



Governing Body of Walney School

INCLUSION & SEN POLICY

Statement as to where and to whom this policy is available

School Staff Responsible for Maintaining this Policy:	Mrs A Redshaw & Miss K Francis
Governing Body Committee Responsible for Approving this Policy:	Walney School Governing Body
Date Approved:	October 2017
Review Cycle Length:	12 months
Next due for Review:	October 2018

Signed (Chair of Committee): _____

Inclusion and Special Educational Need Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 6.79 and has been written with reference to the following guidance and document:

- Equality Act (2010) : Advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Walney School's Safeguarding Policy
- Walney School's Accessibility Plan (June 2014)
- Teachers' Standards

Policy Principles

Walney School believes that all students have a right to an inclusive education, with provision made, as far as possible, within the classroom, alongside their peers. In line with the 2014 Code of Practice, every teacher is a teacher of every student, including those with Special Educational Needs (SEND). However we recognise that at times, students will benefit from more focused work on and support for their individual needs. The purpose of all provision, from classroom to withdrawal, is to create the best possible conditions to support each individual in making the best possible progress with their learning. All staff have high expectations of all students, and all students, including those with SEND, are targeted to make progress in their learning that is in line with that expected nationally.

Aims

To provide inclusive education for all students, in line with the SEND Code of Practice (2014) and the Equality Act (2010), regardless of their additional needs, to ensure they make progress in their academic and social development

Objectives

- To identify and provide for students with special educations and additional needs
- To work within the guidance provided in 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
- To provide a Special Educational Needs Coordinator who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs students

Responsibility for coordination of Inclusion and SEND provision

The implementation of the SEND Policy is a whole school responsibility.

The day to day coordination of the operational and strategic elements of the policy is the responsibility of the SENCO.

Identifying Special Educational Needs

Walney School works with feeder primary schools to identify students with additional needs prior to their entry in Year 7 through close liaison with primary SENCOs. However, further identification also occurs once the student has entered the school.

This identification occurs in the following ways:

- From Key Stage 2 SATS results and Teacher assessments
- Through information from parents
- Through reading and spelling screening tests
- Through other diagnostic tests undertaken by members of the learning support department
- Through monitoring of progress of expected learning outcomes by all departments
- Through monitoring of attendance
- Through monitoring of incidences of negative behaviour

A Graduated Approach to SEND Support

Step 1 - Inclusive quality first teaching for all which takes into account the learning needs of all the students in the classroom. This includes the provision of differentiated work and the establishment of an inclusive learning environment. At this stage teacher may seek further advice and support from Subject leader if needed.

Step 2 - This is step 1 plus specific, additional and time limited, small group interventions targeted to remove barriers to learning and enable students to meet or exceed national expectations. Step 2 interventions are not primarily SEND interventions. However, some students receiving Step 2 intervention *may* be at SEND support level.

Step 3 - This is Step 1 plus additional highly personalised intensive interventions targeted to remove barriers to learning, accelerate progress and enable students to reach their potential. This may include one-to-one or interventions by specialists. Students receiving Step 3 support may be at SEND support if an external agency is involved in assessment, planning and review.

All students on the SEND record at SEND Support or with a Statement/EHC Plan will have a Student Passport which will outline targets and strategies to support their learning and progress. All teaching and support staff are required to have a working knowledge of the contents of these Student Passports, which will be updated on a 6 monthly cycle.

ENTRY POINT/ IDENTIFICATION

As mentioned earlier students who require SEND Support are identified through the processes above.

ASSESS

Their needs would then be further assessed through specialist assessments for literacy or processing difficulties and there would be further scrutiny of their behaviour logs and attendance data, as well as looking at their curriculum data over time and conversations with staff, the student and parents.

PLAN

A Student SEND Passport would be written in consultation with the student and, where appropriate the parent. The Student Passport would highlight the student's needs and strengths and any adaptations or strategies which should be made to support them in the lesson.

Where resources allow, a student may be assigned to an intervention group, have a personalised timetable put in place or a referral made to seek further support from external specialists to support with barriers to learning.

DO

In-class provision comes through differentiation, support from additional adults within the classroom, strategies outlined in Student Passports and from smaller class sizes for lower attaining sets. Whilst support outside the classroom may be through individual one to one work or from accessing small groups for social skills, literacy skills, reading skills and gross motor skills (SMARTMOVES) and speaking and listening skills and subject-specific intervention. This may also involve work from outside specialists where students meet the individual agency referral criteria.

REVIEW

Termly assessments occur in all subjects and this data is scrutinised by the SENCO to monitor progress of students on the SEND register. Students in literacy groups also have their literacy skills measured on entry to the group and towards the end of the intervention. The STAR reading assessments, which are undertaken on-line through the Accelerated Reading programme, are also scrutinised for progression. As appropriate, behaviour and attendance logs are also monitored to measure progress.

Once identified the student would be placed on the schools SEND register as follows:
E= Education, Health and Care Plan
K= Recognised as having an additional need and supported through school processes.

