



SPECIAL EDUCATIONAL NEEDS POLICY

Policy adopted by the Governing Body of The Wordsley School	
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Signed by the Chair of Governors	N Cooper

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1. Aims

All pupils at The Wordsley School have an entitlement to support for their learning needs enabling them to develop skills, knowledge and understanding to be able to reach their full potential.

2. Principles

We believe that:

- All pupils are entitled to a broad, balanced and differentiated curriculum that satisfies individual learning needs delivered through realistic and achievable methods
- Pupils are entitled to access the National Curriculum
- Pupils learning happens alongside their physical, emotional and spiritual development
- All teachers at The Wordsley School are responsible for meeting the needs of the pupils they teach
- Parents/Carers have a key role and should be given the opportunity to contribute in deciding suitable support
- Pupils have a valuable role in helping to design and shape effective support programmes
- Governors have the responsibility for ensuring the school implements the Special Needs Policy
- The school takes account of Race relations (Amended Act 2000), Equality Act 2010 and The Children and Families Act 2014

3. Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

The Special Educational Needs Coordinator (SENCO) is responsible to the Headteacher. SEND Staff includes two teachers, eight teaching assistants, two HLTA, one SEND Inclusion lead and outside Agencies who are ultimately responsible to the SENCO for their work with Special Educational Needs and Disabilities (SEND) children within the school.

The responsibilities of the SENCO include:

- The day to day operation of the school's Special Educational Needs Policy
- The deployment of support staff
- Liaising with and advising fellow teachers
- Initial assessment and diagnosis of pupils including liaison with primary feeder schools
- Advising and arranging INSET with regard to SEND issues
- Taking the lead in managing provision for pupils in Key Stages 3 and 4
- Monitoring the quality of provision for SEND pupils
- Updating and overseeing the records of all pupils with Special Educational Needs
- Monitoring and reviewing SEND pupils
- Working in partnership with parents/carers of pupils identified with a special educational need
- Liaising with external agencies, including the educational psychology service, and other support agencies, medical and social services and voluntary bodies
- Arranging and chairing the annual review of pupils with current Educational Health Care Plans (EHCPs)
- Making referrals for an Educational, Health Care Plan (EHCP) and providing necessary evidence
- Making special arrangements for SEND pupils taking SATs and GCSE examinations liaising with subject teachers and examinations secretary

The Governing Body

It is the role and responsibility of the school's governing body to be informed and knowledgeable about the SEN provisions in school, including how funding, equipment and personnel resources are deployed. There is a nominated Governor for SEN - Melvyn Kersahw. It is his role as Governor to ensure that the SEN provision is an integral part of the School Improvement Plan and that the quality of the SEN provision is continually monitored.

The Support Staff

- To take responsibility for supporting named children with identified special needs
- To support the child or groups of children with identified special needs and/or Educational Health Care Plans (EHCPs) in class and/or help them withdraw in order to meet their specific needs.
- To help build and provide information for the provision mapping tool
- To liaise with the SENCO
- To be active in seeking further training facilitated by the school
- To be available to contribute to the EHCP

Admissions

Pupils with special educational needs but without ECHPs are treated as fairly as all other applicants for admission.

'Admission authorities must consider applications from parents/carers of children with special educational needs on the basis of the school's published admissions criteria' (SEND Code of Practice).

The policy and guidelines for the admission of all pupils is outlined in the school's general admissions policy and arrangements as per Local Authority (LA) policy.

Prior to admission, parents/carers of SEND children are given time to share information and concerns regarding transition with the Special Educational Needs Coordinator. This allows necessary resources and arrangements to be put in place in readiness for an effective start.

Communication

The Special Educational Needs coordinator will meet regularly with members of the Support Staff to discuss the progress of pupils. A summary of each SEND pupil's need is on the school's SIMs computer system.

The SEND register, which is available on the Teaching Shared Area, is updated regularly.

4. Expertise and Training

The school operates a 'Key Skills Group'. This is designed for pupils with very low KS2 attainment levels. The identified pupils are only taught for one third of their timetable in subjects which include English, Maths and Humanities and follow the National Curriculum. It is aimed at providing an easier transition into secondary education helping to build self-esteem and increase the support available to pupils in order to respond to the high level of challenge.

The Wordsley School has staff with expertise in the education of pupils with learning difficulties. We also have a commitment to continuous staff training and development with regard to meeting the individual needs of all children within the classroom and through statement support. We are committed to maintaining and improving the level of staff expertise in this area.

All staff are made aware of their responsibilities towards pupils with special educational needs whether or not pupils have an EHCP. All staff have access to this policy, the register of special needs and guidance booklets for meeting the needs of a variety of learning, sensory and behavioural difficulties.

