

WYMONDHAM COLLEGE

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

## Policy Consultation & Review

This policy is available on our school website and is available on request from the College.

This policy will be reviewed in full by the Governing Body on a tri-annual basis. This policy was last reviewed and updated in September 2020. It is due for review during September 2021.

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

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## Legislative Compliance

- This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and student with reference to the following guidance and documents.
- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
  - Ofsted Education Inspection Framework 2019
  - Ofsted SEN/D Review 2010 “A Statement is not enough”
  - Equality Act 2010
  - Education Bill 2011
  - Children and Families Act 2014

## Inclusion Statement

- We endeavour to achieve maximum inclusion of all students whilst meeting their individual needs
- Teachers provide differentiated learning opportunities for all students within the College and provide materials appropriate to students’ interests and abilities. This ensures that all students have full access to the school curriculum
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others and to show commensurate progress in line with abilities.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are EAL as part of our provision provided by the EAL Lead
- We focus on individual progress as the main indicator of success
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs
  - Some students in our College may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up through the whole College monitoring system
  - Other students will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully

planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students.

## **Objectives**

In order to meet the special educational needs of our student at Wymondham College and to ensure inclusion for all we must:

- ensure decisions are informed by insights of our parents and the students themselves
- ensure the highest levels of achievement for **all our students**
- identify those students who have SEND as soon as possible
- provide intervention at a suitable level when a student is identified as having SEND
- carefully map and review provision for all SEND students to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- ensure a high level of staff expertise to meet student need, through well targeted continuing professional development
- use a variety of teaching styles, and cater for different learning styles to allow students with SEND to access the curriculum
- use resources effectively to support students with SEND
- assess and keep records of the progress of students with SEND
- work with outside agencies who provide specialist support and teaching for students with SEND
- inform and involve the parents of students with SEND so that we can work together to support the student
- encourage active involvement by the student themselves in meeting their needs

## **Responsibility for Coordination of Special Educational Needs and Disabilities (SENDCo) and Learning Inclusion Coordinator (LIC)**

- The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Policy to the Special Educational Needs & Disability Coordinator (SENDCo) and Learning Inclusion Coordinator (LIC). The SENDCo and LIC are responsible for reporting regularly to the Headteacher, SLT and the governor with responsibility for SEND on the ongoing effectiveness of this policy.
- All staff in our college have a responsibility for maximising achievement and opportunity of SEND students – specifically, **all teachers, are teachers of students with special educational needs and disabilities**. Staff are aware of their responsibilities towards all SEND students and a positive and sensitive attitude is shown towards all students at all times.

## **The SEND Governor**

- There is a current Governor with responsibility for SEND at Wymondham College. They should have regular contact with the SENDCo, LIC and SLT to keep up-to-date with, and monitor the school's SEND provision. The Governor is responsible for reporting back to the Governing Body about SEND issues.

## **The Special Educational Needs and Disabilities Co-ordinator (SENDCo) & Learning Inclusion Coordinator (LIC)**

The SENDCo and LIC are responsible for the arrangements for SEND provision throughout the College. In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the operation of this policy, in the following ways:

- maintenance and analysis of whole-school provision map for SEND students
- identifying on this provision map a staged list of students with special educational needs – those in receipt of additional SEND support from the College's devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans (EHCP)
- co-ordinating provision for students with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting SEND students
- overseeing the records on all students with Special Educational Needs
- liaising with parents of students with SEND, in conjunction with class teachers
- contributing to the CPD training of staff
- Implementing a programme of Annual Review for all students with an EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review (Chair)
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with SEND
- evaluating regularly the impact and effectiveness of all additional interventions for students with SEND
- liaising sensitively with parents and families of students with SEND, keeping them informed of progress and listening to their views of progress
- attend SEND meetings and training as appropriate
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for learners with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support SEND students.

