

SEN policy and Inclusion Policy

2020-2021

SIR WILLIAM STANIER SCHOOL	
PERSON RESPONSIBLE FOR POLICY:	KATE FOLLETT: SENCO
POLICY APPROVED:	MARCH 2021
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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 (SEN)
- Explain the roles and responsibilities of everyone involved in providing support for students with SEN

At SWS we aim to maximise 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.

For inclusive education we look at:

- Protection
- Presence
- Participation
- Progress

At SWS we assess students, identifying needs, map intervention using our support team and review the impact of the work, using the **Graduated Response: Assess, Plan, Do, Review**.

We have a skilled team of support workers – Teaching Assistants, Pastoral staff, Autism Spectrum Condition (ASC) specialist, Behaviour Specialists and a Nurture facility. We offer support and targeted intervention for literacy, dyslexia, EAL, autism, hearing impairment, visual impairment, medical issues, emotional and social needs, and behaviour modification.

SWS are committed to providing an appropriate and high-quality education to all the young people it serves. We believe that all young people, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

Our school has achieved the Dyslexia Quality Mark. We have the Inclusion Quality Mark, and we are a Centre of Excellence school, providing an environment in which individuals are respected and encouraged to reach their full potential. The school is committed to providing equal access for all students to the broad and balanced curriculum to which they are entitled, in line with our Single Equality Policy. Students with SEND, at times, require a more specialised programme than the majority of students of the same age, in part or all of their schoolwork. We place a high priority on the need to provide the best possible education for such students, and no less than for students who display no learning difficulties or other problems.

We at SWS are committed to meeting the Special Educational Needs of students and ensuring that they make maximum progress. We believe that all students:

- Are treated as equal
- Are able to make a valuable contribution to the life of the school
- Should have equal educational opportunities
- Be educated in a climate of high expectation, co-operation and collaboration
- Should be integrated and participate fully in school life
- Have the right to be treated with sensitivity, consideration and respect in a safe environment.

We believe that all teachers:

- Have a responsibility to identify, respond and ensure high quality provision in the education and welfare of all students with Special Educational Needs to overcome barriers to learning, provide suitable learning challenges and accommodate a diversity of student need.
- Use Quality First teaching strategies and the Graduated Approach process for effective monitoring of student achievement.

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 school's responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out school's responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN 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

The 4 areas of need as set out in the new SEND Code of Practice for September 2015 are:

- Communication and Interaction
- Cognition and Learning Needs
- Social Emotional and Mental Health Needs
- Sensory and/or Physical Needs

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 SENCO

The SENCO is Kate Follett

They will:

- Work with Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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 SEN 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 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 SEN governor

The SEN 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 Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN 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 Teachers

Each teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching 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 SENCO to review each 's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school 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 learning difficulties

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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. 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.

Assess, Plan, Do, Review – Student Support Plans (SSP)

- Staff assess all students work during the school's 8 week assessment cycle
- Plans are reviewed at least twice a year.
- Attitude to Learning grades are monitored using a new scoring system, where students receive either 1 for excellent, 2 for good, 3 for requires improvement and 4 when the behaviour require further action.
- Staff use a variety of rewards, in line with school policy to ensure students understand what they are doing well and how they can improve.
- The annual review process is used to liaise with colleagues about student progress and to discuss with both parents and students how they can contribute to progress over the coming year. All students with an EHCP are involved in their AR with parents or carers.
- Regular data reports are given to the Principal and SLT

5.3 Consulting and involving students and parents

The best results are achieved where parents/carers, schools and the Local Authority work in partnership. In working towards this principle the school will do the following:

- Assist parents/carers in their understanding of Special Educational Needs procedures, school based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share.
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND.
- Deliver information in an appropriate and accessible form.

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.

5.4 Assessing and reviewing student progress towards outcomes

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

The form tutor 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/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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 through communication and a One Page Profile (1PP). We 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

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.

Post-16 Transition Links are well established and supported by our Careers Advisor and Cheshire East SEND Team.

5.6 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 favourably 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.

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, 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.

5.8 Additional support for learning

We offer support and targeted intervention for literacy, dyslexia, EAL, autism, hearing impairment, visual impairment, medical issues, emotional and social needs, and behaviour modification.

Teaching assistants will support students on a 1:1 basis or in small groups when needed and this is timetabled into the student's days to provide 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

5.9 Expertise and training of staff

Our SENCO has a number of years of experience in this role and is allocated specific time to manage SEN provision.

We have a skilled team of support workers – Teaching Assistants, Pastoral staff, Autism Spectrum Condition (ASC) specialist, Behaviour Specialists and a Nurture facility.

5.10 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 in line with the DFE guidelines.

If specific equipment was required we would liaise with professionals and put this into place as part of support.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing student's individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Using Student Support Plans to measure progress
- Holding annual reviews for students with EHC plans
- Monitoring of ATL
- Live Learning Events (LLE) hybrid learning access where applicable.

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

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

All students are encouraged to take part in sports day/school plays/special workshops.

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

We work to ensure we support students with disabilities by

- Taking steps to prevent disabled students from being treated less favourably than other students through information sharing and educating peers.
- Ensuring access to all rooms via a lift
- Personalising timetables where needed to facilitate access

Sir William Stanier has an [Accessibility Policy](#) which can be found on the school website.

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:

- Students with SEN are encouraged to be part of the school council
- Students are encouraged to take an active role within Personal Development lessons as part of their timetables
- Students with SEN are also encouraged to be part of club to promote teamwork/building friendships
- Students have access to the School Counsellor and know that they can go to staff for support and advice

We have a zero tolerance approach to bullying – the [Anti-Bullying Policy](#) can be found on the school website.

5.14 Complaints about SEN provision

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School Complaints Policy. This explains how to make a complaint and how your complaint should be handled, including timescales for responding to parents. It also includes next steps to raise issues with the school governing body, if necessary.

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 and The Local Authority Offer

As a school we work closely with the local authority and further support for our community can be found through the [Cheshire East 0-25 Local Offer](#)

5.17 Contact details for raising concerns

If you have a query or concern, please contact the SENDCo who will be able to discuss your concerns and work with you to support your child.

Kate Follett 01260 667558 or Reception 01260 660880

kate.follett@sws.cheshire.sch.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo and Vice Principal 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