The SENCO and other Special Educational Needs staff keep up to date with new developments in Special Educational Needs by:

- Reading relevant Special Educational Needs literature
- Regular access to Special Educational Needs websites (e.g. SENCO Forum, DfE's Special Educational Needs site, NASEN)
- Attendance at Dudley SENCO Forum
- Attendance at Dudley Short courses
- Informal advice from external agencies
- Accredited training

5. Resource Allocation

The Special Needs Department has its own budget which is managed by the SENCO. The principle informing Special Educational Needs resource deployment is one of improving children's skills, to enable them to access the curriculum whilst taking account of their individual needs.

Resources include:

- Staff expertise and time
- Wide range of books, materials and tasks to suit pupils of differing abilities. Reading books have been especially chosen to be at the

interest level and reading level of those on the SEND register

- A range of information technology facilities including SEN register spell checkers, laptop computers and CD Roms
- Library provision which reflects the needs of pupils with special educational needs
- The sanctuary and rest room.

Funding is allocated by the Local Authority (LA) formula and includes:

Teaching and non teaching staff
Learning Support Capitation
Curriculum area capitation on SEN
Pupils with EHCPs
Use of Local educational Agency (LEA) Support Services

6. Identification, Assessment and Review

Pupils with Special Educational Needs are identified as early as possible through regular and effective liaison with feeder schools and parents. A system of passing on records from primary schools is in place and the SENCO visits the primary school prior to Year 6 pupils joining The Wordsley School.

Clear procedures for identification are:

- Previous teaching records
- Current teaching records
- Half yearly screening
- National Foundation for Education Research (NFER) screening
- Key Stage SAT's results
- Teaching assessments and observations
- Information from parents
- Staff discussions with SENCO and other colleagues
- Detailed monitoring and reviews
- Specialist expertise
- Opportunities for pupils and parents/carers to be involved
- Individualised of planning

The Wordsley School follows the guidelines within the SEND Code of Practice, this outlines a model of action and intervention to help children who have Special Educational Needs. This approach recognises that there is a continuum of support for Special Educational Needs and, where necessary, increasing specialist expertise will be brought to bear on difficulties that a child may be experiencing.

The Wordsley School adopts a staged approach to meeting the needs of pupils with SEND as recommended by the revised Code of Practice for SEND. Please follow link: [SEN Code of Practice](#)

The triggers for intervention, where a child will be placed on the SEND register, will be a concern for the child underpinned by evidence that, despite receiving differentiated learning opportunities, he / she is making:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the school's usual behavioural management techniques
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

7. Provision at The Wordsley School

The structures and systems that may be used are:

- Transition/Nurture Group - Key skills group
- Lexia literacy programme
- Reading Buddies
- Reading and comprehension groups
- Individual sessions
- In class support
- Homework clubs
- Mentoring
- Anger Management
- Continued discussion with colleagues re progress
- Review of progress three times yearly with SENCO, colleagues and support staff at Pupil Action Planning (PAP) Meeting. This is discussed with parents / carers once per year (See appendix 1).
- Individual needs are supported and appropriate resources put in place to enable access to the curriculum.

- Specialist transition work between primary and secondary created for any pupil with SEND. Needs are highlighted and discussed with primary and secondary SENCO at liaison meetings in the Spring Term.

If the pupil continues to make little or no progress this will be discussed with teachers, SENCO and parents/carers at each review. A decision may be taken to refer the pupil to an outside agency.

Examples of such circumstances are as follows:

- Continues to make little or no progress in specific areas over a long period
- Continues working at (National Curriculum levels) substantially below that expected of children of similar age
- Continue to have difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behavioural management programme
- Has sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication and / or interaction difficulty that impede the development of social relationships and cause substantial barriers to learning.

The structures and systems for the next stage of referral are:

- Outside agencies assess the pupil's needs and suggest targets, strategies and where appropriate, work on personalised learning programmes. This planning is in conjunction with SENCO

In severe and complex cases, a decision may be taken that a referral should be made to the Directorate of Education for a Statutory Assessment of EHCP.

These pupils have a yearly review with the SENCO, parent/carer and when necessary outside agencies and a representative from the SEN team.

8. Inclusion

Principles of inclusive education

- Inclusion is a process by which schools, Local Education Authorities and others develop their cultures, policies and practices to include pupils
- With the right training strategies and support nearly all children with special educational needs can successfully be included in mainstream education
- An inclusive education service offers excellence and choice and incorporates the views of parents/carers and children
- The interests of all pupils must be safeguarded
- Schools, Local Education Authorities and others should seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- Mainstream education will not always be right for every child all of the time. Equally, just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage

Inclusive Schooling DfES/0774/2001

9. Facilities and Physical Access

Additional facilities and physical access are being improved through a planned response as detailed in the School Development Plan.

- ICT support
- Specialist Equipment
- Specialist aids
- Disabled ramps and toilet
- Mobile lift

10. Evaluation of SEN Provision

The evaluation is ongoing and reported to the Governors annually.
Analysis of SEND pupil performance data:

- Progress 8

- Improvement in reading and spelling scores
- Number of exclusions
- SEN attendance
- Lesson observations
- Feedback from teachers, support staff, parents/carers and pupil
- Minutes of key SEN meetings
- Evidence of impact of SEN training for SEN staff

11. Complaints

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communications between school, other agencies, families and pupils. We aim to foster good working relations with all of these stakeholders especially parents/carers.