### **Learning Inclusion Co-ordinator**

- Be responsible for the day to day running of the Learning Support Department under the guidance of the SENDCo
- Co-ordinate the completion and review of student profiles
- Prepare information for, arrange and chair Education Health and Care Plan Reviews
- Regularly update and publish the SEN Register and School Base
- Liaise with Staff, parents and external agencies
- Responsible for general administration of the department
- Responsible for overseeing the work of Learning Leads and Pupil Specific Key Workers
- Liaise with SENDCo to update Provision Mapping as required following the addition or removal of pupil's receiving intervention
- Conduct testing and assessment for exam access arrangements
- Conduct general testing and assessment of pupils as requested, whenever concerns have been raised by parents/staff/outside agencies • Conduct testing and assessment for exam access arrangements
- Co-ordinate access arrangements - carrying out assessments, liaising with students, parents and staff, completing necessary paperwork records and liaising with exams and teachers
- Ensure the smooth transition of Year 6 and Year 11 students.
- Prepare a list of students requiring intervention
- Regularly updating the SEN provision Map

### **Learning Leads:**

- To take responsibility for supporting pupils with identified special needs and Education, Health and Care Plans
- To keep accurate records of each student's progress using the recording devices provided by the LIC
- To liaise with the LIC
- To be active in seeking further training
- To be available to contribute to the Statement / Education, Health and Care Plan Documentation
- Assess individual pupil needs
- Keep records of students receiving intervention
- Prepare and deliver programme of individual learning
- Monitor and evaluate progress of students with individual targets and receiving intervention
- Communicate the progress students have made on intervention with the parents – Review

- Communicate meetings, student profile reviews and intervention updates with parents
- Ensure staff are aware of pupils needing intervention via Provision Mapping
- To support the children in class and/or withdraw in order to help meet their Student Profile targets
- Reply to parent communication
- Liaise with students, parents and teachers when creating student profiles and when planning and implementing provision
- Keep student profiles Up-to-date
- To apply the Assess Plan Do and Review process
- To support teachers in meeting the needs of students in their classrooms
- Mentoring students

### **Pupil Specific Workers:**

- Providing targeted support for students in class
- Support students to access the learning in the classroom by providing the support recommendations
- Having a clear knowledge and understanding of the needs of the students supported
- Know what level the students are working at and what they need to learn next
- Provide feedback to staff on the progress made by students and difficulties experienced in a session

### **All teachers**

All teachers are teachers of students regardless of whether they have SEND or not. The Teachers' Standards 2012 make it clear that the following are expectations with regard to quality first teaching. They must:

- **Adapt teaching** to respond to the strengths and needs of all pupils
- Know when and how to **differentiate appropriately** using approaches which enable pupils to be taught effectively
- Have a secure **understanding** of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- Have an awareness of the physical, social and intellectual development of children and know how to **adapt teaching to support pupils'** education at different stages of development
- Have a clear understanding of the **needs of all students**, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them

Teachers must:

- liaise with the SENDCo/LIC to agree :
  - which students in the class are SEND
  - which students are underachieving and need to have their additional interventions monitored – but do not have special educational needs
  - which students require additional support because of a special educational need. Some of these students may require advice/support from an outside professional
- secure outstanding provision and outcomes for those with SEND by :
  - providing differentiated teaching and learning opportunities
  - ensuring there is adequate opportunity for students with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2014)
  - ensuring effective deployment of resources – including PSKW (Pupil Specific Key Worker) and LL (Learning Lead) support - to maximise outcomes for all SEND learners.

### **Expertise of SEND Staff**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs & Disability Coordinator will be a qualified teacher working at our College and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCo and LIC will regularly attend any meetings related to SEN and keep up to date with SEND practice
- All Learning Support staff will attend the weekly department training session.
- All staff will be trained in how to best support all SEND students in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual students will be sought by the College as appropriate. The impact of this support will be regularly monitored to ensure value for money and best possible outcomes for students.

### **Identification, assessment and provision for students with special educational needs**

The College’s arrangements for assessing the progress of students with special educational needs has taken into account the following statements and definitions:

- *“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or students’ progress. **What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.**”*
- *This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the student in order to improve his or her access to the curriculum.”*
- *Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

*Ofsted SEN Review (2010)*

- *“Ensuring that schools are clear about their provision that is normally available for all student, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”*

*SEN Code of Practice (2014)*

*“ Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.”*

*The Education Inspection Framework (2019)*

### **Curriculum Access and Provision**

- Where students are underachieving and/or identified as having special educational needs, the College is committed to a full curriculum entitlement for all students and provides for these additional needs in a variety of ways but mainly through quality first teaching, we might use a combination of the following approaches to address targets identified for individual students.

- teachers differentiate work as part of quality first teaching
- intervention
- small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources
- modified Curriculum

### **The SEN Register**

Where a student has been identified as having special or additional learning needs, he or she will be placed on the Special Educational Needs Register.

