



SEN POLICY

2022-2023

Policy Lead:	SENCO -
Last Review Date:	March 2023
Next Review Date:	March 2024
Approval needed by:	Local Governing Board

1. AIMS

Our SEN policy aims to:

Set out how our school will support and make provision for students with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing support for students with SEN

At SWS we aim to maximize the potential of all students by recognising diverse needs, reducing barriers to learning and increasing participation using a coordinated response. Through intervention, we aim to raise attainment, encourage aspiration and improve emotional health and well-being.

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- At Sir William Stanier, we have high expectations and set suitable targets for all students.
- At this school, a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years. A student is defined as SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. At 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 school (Taken from 2014 SEN Code of Practice: 0 to 25 Years – introduction xiii and xiv.)

- There are 4 broad areas of SEN:

1. Communication and interaction, including:-

- ✚ SLCN (Speech, Language and Communication Needs)
- ✚ ASD (Autistic Spectrum Disorder)

2. Cognition and Learning;

- ✚ When children learn at a slower pace than their peers, even with appropriate differentiation.

3. Social, Emotional and Mental Difficulties: They include:

- ✚ A wide range of difficulties that manifest themselves in many ways eg: becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, misuse, eating disorders or other physical symptoms that are medically unexplained.

4. Sensory and /or Physical Needs, including:

- ✚ Vision Impairment
- ✚ Hearing Impairment
- ✚ Multi-Sensory Impairment
- ✚ Physical Disability

TERMS

SEN refers to a Special Educational Need. SEN also refers to an “Additional Need”, not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.

- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in this school.
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RESPONSIBILITIES AND RESOURCES

The Special Needs Co-ordinator (SENDCO), in collaboration with the Principal and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents / carers, and other agencies. The SENDCO also provides professional guidance to colleagues to secure high quality teaching for students with SEND. Miss R Ellis currently holds this post. The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Principal works closely with the SENDCO and keeps the Governing Body fully informed of SEN issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the Code of Practice 2014: 0 to 25years. The Governing Body: the duties of the Governing Body are set out in the SEN Code of Practice, November 2001, section 1:21. The SEN Governor for this school is Mary Massey.

IDENTIFICATION, ASSESSMENT AND REVIEW

Sir William Stanier follows the SEND Code of Practice 2014: 0 to 25 years graduated approach with regard to the identification, assessment and review of students with special educational needs.




The process, practices and paperwork are those identified by Cheshire East and follows the Toolkit procedure. As established from April 2018, students will be identified in the following way:-

First Concerns – Students are identified as First Concerns if a need / concern has been identified by staff or parents. As a result of a meeting a short term intervention package will be put in place. This will be reviewed after a term or as appropriate. The plan will be shared with all concerned. When the intervention is reviewed a decision will be made as to whether: i) The intervention has been successful and the student can be removed from the First Concerns list. or ii) The student needs to remain on First Concerns and further intervention is needed

If the intervention does not reduce/ remove the area of need / concern, then a student will be placed on the SEN register as SEN Support (K) and a Support plan will be initiated. This plan will be reviewed termly to ensure that the provisions allow the student to access their learning. If progress is not made external help will be sort and acted upon. If there is no significant progress after a minimum of 3 reviews, then a Needs Assessment will be made to the Local Authority.

In the school, we use a range of assessment data eg, relevant family/medical history, Teacher Assessments, Screening Tests, SATs results, Teaching Assistant assessments, reading/spelling tests, Standardised Tests eg WRAT 5 and behaviour observations to determine what support is needed.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages data, where appropriate. 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 themselves and their peers. This may include progress in areas other than attainment, for example, social needs.

