



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Qualifications:	BA Hons English/Drama Post Graduate Certificate in Education Post Graduate Certificate in Special Educational Needs.
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SEN Staff:

Inclusion Support Co-ordinator	Mrs Joanne McArthur
Learning Support Co-ordinator	Mrs Christine Lasania – Hartington
Level 3 Teaching Assistant	Mrs Gillian Roberts

Level 2 Teaching Assistants:

Mrs Jenny Griffiths
Miss Alison Lewis
Mrs Pamela Crane
Mrs Michelle Billinge
Mrs Andrea Collins
Mrs Carla Bassett
Mrs Deborah Kane
Mrs Maggie Smith
Miss Lyndsey Wilson
Mr Imtiaz Kotwal
Mrs Melanie North
Mrs Lisa Fisher
Miss Samantha Collier
Mr Zishan Khan
Mrs Anita Goddard

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND)

Rationale:

The Westleigh School is an inclusive school. We believe that all pupils, including those identified as having a special educational need, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and they should be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We strive to develop an environment where all pupils can learn, participate and achieve the best possible outcomes and feel safe. This does not mean that we treat all pupils in the same way, but that we will respond to pupils in ways which take into account their varied life experiences and needs.

AIMS AND OBJECTIVES:

- ✓ To identify and provide for students who have special educational needs and additional needs.
- ✓ To develop an environment, a curriculum, and teaching approaches that are inclusive and take into account a wide diversity of need.
- ✓ To ensure that the voice of the child is valued in any decision making that affects them.
- ✓ To involve parents/carers at every stage in the planning and provision to meet their child's Special Educational Needs.
- ✓ To respond to the strengths and difficulties of all young people enabling them to achieve the highest possible standards across the curriculum; developing the confidence and self-esteem to meet the challenges of the modern world and encouraging them to become independent and critical thinkers.
- ✓ In line with the guidance provided by the SEND Code of Practice 2014, to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs. We firmly believe that all teachers are teachers of SEND.
- ✓ To ensure that when students need additional support or adjustments to their curriculum this will be identified through the Graduated approach of Assess, Plan, Do, Review.
- ✓ To provide specific input, matched to individual needs for those students identified and placed on the SEN register. Specific provision could be via differentiated class teaching and learning whilst other identified provision would be individual to learner.
- ✓ Through reasonable adjustments to enable all students to have full access to all elements of the school curriculum.
- ✓ To ensure support for students with medical conditions, facilitating inclusion in all school activities by ensuring consultation with health and social care professionals.
- ✓ To provide support and advice for teaching staff working with SEN Students.
- ✓ To work collaboratively with external agencies to ensure timely and specialist support.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

SEND Definition:-

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability which prevents or hinders him or her 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"

DfE : Special educational needs and disability code of practice: 0 to 25 years.

We use our best endeavours to secure Special Educational Provision for students for whom this is required. This is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice; 0-25 (2014) i.e:

Communication and Interaction: pupils with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism or Asperger's are likely to have particular difficulties with social interaction.

Cognition and Learning: children and young people will learn at a slower pace than their peers, even with appropriate differentiation. Specific Learning difficulties such as dyslexia, dyscalculia and dyspraxia come within this area of need.

Social, emotional and mental health: children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include become withdrawn or isolated, as well as displaying challenging, disruptive behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), deficit of attention, motor skills and perception (DAMP) or attachment disorder.

Sensory/physical: this can include visual impairment, hearing impairment and physical disability.

PLANNING PROVISION?

If a child has an EHC plan or is already identified as having an additional need transition meetings with primary feeder schools (or donor schools in the case of a mid - year admission) will provide in depth information to enable us to plan accordingly. Where appropriate information will be cross referenced with that held centrally by external agencies.

Information regarding students who have been placed on the SEN register in primary school is passed on through the school SIMS information process via the Local Authority.