There are three levels of need identified on the register:

- **High** – EHCP Students will hold a Student Profile detailing barriers to learning, strategies to support the student, any outside agency support, targets and student views (3 times per year). Students with a high-level need will have a mentor, a student profile and where required an individual learning plan.
- **Mid** - Students will have a mentor and their SEN details will be recorded in the SEN section on school base including their area of need, barriers to learning and strategies of support., when more detail is required a student profile will be written.
- **Low** – Pupils whose needs can be met within the classroom through quality first teaching. Where further information regarding their SEN are required, these will be recorded in the SEN section on school base including their area of need, barriers and strategies.

### **SEN waves of intervention**

#### **Wave 1: Well-differentiated, quality first teaching:**

- All learners will have access to quality first teaching
- We believe that most-high incidence SEND can be supported in the classroom by the class teacher's quality first teaching and through their knowledge and the quality of their differentiation strategies, assessed and monitored in line with their peer group.
- Some students will have access to interventions. These will probably be students who are underachieving and have been identified by the College as needing to make accelerated progress but **will not necessarily be students with special educational needs**. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN
- At this stage progress is monitored through the whole school PR (Progress Review) twice yearly which is shared with parents and students.
- All learners are monitored to ensure appropriate progress. This enables the College to:

- plan strategically to meet students' identified needs and track their provision
- audit how well provision matches need
- recognise gaps in provision
- highlight repetitive or ineffective use of resources
- cost provision effectively
- demonstrate accountability for financial efficiency
- demonstrate to all staff how support is deployed
- inform parents, LEA, external agencies and Ofsted about resource deployment
- focus attention on whole-College issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Wave 2: Targeted short-term intervention**

- Where the pupil struggles to make progress, despite quality first teaching further investigation is needed to put effective provision in place. A four-part cycle is initiated in order to explore fully the student's needs to progress: **Assess Plan Do and Review.**
- **Assess** The student's needs will be explored to form a picture of the current position. Assessments are used to ascertain the barriers a student has which are affecting their progress. External Agencies **may** be asked to support in this collection of information and the parent and student will be asked for their views.
- **Plan** A plan will be devised including strategies, for parents and teachers to support the student in making satisfactory progress and content of the intervention. Targets will be set and reviewed. The plan will be formalised and agreed in consultation with parents.
- **Do** The subject teacher and Learning Lead or other staff work together to plan, implement and assess the impact of the interventions.
- **Review** The effectiveness of the intervention and progress made will be reviewed and evaluated with the parent and student alongside the attendance data and analysis for the progress seen. These will then feed into the next steps.

The outcomes of Wave 2 should be evaluated with the parents and student. If the student has made progress, the cycle reverts to Wave 1, if there continue to be concerns requiring more focused investigation or support specialists may be contacted at this point e.g. Educational Psychologists, Child and Mental Health Service (CAMHS), teacher of the deaf, speech and language therapist-multi sensory needs, or visually impaired.

### **Wave 3: Individualised Support**

- At Wave 3 a specific individualised intervention plan will be implemented on recommendation from an EP or other specialist. When the College has taken relevant and purposeful action and the student has not made accepted progress then the College or parents can make a referral for an EHC Plan assessment.

The Waves of provision are fluid processes built on a cycle of interventions. A Student moving into Wave 2 for assessment and planning may return to Wave 1 if the difficulties faced in accessing learning and making appropriate progress can be met with training, guidance and adaptation in the classroom through Quality First Teaching. Those needing more specific interventions moving to Wave 2 may undertake a targeted intervention of 6 weeks in length and return to Wave 1. Alternatively, the needs identified through the Wave 2 assessment process may be such that Wave 3 interventions are significant, sustained and progress is slow or difficult to identify. An application **may** be made at this point, after three cycles of the APDR (Assess Plan Do and Review) process with parental support for an EHC Plan.

- Students that exhibit persistent disruptive or withdrawn behaviours, where ongoing concerns exist that are not resolved through quality first teaching strategies should be raised through the Head of House.

### **Students with EHCPs**

The SENCo holds responsibility for ensuring appropriate provisions are in place and support is provided to meet the needs of students with EHCPs. The SENCo and LIC will monitor and review the progress made by the student termly holding an Annual Review meeting including the parent, student, a Local Authority SEN officer, a health representative and Local Authority Social Care representative, where these are involved with the student. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with LA policy and guidance - particularly with regard to the timescales set out within the process.

