



# **SEND POLICY**

**SENCO: Sara Burke (NASENCo Award)**

**Deputy Head of Teaching & Learning: Anna Fowler**

**Assistant Head Teacher of Inclusion: Joanne Dee**

**Karen Sutcliffe: Teaching Assistants' Manager**

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**

The school motto, 'Werneth Cares', indicates that we are a learning community committed to achieving high standards in all aspects of school life.

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, an SEN Intervention Teacher and Teaching and Learning Support Mentors delivering personalised sessions.

Our team of Teaching and Learning Support Mentors, led by Karen Sutcliffe, continues to grow and they support students and staff across the curriculum.

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 'whole child' 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.

#### **School Objectives:**

1. To identify and provide for students who have special educational needs and additional needs;
  2. To work within the guidance provided in the SEND Code of Practice, 2014;
  3. To operate a "whole student, whole school" approach to the management and provision of support for students with special educational needs;
  4. To provide a Special Educational Needs' Co-ordinator (SENCO) who will work with the SEND Inclusion Policy;
  5. 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.

**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

<b>STAGE 1</b>	<b>Students' needs should be met by normal classroom procedures and differentiation. Quality first teaching in the classroom.</b>
<b>STAGE 2</b>	Further assessment will be needed

<b>SEN MONITOR</b>	Different materials Different teaching methods – range of visual, kinaesthetic and auditory learning styles
<b>STAGE 3 SEN SUPPORT</b>	Will involve all previous resources and may require involvement from outside agencies. Formal assessment if no progress is being made.
<b>STAGE 4 EDUCATION AND HEALTH CARE PLANS AND STATEMENTS</b>	All previous resources and possibly additional resources as identified in Education and Health Care Plan or Statement.

#### 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:

<b>Assess – Plan – Do - Review</b>
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**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 have access support from teaching 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 and the SENCO 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 SENCO 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:

1. Individual Teaching & Learning Plans (ITLPs);
2. Education and Health Care Plans;
3. School Provision Map;
4. Parents' Evenings;
5. Intervention Meetings;
6. Person Centred Reviews;
7. School Reports/data;
8. Classroom Assessments.

### **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 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](http://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 SENCO 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 SENCO and through their own professional management. The SENCO provides relevant training resources and information through email and training sessions regularly.

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

## **Section 10: Roles and Responsibilities (2018/2019)**

SEND Link Governor: Mr V McAllister

SENCO: Sara Burke

Teaching & Learning Support Mentors Manager: Karen Sutcliffe

Deputy Head for Teaching and Learning: Anna Fowler

Designated Safeguarding Lead: Joanne Dee, assisted by Daniel Willis

Child Protection Governor: Mr V McAllister

Pupil Premium: Andrew Conroy



Looked After Co-ordinator: Karen Sutcliffe

Designated member of staff for Medical Conditions: Steve Sanderson

### **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 (SENCO) in the first instance.

### **Section 16: Appendices**

1. School Information

Policy	Date modified	Date of approval	Review date	Governor Committee	Responsibility
SEND	June 2018			Achievement	SKE

# **Access Plan Policy**

## **Accessibility Plan 2016-2017**

Our Accessibility Plan has been written to take into account the new building's layout and its current state of operation. It will need to be amended when we have access to full parking facilities.

- 8 disabled spaces have been allocated at the front of the main building and these will be completed before May 2017.
- 4 disabled spaces have been allocated at the Sports Hall.