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. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

REVIEW MEETINGS

Regular plan/do review meetings will be held for all students on the SEN register. Parents/carers and students are invited to attend. Decisions made at the meeting will form the basis of the next Plan Do Review cycle. For students with an EHCP, regular reviews will also be held. An Interim Review will be held if felt to be appropriate or if it is felt that the EHCP no longer meets need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

OUR APPROACH TO TEACHING STUDENTS WITH SEN

The school policy is for all students to have full entitlement to the national curriculum in its broadest context. All students access all the opportunities available in the school. There is additional support for those who need it and as such are identified as having additional needs. Academic access is equal to all at their own ability level which ensures SEND students are treated no less favorably than any other child. Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. Exam Concessions are in place for students that are deemed to require additional support.

To enable access to the curriculum for students with SEN, the school may provide:

- ✚ Differentiated work
- ✚ Specialist teachers
- ✚ Teaching Assistants
- ✚ Individual/Bespoke timetables
- ✚ Intervention resources
- ✚ Specialist equipment
- ✚ Emotional Literacy
- ✚ Speech and Language Intervention
- ✚ Counselling
- ✚ Anger Management Support
- ✚ Literacy Intervention
- ✚ Numeracy Intervention
- ✚ Mentoring

This forms part of the School's Offer

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, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing.

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

ADDITIONAL SUPPORT FOR LEARNING

We offer support and targeted intervention for literacy, EAL, autism, hearing impairment, visual impairment, medical issues, emotional and social needs, and behaviour needs. Teaching assistants will support students on a 1:1 basis or in small groups when needed and this is timetabled into the student's day to ensure regular routines, development and application of knowledge and skills.

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

- ✚ Cheshire East Autism Team (CEAT)
- ✚ Speech and Language Therapy (SALT)
- ✚ Mental Health Team — Children and Adolescent Mental Health (CAMH)
- ✚ Educational Psychologists
- ✚ Community Pediatricians and other health care professionals.
- ✚ Education Welfare Service/ Family Liaison Office
- ✚ Cheshire East SEN Team
- ✚ Social Care /CHECS
- ✚ CEAIS (Cheshire East Advisory and Information Service)
- ✚ Virtual Schools: to determine the arrangements to support children who are looked after by the Local Authority and have SEND

SECURING EQUIPMENT AND FACILITIES

Facilities for those who are disabled are catered for with lifts and wide doorways. Each faculty has adapted resources for students with physical disabilities. Academic access is equal for all students in accordance with the school's Equal Opportunities Policy and Accessibility Policy and in line with the DFE guidelines. If specific equipment is required we will liaise with professionals and put this into place as part of support.

Sir William Stanier has an Accessibility Policy which can be found on the school website.

THE LOCAL OFFER

The purpose of the local offer is to enable parents / carers and young people to see more clearly the services that are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East's Local Offer can be currently found at :-

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx

LIAISON WITH PARENTS/CARER

The school works in partnership with parents / carers where concerns are raised and in accordance with the 2014 SEN Code of Practice: 0 to 25years.

Should a parent have a concern about their child they should, in the first instance, discuss this with their form tutor. If the class teacher has an initial concern about a student's progress, parents/carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child. The child will then be identified as a First Concern and placed on a register.

- ✚ If a decision is being considered to move a pupil on to the SEN register, then parents / carers will be fully informed
 - ✚ Parents views will be incorporated into the SEN Support Plan
 - ✚ Parents / carers are invited to each review and their comments are taken into consideration when deciding upon future action.
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CONSULTING YOUNG PEOPLE WITH SEN

Children's views will be sought and considered during the review process and at other key times throughout the year. Their review will be recorded in the SEN Support Plan. For pupils with EHCPs their views will also be included in the Annual Review paperwork sent to County.

TRANSITION ARRANGEMENTS

Transition reviews for Year 6 students are held, once a pupil has been given a place at the school. Where possible, the SENDCO or member of the team will attend the Annual Reviews for pupils who are hoping/ intending to attend Sir William Stanier. Additional transition arrangements may be made at these reviews e.g. extra visits to help ensure a positive transition. SEN students who are moving between key stages will have transition arrangements in place either prior to joining the school or, in the case of post 16, prior to leaving.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring and non-judgmental attitude throughout all areas.
