

SEND Code of Practice: Werneth School



SENDCO: Sara Burke (NASENCo Award)
Deputy Head of Teaching & Learning: Anna Fowler
Assistant Head Teacher of Inclusion: Joanne Dee
Karen Sutcliffe: Assistant SENDCO, Vulnerable cohort
Francesca Cuthbert: Assistant SENDCO, Transition

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools' SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

Section 1: Aims

By working in partnership we intend to build on the substantial progress made in recent years so that every child fulfils his or her potential both in and out of the classroom closely with parents and students.

The Special Educational Needs department prides itself on their multi-layered support systems and personalised approach towards each student's needs. We encourage open lines of communication to our parents, Werneth staff and external agencies.

The Student Support Team consists of the Special Educational Needs' Co-ordinator, Sara Burke, two Assistant SENDCOs, Fran Cuthbert, overseeing Transition and Karen Sutcliffe, overseeing the vulnerable students' cohort.

Our team of Learning Support Assistants continues to grow and they support students and staff across the curriculum. We have introduced the role of two HLTAs (Higher Learning Teaching Assistants) this academic year to help develop our intervention programmes and to further support class teachers.

Werneth School is focused on raising the aspirations and expectations of all students with SEND and we provide a focus on outcomes for children and young people and not just hours of provision/support. At Werneth School, we make it our priority to not only identify and assess the needs of our SEND students, but to also consider the needs of the vulnerable children cohort which will not just include the special educational needs of the student, but their general needs too. This may include looking at their attendance and punctuality, health and welfare, EAL, being in receipt of the Pupil Premium grant, being a Looked After Child, being a child of Serviceman/woman, extra-curricular activities etc.

We are committed to safeguarding and promoting the welfare of all our students. We strongly believe that all students have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our students.

Every teacher is a teacher of every child or young person including those with SEND. We expect Quality First Teaching to be embedded throughout the school.

School Objectives:

- To identify and provide for students who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a “whole student, whole school” approach to the management and provision of support for students with special educational needs;
- To provide a Special Educational Needs’ Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy;
- To provide support and advice for all staff working with special educational needs students;
- To meet the needs of SEND students in the mainstream setting;
- To listen to the views of the SEND student;
- To help parents/carers in supporting their child’s SEND education.
- To implement and embed Stockport’s Entitlement Framework across the school.

Success Factors:

- The culture, practice, management and deployment of resources designed to ensure all students’ needs are met;
- LAs, schools and settings work together to ensure that any child’s SEND needs are identified early;
- LAs, schools and settings exploit best practice and those responsible for SEND provision take into account the views and wishes of the child;
- Professionals and parents work in partnership;
- Professionals take account of parents’ views;
- Provision and progress is monitored and reviewed regularly;
- Co-operation between all agencies;
- LAs make assessments in accordance with the prescribed time limits;
- Education and Health Care Plans and Statements are clear and detailed, specify monitoring arrangements, and are reviewed annually.

Section 2: Identifying Special Educational Needs

NEW STAGES

<p>STAGE 1</p>	<p>Students' needs should be met by normal classroom procedures and differentiation.</p> <p>Quality first teaching in the classroom.</p>
<p>STAGE 2</p> <p>SEND MONITOR</p>	<p>Further assessment will be needed</p> <p>Different materials</p> <p>Different teaching methods – range of visual, kinaesthetic and auditory learning styles</p>
<p>STAGE 3</p> <p>SEND SUPPORT</p>	<p>Will involve all previous resources and may require involvement from outside agencies.</p> <p>Formal assessment if no progress is being made.</p>
<p>STAGE 4</p> <p>EDUCATION AND HEALTH CARE PLANS AND STATEMENTS</p>	<p>All previous resources and possibly additional resources as identified in Education and Health Care Plan or Statement.</p>

4 Categories of Need:

1. Communication and Interaction;
2. Cognition and Learning;
3. Emotional, Social and Mental Health;
4. Sensory and/or Physical.