Criteria for Exiting the SEND Record

If the student begins to make sufficient progress so that their scores on standardised assessments, where appropriate, or their progression towards their expected learning outcomes is more in line with expected progress, then they would exit the SEND register. The same would apply if similar monitoring noted a reduction in behaviour incidents. However, most students on the SEND register will be there as a result of their life-long conditions and difficulties and so this will be taken into account to ensure students' needs are met appropriately.

Supporting Students and Families

Parents/carers are an integral part of the students' education and we aim to involve parents as far as possible in the education of their children.

- Parents/carers can contact the SENCO or Heads of Year with their concerns and arrange a meeting at a mutually convenient time.
- The SENCO will attend Parent Evenings.
- Parents/carers are made aware of their child's key worker and should utilise these individuals as a first point of contact.
- Parents/carers will be given copies of Student SEN Passports and will be invited to Passport review meetings.
- Parents/carers are invited to review, multi-agency or progress meetings, where appropriate.
- Consent is sought from parents/carers prior to referral to external agencies and parents/carers are involved in Early Help assessments.

Supporting Students at school with Medical Conditions

Walney School recognises that students at school who have medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some young people 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 of these students may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational need provision. (See the Supporting Students with Medical Conditions in School Policy for further details)

Monitoring and Evaluation of SEND

Weekly line-management meetings are held between the Deputy Head and the Pupil Support Department management team to monitor the work of the Pupil Support Department and provision for SEND.

Progress of students on the SEND Support Register towards expected learning outcomes is monitored on at least a termly basis by the SENCo and relevant actions are identified and undertaken.

Teaching assistants' weekly logs, which highlight student progress and strategies that effectively support students are monitored by the SENCO on a monthly basis and best practice is shared with the Teaching assistant team and the Deputy Head.

Teaching assistants are observed in class by the Pupil Support Management Team at least twice a year and personal development discussions take place after these observations.

Provision will also be monitored through our monitoring and evaluation cycle.

Evidence may also include:

- ☐ review meetings for students with additional needs
- ☐ improved engagement of students
- ☐ higher percentage of students making expected levels of progress
- ☐ improved engagement of students leading to a reduction in behaviour incidents and exclusions
- ☐ number of students involved in catch up sessions for numeracy and literacy
- ☐ improved student attendance
- ☐ evidence gained from learning walks
- ☐ reports to governors
- ☐ parental forum feedback
- ☐ student voice

Training and Resources

Specialist SEN provision

Walney School is a Resourced Provision for Students with Physical and Medical Disabilities. This means the department is well-resourced with regards to supporting students' physical needs. There are two disabled bathrooms, one of which is a Closo-mat, and also has shower facilities. Both bathrooms have a ceiling tracking hoist and changing beds. There is also a disabled toilet upstairs for more able-bodied users. The new build also has an assisted change area and disabled toilet.

Adjustable furniture is available in technology and the PSD. All other tables can be accessed by wheelchair users. Writing slopes and/or over the bed tables are available for identified students. Adjustable worktops have been fitted in the new PSD kitchen. Monitors have been fitted in relevant classrooms for visually impaired learners.

Internal and external lifts are now installed. These are used by a key. Regular users have an individual key – but temporary users are reliant on finding a member of staff with a key. This is again helped by students with mobility issues having a buddy or member of staff for support when they transition around the building.

Allocation of resources

Provision for students on the SEND record is managed by the SENCO based on statutory requirements of statements and through identification and monitoring of all students on the SEND record.

Training Needs

All teaching staff and pupil support staff have an annual appraisal where they highlight training needs. These are then reviewed after 6 months. The SENCO also liaises with the SLT to highlight any whole school training needs.

To secure specialist support the school also liaises with

- Specialist Advisory Teachers
- Educational Psychologists
- Occupational therapists

- Physiotherapists
- Speech therapists
- Children's Social Care
- Child and Adolescent Mental Health Services

Roles and Responsibilities

Governor responsible for SEND

The Governing Body delegates to the Headteacher responsibility to do his best to secure the necessary provision for any student identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs by delegating responsibility to the SENCO, who issues appropriate information to all staff in September each year, and updates the information as necessary throughout the year. The Governing Body consults other schools and agencies, when appropriate.

The Governing Body has appointed an SEND Link Governor, Ann Hayes who provides a channel of communication between the SENCO and the Governing Body. The SEND Governor meets regularly with the SENCO to review the implementation of the SEND policy.

