements of Special Educational Need or Education, Health and Care Plans (EHCP)

Pupils and students with the most complex needs may have a Statement of SEN or an Education, Health and Care Plan. Each involve the support of outside expertise and agencies. Pupil and student progress is monitored closely, as above, and Annual Reviews are also held.

All statements will be converted to EHCPs by April 2018.

Supporting pupils and families

The Local Authority offers further support and guidance to families of pupils with additional needs; this can be accessed through the East Riding Local Offer website www.eastridinglocaloffer.org.uk

Details of the Woldgate Local Offer and SEN Information Report are available on the school website.

At the end of KS3, all pupils are screened to establish if there is a need for additional support to access exams. Further assessments may take place, and information is gathered, to determine whether an individual meets the criteria set annually by JCQ, the Joint Council for Qualifications. If this is so then an application is made and parents are informed of the outcome. The SENCo is responsible for the assessment and supports the Exams Officer, Mrs K Alvis, with the online applications.

Transition arrangements for pupils and students moving to and from Woldgate include:

- A programme of transition activities for all pupils in Year 6 from the feeder primary schools. This includes pupils from schools outside the direct local area.
- The Head of Care and Achievement for Year 7, the Director of Holistic Education and the SENCo visit the feeder primary schools to meet transferring pupils and their teachers.
- Woldgate School is part of the Wolds Learning Partnership. Information is shared between schools and any extra transition arrangements for pupils with additional needs are planned. These can be tailored to meet the needs of the individual pupil and their families.
- The SENCo attends the Annual Reviews of pupils with Statements of SEN or EHCPs in Year 5 or 6, as appropriate.
- Incoming Year 7 pupils are screened on transition to Woldgate through reading and spelling assessments, and Cognitive Ability Tests; transitional information gathered adds to these assessments in order to ensure continuity of learning.

Transition across Key Stages 3-4 and 4-5 is supported by advice and guidance from the Youth and Family Support Service and careers advice.

Information is shared with other schools and colleges on request, for example, post 16 destinations such as York College or Bishop Burton College.



Supporting pupils at school with medical conditions²

The school recognises that pupils and students at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some young people 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 may also have special educational needs (SEN) and may have a Statement or Education, Health and Care Plan, (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed in such instances.

The school recognises the importance of liaising and taking advice from relevant healthcare professionals and values the views of parents and pupils. If an Individual Care Plan is deemed necessary it will be planned in consultation with healthcare professionals, pupils and parents.

Monitoring and Evaluating SEND

In addition to informal monitoring on a daily basis, through observations of performance and behaviour by all teachers, Heads of Department monitor pupil progress through the following: Learning Walks, Book Trawls and Departmental Meetings. Progress is monitored in each subject through the termly assessments and reviews. Data is analysed carefully and any pupil not making the expected rate of progress will be identified. Discussions between the SENCo and other members of staff, such as Teaching Assistants, Subject Teachers, Heads of Department, Form Tutors and Heads of Care and Achievement, take place and actions are planned to improve pupil and student progress and further address any barriers to learning.

Multi-Agency meetings are held on a monthly basis, for each Key Stage, to discuss the needs of pupils and students who are causing concern; strategies follow which are aimed at reducing barriers. Parental consent is obtained before the needs of the individuals are discussed. Information, concerns and strategies are recorded and shared with staff, as appropriate, and meetings are minuted and governed by a shared protocol.

Additional monitoring assessments take place throughout the year and these are conducted by the SENCo for pupils who have been having support which is additional to, or different from, that normally provided. These assessments focus on any barriers to learning which have been previously identified, such as literacy or numeracy and review progress in these areas.

Any pupil or student with a Statement or EHCP has a formal Annual Review Meeting in which progress is discussed and targets are set for the next academic year. Parents, and all professionals involved, are invited to attend and contribute, along with the pupil.

The school evaluates the effectiveness of its provision for pupils and students with SEND by:

- Comparing baseline assessments with rates of progress against targets and final assessments
- Measuring improvement in skills being developed through the use of standardised testing. For example: reading and spelling accuracy, comprehension accuracy and speed, writing speed and computation skills.
- Measuring impact on progress in the classroom. For example: by examining progress in English and/or maths through the use of assessment data, making observations of performance and/or behaviour, through learning walks or book trawls, and through liaison with subject teachers.

² Department for Education - Supporting pupils at school with medical conditions – April 2014



- Discussing progress with pupils themselves, giving them the opportunity to make choices and to understand that their views matter.
- Welcoming parental feedback.
- Gathering information, which in turn, informs future provision and practice in order to further improve outcomes for pupils.

Training and Resources

The school aims to regularly update the training needs of all staff in relation to special educational needs and disabilities through both internal Continuing Professional Development and external training opportunities, to ensure that the needs of pupils and students are met.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo and Assistant SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCo regularly attends LA network meetings in order to keep up to date with local and national initiatives in SEND.

Accessibility

The school ensures that reasonable adjustments are made to both the academic and pastoral needs of pupils and students with SEND, so allowing them to develop their skills, achieve their potential and prepare for the future.

The school responds to the learning needs of pupils and students with SEND by:

- Making changes to the curriculum
- Making adaptations to the learning environment
- Providing small group and one to one interventions, in-class support and/or differentiation

The Basic Skills Agency Quality Mark was renewed in October 2014.

Most areas of the school have disabled access. There are also specialist personal care facilities and disabled toilets on site. Adjustments are made to individual timetables to ensure pupils with SEND are able to access their lessons and have sufficient time to move safely around the site.

Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy which is outlined on the school website.

Review date January 2019

Appendices

- SEN Information Report
- Woldgate Local Offer
- Disability Equality Scheme
- Anti-bullying Policy