Assessments upon entry and regular monitoring and assessment highlight areas in which young people need additional intervention for support with learning.

Referrals or concerns received from staff are explored and investigated using a range of qualitative and quantitative data and appropriate support is put in place where necessary.

Our open door policy invites parents and carers to contact school with any concerns which can be discussed and investigated.

Pupils themselves can self-refer if they feel they need support.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. We will liaise carefully with the Wigan EMAS team and act upon their assessments and guidance in addition to looking carefully students' progress across subject areas to assess whether their limitations are due to their command of English or arises from special educational needs.

THE ROLE OF THE SENCO

- ✓ Overseeing the day to day operation of the school's SEND policy
- ✓ Co-ordinating provision for children with SEND
- ✓ Liaising with and advising fellow teachers
- ✓ Overseeing the records of children with SEND
- ✓ Liaising with parents of children with SEND
- ✓ Contributing to the in service training of staff
- ✓ Liaising with local primary schools so that support is provided for Y6 students as they prepare to transfer
- ✓ Liaising with external agencies to ensure assessments and specialist provision is implemented in a timely and targeted manner
- ✓ Co-ordinating and developing school based strategies for the identification and review of children with SEND
- ✓ Monitoring the progress of children on the SEN register.
- ✓ Monitoring the impact and effective deployment of Teaching Assistants.

A GRADUATED APPROACH TO SEN SUPPORT

Curriculum Planning

- In most cases all students will follow the same curriculum, however this will be differentiated according to need and ability ensuring that all learning is accessible and that all pupils can experience a sense of achievement.
- Classes are set according to ability – in each year group we have a nurture class for those pupils experiencing significant learning difficulties. Nurture classes are kept much smaller in number than other classes to allow for more individual teacher input and will usually have at least one TA present.
- If appropriate at Key Stage 4 a personalised pathway may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations.
- We have specific extra - curricular activities for SEN pupils and provide specific homework support when necessary.

ALLOCATION OF RESOURCES:

- The 'notional SEN budget', covering around £6,000 per pupil with SEN, over and above core funding is used to meet pupil need
- As a school we ensure that we are equipped with resources and materials that enable all of our young people to learn. The tools and resources used to make learning accessible for all are sourced whenever applicable to ensure that barriers to learning are broken down and achievement is optimum.
- Our SEN Budget is devoted to employing skilled Teaching Assistants, engaging professionals for assessment, training and advisory purposes, purchasing appropriately differentiated and accessible resources and ensuring that the learning environment is learner friendly.

INTERVENTION AND SUPPORT:

In the first instance many children can be successfully supported through quality first teaching and suitable differentiation within the classroom. [\(Click here to view Quality First Teaching Strategies\)](#) Teachers regularly communicate concerns to the SENCo and these can be discussed and very often suitable measures put in place in compliance with new guidance (ASSESS – PLAN – DO – REVIEW) to differentiate accordingly, facilitating excellent progress. Where these discussions take place, it is encouraged that parents are included or offer their own expertise and in turn we will offer advice and guidance for how best they can support us.

Where pupils are not making expected progress an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties.

Where appropriate differentiation and quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of need will be completed and small group or 1:1 intervention implemented that is suitable to the needs of the young person and assessed regularly. A plan will be completed and held centrally and a pupil passport created to support teachers in understanding and meeting the needs of the student.

This plan will be completed by the SENCo in communication with key teaching staff and parents. We will also monitor the effectiveness of the interventions, keeping up to date records of progress. Plans will be reviewed with all stakeholders on a termly basis.

Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us offer effective intervention and support. Parental consent will always be sought before involving outside agencies or specialists.

At all stages parents should be involved in the decision making process. Our open door policy invites parents to contact us at any time with any questions or concerns.

Centrally held, comprehensive information outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the SEN team, offering strategies for staff to employ when teaching individuals.

The SENCo reviews the SEN register and provision /progress tracker termly. We often take advice from our Targetted Education Support Service should we have any specific concerns.