### **Environment**

- As we are a new build, our facilities are all DDA compliant.
- We operate a designated area for taxis/parents to collect and drop off students who use a wheelchair.
- We have lifts inside the school building with a full maintenance: the contract is with Classic Lifts.
- The Sports Hall also has a platform lift so students can access the changing facilities and the gym area. Keys are held within the PE department.
- Designated staff support the students who need to use a lift. There are currently eight key holders within school including members of staff with mobility issues.
- We operate a one way system around school to ensure that students can move around in a safe manner.
- In case of fire, there are refuge areas on every floor and every stairwell. These relay back to reception.
- Some students can access the staff stairs in the heart space if they require a less congested route to class or need to move at a slower pace.
- The flooring within school is new and has anti-slip properties (no polished flooring) so this should improve the safety of pupils as they move around the school.
- Stairs have handrails to support students to move up and down safely.
- We have a therapy room which has a hoist and a physiotherapy bed for our disabled students to use when required. This also includes shower facilities.
- We have a disabled toilet facility at the end of the Student Support corridor as well as 6 AWC in the main building and in the Sports Hall we have one AWC/changing facility for community use as well as student use.
- Most classrooms have soundboards to make the environment less noisy: this is particularly beneficial for our ASD students and those students who have hearing impairments.

- At present, the walls are uncluttered and minimalistic. Again, this can be beneficial for students who have additional needs particularly ASD and dyslexia.
- Lights are dimmable closest to the board and this will be beneficial for students with any sight impairment.
- Most practical classrooms have adaptable chairs and tables for our wheelchair users such as ICT, Science, and Food Technology. Food Technology also contains multi-positional oven and facilities.
- Students have access to dyslexia friendly keyboards to enhance the learning of our dyslexic students.
- There are electronic doors around school to support students' in accessing the building.
- Mobile hearing loop units are available to use in suitable classrooms/halls to support students with any hearing impairment.
- Students with physical needs are supported in their transition around the school as required. This is the same where a change of clothing is required or where there needs to be much movement around the room (for example, PE, Technology or Expressive Arts).
- A number of staff in school have had paediatric first aid training and there is a first aid rota in school so that there is always someone available in case of emergencies. This course is updated every 3 years.
- Also, a number of staff have been trained on the Movers and Handlers course to enable to assist and support the physical needs of students.

## **Curriculum**

- We have offered regular INSETs and training packages on topics relating to SEND to all of our staff.
- We issue Stent Information Sheets as part of the SEND register to all staff so that they are aware of the needs of the students and how to meet them.
- With our current Year 7, we are trialling the use of mybooks as a way to disseminate information about a students' needs and how they can access the curriculum.
- We regularly liaise with the Sensory Support Service in Stockport to ensure that we are sharing best practice amongst our staff and are meeting the needs of our students who have identified sensory needs.
- We have a new policy for supporting our EAL students and a designated member of staff who supports any INAs into school.
- Currently, Werneth is working alongside Stockport's Behaviour Support Service and Mark Finnis to develop a restorative approaches to working with young people.

**At the moment we are currently working on delivering and implementing the following:**

- We have a weekly Inclusion meeting where the SENCO, Assistant Director of Behaviour, Assistant Head teacher for Inclusion and the Behaviour Support Service meet to discuss and identify individual students needs and also talk about areas relating to SEND and behaviour.
- We are holding person centred SEND reviews for our SEND students so that we ensure that the student and their parents/carers are involved in making sure that the right type of support is in place and implemented.
- We have Teaching Assistants who are skilled up in the following areas and deliver these types of programmes to identified students:
  - Speech and language
  - Art therapy
  - ASD
- We utilise two teachers from Stockport Learning Support Service to work with targeted students to develop their progress in literacy and numeracy as well as developing their self-confidence and boosting their self-esteem.

**Future Plans:**

Werneth School is looking at the demolition of the old building. The Headteacher meets with the contractors regularly to ensure that we are fully compliant with legislation and are focused on meeting the needs of our SEND students and our staff with mobility issues.

**Other areas to work on:**

- Visual timetables
- Making school information more accessible to students with a range of needs including visual impairments. For example, use of braille, easy to read text etc.
- We have highlighted that an area in school that we feel that we need to address further is Mental Health. Our Assistant Headteacher for Inclusion is currently writing a Mental Health Strategy to be utilised across the schools in Stockport.

Policy	Date modified	Date of approval	Review date	Governor Committee	Responsibility
Access Plan	November 2018		November 2019	Resources	KED/SKE