SENCO

- To oversee the day-to-day operation of the school's SEND policy
- To co-ordinate provision for children with SEND
- To liaise with the relevant Designated Teacher where a looked after pupil has SEND
- To advise on the graduated approach to providing SEND support
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To liaise with parents of pupils with SEND
- To liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- To be a key point of contact with external agencies, especially the local authority and its support services
- To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- To work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To ensure that the school keeps the records of all pupils with SEND up to date

HLTA with management responsibility (Line Manager SENCO)

- To support the SENCO in carrying out the above
- To teach identified small groups of students with Additional Needs
- To act as a key worker for identified students
- To write Student SEN Passports
- To assess students with additional needs as identified by staff or parents

- To liaise with multi-agency support staff
- To undertake the day to day management of teaching assistants

Teaching Assistant (Line Manager SENCO)

- To provide support both in class and on a withdrawal basis on a one to withdrawal basis for students identified with additional needs.
- To promote the inclusion and acceptance of all students within the classroom whilst supporting students consistently, recognising and responding to individual needs
- To be a key worker for students with statements

The role of the Head of Department

- To ensure that teachers in their department are aware of students who have been identified as having Additional Needs
- To make appropriate use of differentiation and setting arrangements in order to support the achievement of students with Additional Needs.
- To liaise with the SEND Coordinator and pupil support team in order to develop strategies to help students learn as effectively as possible
- To ensure information about Additional Needs students is passed on to all members of the department, particularly when the students have a change of teacher during the year.

Classroom teacher

- To have a knowledge of identified students and refer to their Student SEN Passports
- To use differentiation, appropriate grouping and seating within the classroom and a variety of strategies and approaches to maximise the achievement of all students including those with Additional Needs
- To support the planning and reviewing of Student SEN Passports by advising the HLTA on strategies and appropriate methods of access to the curriculum for their subject
- To alert the SENCO if they consider the student has Additional Needs not already identified

Head of Year

- To have knowledge of students in their year who have been identified as having Additional Needs and ensure that appropriate strategies have been put in place for them
- To work with the Learning Support team in the support of students who have ongoing behavioural issues

Accessibility

Walney School is fully accessible to wheelchair users and students with physical disabilities, with lift access to all areas of the building. A specialist area has been remodelled to provide a variety of spaces for students with SEND including teaching classrooms, areas for small group work and one to one sessions, a computer suite, a small gym, physiotherapy room, a kitchen with adjustable-height worktops and disabled toilets and wet rooms. There is also a secluded sensory garden and social

space to provide opportunity for safe, supervised interactions during unstructured times.

(See the Accessibility Plan for further details)

Dealing with Complaints

A copy of the School's complaints procedure can be obtained from the Head teacher's PA .

Bullying

Walney School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation. The School seeks to protect these basic human rights by ensuring:

- We are proactive in operating a range of preventative measures
- We actively listen to our students and where appropriate their parents/carers
- We act appropriately on their behalf.

This statement, from Walney School Anti-Bullying Policy applies to all students in the school, including those with SEND.

(See the Anti-Bullying Policy for further details)

SEND Policy Glossary

Accelerated Reading programme – A reading programme used by all of Key Stage 3 students to assess comprehension. Books are levelled and students read the books within a particular range dependent on their reading abilities.

Accessibility Plan – The school must write an Accessibility Plan to ensure we comply with the Equality Act (2010) and Disability and Discrimination Act (2005). This explains how we have to adapt the school to comply with these acts.

Clos-o-mat toilet – A toilet that allows students with physical needs to clean themselves independently.

Diagnostic tests – Tests which can be used to understand the specific difficulties a student may be experiencing – such as reading comprehension, verbal processing skills.

Differentiation – Ways in which learning activities can be modified to help students access the lesson more easily.

Early Help Assessment – An assessment undertaken with parents to decide on the best help which could be offered to students and to determine which agencies work with a student or which services might be helpful in supporting a student or their family.

Education, Health and Care Plan – This replaces the Statement of Special Educational Need. It highlights the student's strengths and needs and the outcomes the student and parents would like. It then outlines the support required from education, health and social care services to support these outcomes.

Equality Act (2010) – This is legislation which protects people from discrimination in the workplace and wider society.

Higher Level Teaching Assistant (HLTA) – A teaching assistant who has a higher level of responsibility than a Senior Teaching Assistant or teaching assistant.

Intervention group – Groups which are set up in school to target specific areas of need. This may include Literacy groups, Speaking and Listening Groups or Social Skills groups.

Learning Support Department (LSD) – The department in school which is responsible for supporting students with Special Educational Needs.

Learning Support Management team – This is the team which lead the Learning Support Department. It includes both part-time SENCOs, the HLTA and the Deputy Head who has responsibility for Pupil Support.

Safeguarding Policy – The policy in school which is concerned with keeping students safe from harm or abuse.

SEND Code of Practice 0-25 (July 2015) – Statutory guidance from the Government for organisations, including schools who work with and support students with special educational needs and disabilities.

Smartmoves – A programme used in school to support students with gross motor skills development.

STAR reading assessment – A reading assessment which is part of the Accelerated Reader Programme. It is a test which can give the students a reading age.

Statutory guidance on supporting pupils at school with medical conditions (2014) – Government guidance which explains the responsibility schools have to make sure that students with medical conditions are supported and educated effectively in schools.

Student SEN Passport – A document produced by Walney School staff, in conjunction with parents and students, to inform relevant professionals of the student's needs, strengths and the strategies most successful in supporting them in class.

Teachers' Standards – Standards set by the government, which set the minimum requirements for teachers' practice and conduct.

Whole-pupil – whole school – An approach which tries to meet the needs of the student in an inclusive way, ensuring the student is considered as an individual, with their needs met in all aspects of schooling.