- Two weeks' notice will be given, and information circulated on the progress made against outcomes will be discussed and new agreed where appropriate
- The College will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan
- Within four weeks of the meeting the Local Authority will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify the parent, the College or other institutions that attended the meeting of their decision

- The Local Authority will notify the parents or the student of their right to appeal, the time limits and the requirements for them to consider mediation including support and advice and disagreement resolution services should the EHC Plan not be amended
- Looked After Children: It is important that the annual review of any EHC Plan of a child who is also a Looked After Child includes any relevant professionals including the social worker to decide any review of educational provisions for the Student.

- **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for SEND students is carried out in the following ways:

- classroom observation by the SENDCo, LIC, Headteacher and other senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- teacher feedback to SENDCo/LIC
- informal feedback from all staff
- student interviews
- student progress tracking using assessment data (whole-school process)
- attendance records and liaison with appropriate external agency
- regular meetings about students' progress between the SENDCo/LIC, Heads of Department, Deputy Headteacher (Achievement & Progress) and the Headteacher

## **Admissions & Complaints**

### **Admission Arrangements:**

No child will be refused admission to school on the basis of his or her special educational need. In line with the Equalities Act 2010, we will not discriminate against a disabled student and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).

### **Complaints:**

If there are any complaints relating to the provision for student with SEND these will be dealt with in the first instance by the LIC, if unresolved, the SENDCo will become involved. If this does not provide a satisfactory solution, then parents/carers should go through the whole school complaints procedure (see separate Complaints Policy). The governor with specific responsibility for SEND may be involved if necessary.

## **Specialist equipment and facilities**

When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our College will fund this as additional SEND support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the College will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the College from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our College will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Where SEND students have a HI or VI issue, the College will work with Virtual School Sensory Support (VSSS) to loan appropriate equipment such as CCTV, radio aids, Soundfield system, laptops, ipads

All staffing appointments to support SEND students will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Changes to the building fabric of the school will be made where appropriate such as highlighting trip hazards through the use of contrasting colours on building and around the site, and after seeking external specialist advice and in line with the Equality Act.

## **The role played by the parents and students**

The partnership with Parents/Carers and the College is at the heart of students being successful.

The College aims to put each young person and their family at the centre of discussions about the support offered. We do so by:

- working effectively with all other agencies supporting student and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform College of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the College will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the College can help their child
- involving parents in reviewing the progress their child has made as part of the Assess Plan Doi and Review cycle
- keeping parents and carers informed and giving support during assessment and any related decision-making process

- making parents and carers aware of the Norfolk SEND Parent Partnership services
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Students:**

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of focused targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets

### **Effective Transition to Post 16 & Further Education:**

- For all students in receipt of an EHCP we will ensure early and timely planning for transfer to a student's next phase of education. During Year 11 and Year 13 we will have next phase destination and transition arrangements discussions at their Annual Review
- Support for the student in coming to terms with moving on will be carefully planned and may include supporting familiarisation visits
- Students and parents will be encouraged to consider all options for the next phase of education and the College will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents can be assured that the SENCO/LIC will liaise with them and provide support

### **Evaluating the success of the SEND Policy**

- The success of the policy will result in the needs of all students with SEND being met by:
  - having the systems in place to identify student with SEND as early as possible, making use of good practice in planning for, teaching and assessing students with SEND
  - regularly reviewing of the child's progress against targets set
  - providing additional intervention if progress is not adequate
  - considering the wishes of the student at an appropriate level
  - having a positive and effective partnership with parents
  - encouraging a multi-disciplinary approach whenever possible.

## **Links with other services**

### **Norfolk SEND Parent Partnership:**

They offer free and impartial information, advice and support about SEN for children, young people, parents and carers.

<https://www.norfolksendpartnershiass.org.uk>

01603 704070

[Sendpartnership.iass@norfolk.gov.uk](mailto:Sendpartnership.iass@norfolk.gov.uk)

### **Children's services Special Educational Needs and Disabilities (SEND)**

For more information about the Government reforms please visit the Department of Education website.

<https://www.gov.uk/childrens-services/special-educational-needs>

### **Norfolk County Council**

The Norfolk County Council website is also a useful place to find out information related to educations and SEND

<https://www.norfolk.gov/children-and-families/send-local-offer>

The Education Health Care Plan coordinator that covers out College is Sam Bartram. He is based at:

Children's Services  
Professional Development Centre  
Norwich  
NR7 9QL  
01603 223504

## **Links with Other Policies**

Teaching and Learning Policy  
Behaviour Policy  
Single Equality Plan  
Admissions Policy  
Complaints Policy  
*"Achievement for All" (National Strategies: 200)*