Parents, pupils, teachers and teaching assistants are all important stakeholders and can be involved in the decision making process with regards the levels and types of support offered.

Parents are encouraged to take an active role in supporting us to enable their son/daughter to make good progress. Parents can be involved by contributing to meetings and discussions at parents' evenings, by sharing all relevant information, by offering expert knowledge and by supporting school and reinforcing the work we do in the home.

- Interventions will be monitored and reviewed on a termly basis using a whole range of data and information pertinent to each individual child and their progress.
- The school's Governing body is provided with a regular overview of young people with SEND and the provision available to them.

WORKING WITH EXTERNAL AGENCIES

- Staff in our SEN department access a wide range of training and CPD in order to ensure that the needs of children can be met.
- We engage support for a wide range of services including: Mental Health teams, Counselling services, Sexual Health teams, Targeted Education Support Services, Educational Psychology Service, Drug and Alcohol Teams, Community Support Services and voluntary organisations, Startwell and Social Care and medical professionals.
- Where any specific needs arise we ensure that the most appropriate experts are engaged to work with us and our young people and their families to offer the best possible support

ADMINISTRATION OF MEDICINES AND PERSONAL CARE

- Where young people are identified as having physical or medical needs requiring medication to be administered in school a Health Care Plan will be completed and necessary arrangements implemented. [See also Policy for Supporting Young People with Medical Conditions.](#)

MONITORING AND EVALUATION

- We have in place a rigorous assessment and monitoring schedule and we hold termly SEN progress reviews throughout the year to discuss and evaluate pupil progress.
- We will measure the impact of interventions in a number of ways to ensure a holistic picture of achievement, some of which are outlined below:
 - Reviews of attainment data and pastoral data;
 - Learning walks and reviews of pupils' work;
 - Pupil voice conversations and surveys;
 - Staff consultation in readiness for formal reviews.

The SENCo will review the SEN register on a termly basis. Students who make significant progress can be removed from the SEN register.

For those students who, despite intensive intervention, fail to progress an Education Health and Care Plan will be initiated.

PARENTAL ENGAGEMENT

- Open door policy – Parents can contact school at any time to request to speak to a member of the SEN team and at our earliest availability we will arrange a meeting or telephone conversation.
- There will be termly SEN review weeks whereby parents will be invited to join SEN staff to review progress and update plans and passports.
- SEN staff will be available for additional meetings at parent's evenings.
- SEN staff will host and attend Early Help Meetings to ensure that a holistic approach to support is embedded and all stakeholders are involved in decision making.
- As per statutory guidelines the SENCo will host Annual review of Education, Health and Care plans.

ACCESS ARRANGEMENTS:

The process:

Not all children who struggle with reading and writing will qualify for exam concessions. The purpose of an exam concession is to bring disadvantaged pupils into a level playing field – not advantaging them.

Students with a history of significant learning difficulty will be assessed for Access Arrangements/Exam Concessions. However, we must evidence that this is a natural way of working.

We will need:

- ✓ Copies of assessments in which pupils have used extra time to prove that pupils have picked up marks in the additional time provided.
- ✓ Assessment data to evidence significant gap between chronological age and reading age.
- ✓ Examples of pupils' written work to evidence pupils requiring a scribe or word processor.

If teachers feel students need exam concessions to allow them to achieve in line with their peers, they should liaise with the SNECo and provide examples of the evidence listed below and the differentiated opportunities provided in class.

Reader:

A student will usually be allocated support for reading in an exam if this is their normal way of working.

We will assess if pupils reading ages are below age 9 when tested at the end of year 9. The LUCID testing tool will provide a standardised score and those tested who fall below 84 will qualify for exam concessions.

If there are any anomalies on the test further assessments will be completed using RAT4.

Scribe:

Where possible a word processor will be used for those pupils who cannot write legibly. A scribe will only be allocated as a last resort and if this is the pupil's normal way of working.

