SPECIAL EDUCATIONAL NEEDS POLICY

Policy adopted by the Governing Body of The Wordsley School	
Date adopted by the Governing Body	**15/10/2026**
Signed by the Chair of Governors	N Cooper

CONTENT

No.		Page.
1.	Aims	2
2.	Principles	2
3.	Roles and Responsibilities	2
4.	Expertise and Training	6
5.	Resource Allocation	6
6.	Identification Assessment and Review	7
7.	Provision at The Wordsley School	8
8.	Inclusion	9
9.	Facilities and Physical Access	10
10.	Evaluation of SEN Provision	10
11.	Complaints	11
12.	External Support	11
13.	Parent / Carer Partnership	12
	APPENDIX 1 New Assessment and Reporting Procedures	13

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 one teacher, eight teaching assistants, two teaching and learning assistants, one 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 Kershaw. 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 with interventions 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. Further information can be found on Provision Mapping, where pupils with SEN may have a Learning Plan outlining the needs and support that should be considered to enable them to access the curriculum.

The SEND register, which is available on SIMs, is updated regularly.

4. Expertise and Training

The school operates a smaller and more nurtured set 4/3 in both bands across key stage 3 and where possible in key stage 4. In year 7 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. But as we move through the school it helps support SEND pupils whilst they still access their broad and balanced curriculum.

The Wordsley School has staff with expertise in the education of pupils with SEND. 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 specific EHCP 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, guidance, resources and additional CPD 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/Stour Vale SEND Network meetings
- Attendance at Dudley LA Short courses/Stour Vale SEND CPD
- 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 Ipads.
- Library provision which reflects the needs of pupils with special educational needs
- The Sanctuary/HORIZON, Reflect & Restore and the Glass Cone Centre.
- 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/baselining
- 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 the assess, plan , do, review model and interventions 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
- Lexia literacy programme
- Doodle numeracy programme
- Handwriting intervention
- SaLT intervention
- Reading Buddies
- Reading and comprehension groups
- Individual sessions
- In class support
- Homework clubs
- Mentoring/support from key adults
- Anger Management/ELSA
- Continued discussion with colleagues re: progress
- Review of progress after data captures may involve the SENCO, Year teams, CAL's to look at possible intervention/agency involvement/addition to register. (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 of time.

- Continues working 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. The pupil may reach wave 4 of the Wordsley waves, so may need to have more work on identification of a possible unmet need.

- 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/Attainment 8
- Improvement in foundational knowledge scores
- Number of exclusions/suspensions/internal suspensions
- SEN attendance
- Lesson observations/Learning walks
- Feedback from teachers, support staff, parents/carers and pupil
- Minutes of key SEN meetings/EHCP reviews
- 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/Year team. 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, Family Liaison Officer, Educational Psychologist, Counsellor, specialist teacher, Reflexions 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.

- CIPS 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/carer 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 -

In KS3, parents will receive a Pupil Progress Report twice a year following the KS3 assessment window. The report will provide a snapshot of current performance in subject designed assessments as well as an Attitude to Learning Grade.

In KS4, parents will receive a Pupil Progress Report three times a year in Year 10 and twice in Year 11. The report will provide a snapshot of current performance, projected grades and an Attitude to Learning grade. As appropriate, these reports may contain the most recent mock examination results.

Pupil Progress Reports are designed to give an overview of performance and progress which may lead to parental enquiries. Whilst planned Parents' Evenings provide an opportunity for discussions with both parents and pupils, individual teachers should be prepared to engage with these enquiries and collaborate with parents to support the progress of pupils throughout the year as necessary.

Year group	**Assessments, Reports and Parents' Evenings**	**Date**
7	Settling in Report & Parents' Evening Assessment Point 1 Report Assessment Point 2 Report and Parents' Evening	October February July
8	Assessment Point 1 Report Parents' Evening Assessment Point 2 Report	February February July
9	Assessment Point 1 Report Parents' Evening Assessment Point 2 Report	February March July
Year 10	Assessment Point 1 Report Assessment Point 2 Report Assessment Point 3 Report & Parents' Evening (mock exam 1 data)	December April July
Year 11	Assessment Point 1 Report & Parents' Evening (mock exam 2 data) Assessment Point 2 Report (mock exam 3 data)	January March