Section 3: A Graduated Approach to SEND Support

A Graduated Approach:



Assess:

A range of assessments carried out to identify a specific need or difficulty.

Plan:

Small targets are set in order to strengthen and support the specific difficulty or need.

Do:

Teacher to carry out the targets in the plan with the student within a specified time frame.

Review:

Teacher to review and assess the progress made through the targets in the plan and feedback findings to both the parent/carer and student.

The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching from within their normal classroom setting. All teachers at Werneth School are responsible and accountable for the progress and development of students in their class, including students who access support from Learning Support Assistants or specialist staff.

High quality first teaching and use of differentiation in the classroom is the first step in responding to students who have, or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Senior Leadership Team, Middle and Subject Leaders regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing the quality of teaching and learning and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of SEND frequently encountered.

How does Werneth School decide whether to make special educational provision?

The classroom teacher, pastoral staff and the SENDCO will consider all of the information gathered from within school about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. As appropriate, the SENDCO will draw on more advice and specialised assessments from external agencies and professionals.

Section 4: Managing students' needs on the SEND register

Methods used to review progress:

- Individual Teaching & Learning Plans (ITLPs);
- Education and Health Care Plans;
- School Provision Map;
- Parents' Evenings;
- Intervention Meetings;
- Person Centred Reviews;
- School Reports/data;
- Classroom Assessments.
- Circle of Adults sessions.

Section 5: Criteria for exiting the SEND register

Known SEND students are regularly monitored by specialist teachers who will assess whether a student still meets criteria for extra support. If students are currently entitled to individual sessions with a specialist teacher, or HLTA, and they no longer meet criteria, parents and students will be informed.

Section 6: Supporting students and families

Parents/carers can find information about issues and queries regarding SEND in the Stockport area by clicking on the following link regarding the LA Local Offer:

www.sensupportstockport.uk

For more information about SEND specifically at Werneth School, please find the school information attached in the appendices' section at the end of this policy.

Section 7: Supporting students at school with medical conditions

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

Section 8: Monitoring and evaluating of SEND

The SENDCO regularly monitors the progression of the school's SEND students by liaising with staff within school and external agencies.

SEND students who are currently on the SEND register are regularly monitored by specialist teachers within school who will assess whether a student still meets criteria for extra support.

Section 9: Training and Resources

All staff are offered training around SEND issues via the SENDCO and through their own professional management. The SENDCO provides relevant training resources and information through email and training sessions regularly.

The SENDCO shares links with external agencies for parents/carers to access via the school website.

Section 10: Roles and Responsibilities (2019/2020)

SEND Link Governor: Vince McAllistar

SENDCO: Sara Burke

Assistant SENDCO, Transition: Francesca Cuthbert

Assistant SENDCO, Karen Sutcliffe: Vulnerable students

Deputy Head for Teaching and Learning: Anna Fowler

Designated Safeguarding Lead: Joanne Dee, assisted by Tracy Taylor

Child Protection Governor: Nicola Burgess

Pupil Premium: Andrew Conroy

Looked After Co-ordinator: Karen Sutcliffe

Designated member of staff for Medical Conditions: Emma Sorsby

Section 11: Storing and Managing Information

Staff are informed when material is of a confidential nature and hard copies should be stored in a locked, confidential area. All confidential information sent via email is password protected. Any information that is to be discarded is done so using our confidential paper shredding and recycling bins within school. These bins are locked and secure.

Section 12: Reviewing the Policy

This policy is reviewed and amended annually through a Curriculum and Pupils Governors' sub-committee.

Section 13: Accessibility

The school is a wheelchair friendly school.

We try to ensure that SEND students have access to the full curriculum by monitoring, assessing and evaluating their needs and providing solutions and strategies where possible.

Section 14: Dealing with Complaints

Complaints should be directed to Sara Burke (SENDSCO) in the first instance.