Procedures at the Wordsley School

- If a parent/carer is not satisfied with the Special Educational Needs arrangements for their child, the concern should first be discussed with the form tutor. A meeting, at a mutually convenient time is arranged. The SENCO is informed
- If a satisfactory outcome is not achieved, a meeting is arranged between the parent/carer, teacher and the SENCO. In some cases it may be necessary to involve the Headteacher
- Parents/Carers are given the opportunity to speak to the SEN Governor
- If still no solution is found parents/carers are advised to contact the LA
- The school informs the LA

12. External Support

The school has a named school nurse, Educational Psychologist, Councillor, specialist teacher and Connexions Advisor to whom referrals are made. Similarly, contact is made with the Social Services Department and Education Welfare Service as appropriate. We also work with the following services provided centrally by the local Education Authority and the Health Authority.

- Learning Support Services
- Hearing Impairment Services

- Autistic Outreach Team
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Child And Mental Health Service (CAMHS)
- Looked After Children Education Support (LACES) Team
- Home and Hospital
- Travelling Children Services
- Educational Psychologists

If you wish to speak to any of the above agencies please contact school.

13. Parent / Carer Partnership

All staff will actively work with the parents / carers of pupils with Special Education Needs to enable and empower as set out in the SEN Code of Practice (2015).

Parents / Carers must always be informed when a teacher first identifies that a child has Special Educational Needs.

In The Wordsley School we endeavour to communicate positively with parents/carers by:

- Using parental/carers knowledge
- Focus on the child's strengths as well as areas of development and difficulty
- Recognise the personal and emotional investment of parents/carers
- Ensure parents / carers understand the procedures
- Respect differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents / carers themselves may have
- Recognise the need for flexibility in the timing and structure of meetings

The Wordsley School will always seek parental/carer permission before making a referral to other agencies for support for their child. Where parents/carers do not wish to have their details passed on to third parties their wishes will be respected

APPENDIX 1

New Assessment and Reporting Procedures - Parents Briefing September 2016

With the removal of National Curriculum Levels at Key stage 3 and the changes at GCSE, we have taken the opportunity to review and change how we assess and report pupil progress.

The following document outlines the new system that replaces Review and Guidance.

Key points.

In any academic year, all pupils will receive:

- A Full Subject Report
- Two Performance Summary Reports (with the exception of Year 11)
- One Parents/Carers Meeting; at Key Stage 3 this will be with the Form Tutor but, at Key Stage 4, it will be with individual subject teachers.

Performance Summary Report

There are 2 Performance Summary reports during the academic year. The timings of these will depend on the year your child is in. Please see Table 1. These reports are Data only reports and will not contain any comments from staff. For each subject, the report will contain data on the pupils;

- Current progress towards expectations based on evidence from lessons, work completed and the professional opinion of the teacher
- Attitude to learning
- Behaviour
- Homework

There will be no Form Tutor comment included in this report and pupils will be expected to set clear actions in their planners during form time based on the data reported. It is crucial for the Parent/Carer to discuss this report with their child in conjunction with their work and feedback from subject teaching staff.

Full Subject Report

You will receive one Full Subject Report during the year as shown in Table 1. This report forms the basis for the Pupil Action Planning Meeting (PAP Meeting) with form tutors or subject teachers. The timings of these take into account the dates of the annual examinations for pupils in that year.

The report will include the same data as the Performance Summary report but it will also include written comments from the subject teaching staff. The comments will focus on actions that need to be taken by your child based on all the work completed so far – with specific reference to examination feedback. There will not be a form tutor comment. In Years 7, 8 and 9 there will be a meeting with the form tutor (PAP Meeting) and in Years 10 and 11

there will be a Subject Parents/Carers Evening where you will be able to make appointments to speak directly to subject teachers. The report will be issued on attendance at the meeting. At Key stage 3, this will be 15 minutes before the meeting with the Form Tutor. The 15 minutes has been allocated to enable you to read the report and discuss it with your child. During the meeting with the Form Tutor, clear actions will be set based on the report and these will be regularly reviewed monthly during the rest of the year. You will be sent a letter prior to the meeting to prompt you to spend time looking at your child's work - we feel this will also inform action planning at the Pupil Action Planning (PAP) Meeting.

At Key Stage 4, reports will be issued on arrival at the Subject Parents'/Carers' Evening where you can spend time reading and discussing the report with your child before your first appointment.

Table 1 - A Summary of the New Reporting Procedure

Year Group	Full Subject Report	PAP Meeting with Form tutor	PAP Meeting with Subject Teachers	Performance Summary 1	Performance Summary 2
7	July	July	N/A	January	April
8	April	April	N/A	January	July
9	January	January	N/A	April	July
10	May	N/A	May	January	July
11	January	N/A	January		