We will assess for a scribe if:

- ✓ A candidate cannot write, type or Braille independently, or at sufficient speed to record their answers even with extra time allowed, as a result of a substantial and long term impairment.
- ✓ Pupil's written work is impaired by a substantial and long term condition.

An Oral Language Modifier:

An Oral Language Modifier is used only in rare and exceptional circumstances. It is only considered for those candidates whose disability has a very substantial and long term adverse effect resulting in very persistent and significant difficulties in accessing or processing information.

As part of the supporting evidence required the candidate must have a standardised score of 69 or less in relation to reading comprehension.

Extra time:

Any concessions need to be usual way of working and need to be proved through mock exams, the Examinations Officer or A Blyth need to be given copy of mock exams to prove extra time used – is useful.

In extreme and unusual cases, particularly where the candidate has complex learning needs, it may not always be possible to assess the candidate's speed of processing by means of a specialist assessment.

However, the centre must demonstrate that the candidate has an impairment which has a substantial and long term adverse effect on his/her speed of processing.

So as not to give an unfair advantage, the centre's letter or file note (written by the SENCo) must:

- provide relevant information/evidence of the nature and extent of the disability or difficulty; i.e. the candidate has an impairment which has a substantial and long term adverse effect on his/her speed of processing; (the candidate is disabled within the meaning of the Equality Act 2010);
- confirm that the candidate has persistent and significant difficulties when accessing and processing information;
- show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom;
- show the involvement of teaching staff in determining the need for 25% extra time;
- confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage; (the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment);

- confirm that 25% extra time is the candidate's normal way of working within the centre as a direct consequence of their disability.

The centre's letter or file note is supported with, for example:

- a letter from CAMHS, a clinical psychologist, a hospital consultant, a psychiatrist or
 - a letter from the Local Authority Educational Psychology Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- a letter from a Speech and Language Therapist (SaLT), or
 - a Statement of Special Educational Needs relating to the candidate's secondary education, or an Education, Health and Care Plan, which confirms the candidate's disability.

ROLES AND RESPONSIBILITIES

- It is the responsibility of the Headteacher and the SENCo to keep the Governing Body fully informed of the provision for students with SEND.
- The SENCo is an Assistant Head teacher and therefore a member of the Senior Leadership Team. She is also the DSL.
- The Teaching Assistants and Learning Support within the SEN team are lined managed by the SENCO.
- It is the responsibility of the SENCo, Inclusion and Learning Support Coordinators and SEN TA's to liaise with parents of pupils with SEN.
- It is the SENCo, Inclusion and Learning Support Coordinators and SEN TA's responsibility to liaise and advise subject teachers on the graduated approach to providing SEN support and strategies/ information to further support SEN pupils.
- It is the SENCo and Inclusion and Learning Support Coordinators responsibility to assess and monitor the progress of pupils who receive additional provision.
- The Teaching Assistants (TAs) are line managed by the SENCo and the Inclusion and Learning Support Coordinators
- TAs are attached to specific groups and support designated pupils. It is the responsibility of the TA to monitor the progress of the pupils against the Learning Objective in the classroom and to keep the SENCo informed.
- It is the SENCo's responsibility to write the SEN Rapid Improvement Plan.
- The designated teacher with responsibility for Pupil Premium is Mrs J Coleman.

ACCESSIBILITY

At The Westleigh School we support all of our pupils to be fully included in all aspects of school life. Our aim is to ensure that pupils with SEND join in the activities of the school together with pupils who do not have special educational needs, in so far as it is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources. The SEN Information report gives details of inclusive practice.

DEALING WITH COMPLAINTS

Any complaints about SEN provision can be made directly to the SENCo or to the Headteacher Carlton Bramwell.

Adopted by the Board of Governors and recorded in the Minutes of the meeting held on: 26/09/2018	
Review Date:	October 2020
Headteacher	