**Walton le Dale Arts College and High School**

**Special Educational Needs Policy**

**Revised in line with the new Code of Practice**

**2014-2015**

**Updated May 2020**

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

*a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

**Walton le Dale High School is an inclusive school where everyone is made to feel welcome.**

**Our vision sets out to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.**

**1. Aims and objectives ‘Every Teacher is a Teacher of SEN’.**

**Aims:**

* Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
* Promote independence, equality and consideration for others.
* Ensure that we celebrate the wide range of our students’ achievement.
* Support all students to excel by offering multiple pathways for progression.
* Equip students with the skills and attributes necessary for adult life.
* Create a welcoming atmosphere for parents.

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| **Objectives:**   * **The identification of the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child’s entry into the school. Where needs have not been previously identified staff should report observations to the SENCO or Intervention Manager. * **Monitor the progress of all pupils** in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential. * **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum**. This will be co-ordinated by the SENCO, Intervention Manager and Heads of Faculty and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students’ needs are catered for. * **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress. * **Work with and in support of outside agencies** when the students’ needs cannot be met by the school alone. Walton le Dale High School receives further support from a range of outside agencies offering specialist support. * **Create a school environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the school within the security of each vertical tutor group. The pastoral system helps to build a sense of belonging, respect and value. A sense of belonging is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams, extra- curricular activities etc).   **2. Responsibility for the coordination of SEN provision**   * The person responsible for overseeing the provision for students with SEN is Mr J Harris (Headteacher). * The person co-ordinating the day to day provision of education for students with SEN is Miss J Mayor (SENCO) along with Mr P Howarth (Deputy Headteacher) and Mrs C Armstrong (Intervention Manager).   The SENCO is the designated teacher with responsibility for:   * the day-to-day operation of the school's SEN policy * liaison with and advising staff regarding SEN students * co-ordinating provision for students with special educational needs * maintaining the school's SEN record and overseeing the records on all students with special educational needs * contributing to the in-service training of staff * liaising with external agencies including the educational psychology   service and other support agencies, medical and social services and voluntary bodies.   * Responsibility for the organisation of assessment and preparation of reports for Access Arrangements/Special Consideration for external exams   The Deputy Headteacher has   * Responsibility for the management of Teaching Assistants and completion of Reviews of Support Staff. * Responsibility for the management of Children in the care of the local authority   **3. Arrangements for coordinating SEN provision**  The SENCO will hold details of all SEN information – SEN register, records, review materials etc. Staff will be provided with detailed information of Individual Provision and SEN Support Plans where relevant for individual students. These will be communicated with staff via Classcharts using Provision Map.  **4. Admission arrangements**  The Learning Support Department supports the school policy of giving equal opportunity of admission regardless of ability or Special Educational Needs.  In the case of a pupil with an Education Health Care Plan it would be in a child's best interests that we ensure it would be possible to meet a child's needs as outlined in the plan.  Where appropriate upon transition, students with identified needs will be supported through the WELCOME programme , liaison with parents, key staff from both settings and relevant support agencies. Additional support through visits etc can be offered to aid transition.  **5. Specialist SEN provision**  Walton le Dale High School is an inclusive school – recognised externally as a Flagship School for Inclusion – June 2015 and reviewed each year thereafter – most recently July 2019.  At Walton le Dale we support students with a wide range of needs. We are committed to whole school inclusion and are continually updating our provision and expertise through support and training.  6. **Specialist Facilities:**  Walton-le-Dale's site does not include specialist facilities for students with profound physical, learning or sensory disabilities. We do have students with hearing impairments who are catered for under the guidance of specialist school and outside agency staff.  **7. Allocation of Time and resources**  It is the responsibility of the head teacher to allocate the resources for students with SEN. The head teacher then delegates the responsibility to the Deputy Headteacher to organise human resources.  The Learning Support Department divides its time between different types of identified support.  **In-class Support**  Priority for in-class support is given to English and Maths, followed by Science and ICT. Once this support is allocated the Learning Support Co-ordinator will make a judgement on the greatest need and most effective use of a valuable resource.  Teaching Assistants work in the classroom alongside the class teacher as an extra resource for all students in the classroom and as support for the class teacher. They advise on the needs of individual students and may assist in the preparation of differentiated materials and approaches. They may also work with the class teacher to develop and operate behavioural strategies.  In-class support teachers focus their support towards meeting the targets of individual students and will be aware of all students with a Special Educational Need in that classroom and aim to support their needs.  Support teachers have a record of the support given to each student and this is monitored weekly by the SENCO or DHT. Teaching Assistants keep records of identified statemented students where they will contribute both verbally and in a written report to the Annual Review process.  **Small group or one to one teaching**  Students who are identified with reading or spelling difficulties, difficulties with processing, social and communication skills, concentration or other issues which directly impact on their ability to learn which can be helped by individual work, are withdrawn from their normal timetable for individual or small group intervention.  The Policy is to allocate time according to student need, entitlement and available time.  One to one sessions are rotated wherever possible.  These members of staff have a record of the support given to each student, in line with school policy, this is monitored by the SENCO or DHT.  The Learning Support Department uses some of its capitation for the purchase of relevant up to date materials, including software. It also contributes to the CPD of staff where relevant.  **8. Identification of students needs**  **Identification:**  See definition of **Special Educational Needs** at the start of the policy.  **A graduated approach: ‘Every Teacher is a Teacher of SEN’.**  **Quality First Teaching: ‘The baseline of learning for *all* students’.**   1. Any student who is identified either from primary transition or in school who is falling outside the range of expected academic achievement will be monitored. 2. Once identified as possibly having additional needs they will be closely monitored by staff. 3. Subject teachers will take steps to provide differentiated learning opportunities that will aid progression and enable the teacher to have a better understanding of the provision and teaching style needed. 4. The SENCO will be consulted. 5. As a result of identification the level of provision will be determined. 6. Identification does not necessarily mean that the student will be placed on the SEN register. 7. Parents are informed and encouraged to be an integral part of all the monitoring and support the student accesses. 8. Half termly assessments, parents’ evenings, review days and annual review meeting are all calendared within the school year to monitor and assess the progress being made by all students. The frequency of these meeting can vary according to need.   **Stages of Support**  **SEN Support**  Where it is determined that a student has SEN the individuals are included on the SEN Register. The aim of formally identifying a student with SEN is to help the school ensure that effective provision is put in place in order that attempts are made to remove barriers to learning.  The support consists of a four part process:   * Assess * Plan * Do * Review   This ongoing cycle helps to refine and revise provision.  **Assess**  Subject assessments, teacher observations, details of previous assessments, national data as well as the views and experience of parents will contribute to the analysis of students’ needs. The opinion and feelings of the individual along with advice from external support services will also be taken into consideration.  This analysis will require regular review to ensure that support and intervention is matched to need, barriers to learning are clearly identified and the interventions are effective. If it is felt necessary external support will be requested with agreement from parents.  **Plan**  Planning for provision can involve consultation with subject teachers, pastoral coordinators, SENCO and parents. Any other interested parties could be invited, for example, if a CLA student was also accessing SEN Support Social Workers etc could be involved. Support will be monitored for progress and effectiveness regularly by the Learning Support Department.  **Do**  The responsibility for the delivery of lessons and progress remains the responsibility of the individual subject teachers. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They should work closely with support staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.  **Referral for an Education, Health and Care Plan:**  If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.  The decision to make a referral for an Education, Health and Care Plan will be taken at a review involving parents, SENCO and other relevant personnel involved with the student.  Parents  Teachers  SENCO  Social Care  Health professionals  Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.  **9. Access to the curriculum, information and associated services**  Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.  Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.  Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school. Faculties and departments are encouraged to include SEN on their agendas for meetings and regular INSET is provided for all staff as part of the CPD programme.  **Ensuring Access to the Curriculum for Pupils with SEN:**  **The Deputy Headteacher, SENCO and the Learning Support Department are responsible for:**   * Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback. * Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. * In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. * Individual or small group tuition is available where it is felt that pupils would benefit from this provision. * Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.   **10. Inclusion of pupils with SEN**  The Headteacher oversees the Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.  The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.  **11. Evaluating the success of provision**  In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year.  Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.  **12. Complaints procedure**  Refer to the general Complaints Procedure.  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 Deputy Headteacher and SENCO.  **13. In service training (CPD)**  We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.  The school seeks the support of an Educational Psychologist when a need for specialist training is identified. The Learning Support Department considers the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.  All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.  We recognise the need to train all our staff on SEN issues.  **14. Links to support services**  The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.  Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, Deputy Head Pastoral and Head teacher who will then inform the child’s parents. The Pastoral Team, Attendance Officer, School Nurse, SENCO work closely together in the students’ best interests.  **15. Working in partnerships with parents**  **Walton le Dale High School** believes that a close working relationship with parents is vital in order to ensure:   * Early and accurate identification and assessment of SEN leading to the correct intervention and provision. * Continuing social and academic progress of children with SEN to enable personal success. * Parental views are considered and valued.   The SENCO will provide support to teaching staff throughout the School Improvement Group meetings, daily briefings, pastoral Meetings and whole staff meetings In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs. The SENCO may also signpost parents of pupils with SEN to the local authority where specific advice, guidance and support may be required.  If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school’s SEN link governor may be contacted at any time in relation to SEN matters.  **16. Links with other schools**  Walton le Dale High School links with a variety of other schools in different capacities. The Coppice Special school students integrate into a variety of different subject areas on a weekly basis. The school has always had strong links with this special school.  Primary links are very close with numerous feeder primary schools where Walton le Dale staff regularly teach alongside primary colleagues. The SENCO provides support to newly qualified SENCOs in other schools.  **17. Links with other agencies and voluntary organisations**  **Walton le Dale High School** invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The school takes responsibility for liaising with the following:  Education Psychology Service  Children’s Social Care  Speech and Language Service  Specialist Outreach Services  Representatives from voluntary organisations and other external agencies are invited to meetings.  In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues. |