

WOODBRIIDGE HIGH SCHOOL
A Specialist Language and Business & Enterprise College with Applied Learning
Specialism

Special Educational Needs and Disabilities Policy

Aims

We at Woodbridge High School are committed to meeting the special educational needs of pupils in our school. In doing so, we have developed a 'Vision for Learning'. This reflects our commitment to the provision of an engaging, accessible curriculum which supports all students in meeting high expectations and achieving their full potential, irrespective of any special educational need or disability. Our aspiration is to enable all our students to make a successful transition into adulthood, whether that is into employment, further or higher education.

We recognise that it is the responsibility of all teachers to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs. In this instance, it remains the case that, with the required guidance it continues to be the responsibility of all teachers to meet the needs of all children in their class

Some students find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EMA policy.

Definition of SEN

This policy accepts the definition of SEN as set out in the Revised Code of Practice 2014:

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions***

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. In order to achieve this we at Woodbridge will:

- Ensure, with the guidance of the SENCO that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- We have mechanisms in place to ensure that teachers are able to meet their responsibility as teachers to identify and meet the needs of SEN students. SEN crosses all curriculum areas and all aspects of teaching and learning
- Ensure that Quality First Teaching is embedded as established practise for all teachers
- Acknowledge that any student may encounter difficulties in school at some stage.
- Acknowledge that all special educational provision is more effective if students and parents are fully involved. The views of parents and students will be sought regularly through pupil conferences, SEND survey & review meetings.
- Acknowledge and draw on parent knowledge and expertise in relation to their child.

Roles and Responsibilities

The persons co-ordinating the day to day provision of education for pupils with special educational needs are Julie Johnstone and Ama Boaten- Rolfe [SENCo].

These members of staff are not Leadership Group- Faheem Khan has this role as Inclusion Asst Headteacher. In addition to the SENCo we have Simon Shaw as Teacher of SEN students. We also have a named SEND governor on our governing body, Bob Pamplin.

MANAGING PUPILS ON THE SEN REGISTER (The Graduated Approach) Identification, Assessment, Provision & Review– a continuous and graduated response

Identification and Assessment:

Identification of children with special educational needs will be undertaken by all staff through the SENCo and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage

attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses. If a pupil is achieving at a much lower rate than their peers in most subject areas, this may be an indication of the existence of special educational needs, and would initiate further investigation and the implementation of further teaching differentiation in order to eliminate other potential causes, before the pupil is placed on the SEN register.

Provision:

Following investigation of progress reports and in-house assessments, it may be necessary to place the pupil at "SEN Support". In this case, resources/teaching strategies that are additional to and different from the differentiated curriculum will be provided. This will be done in collaboration with subject teachers and is likely to include:

- Classroom organisation and management
- In-class support by teacher or learning support assistant if one is present.
- Intervention programmes during period 6
- Behaviour modification programmes
- Alternative teaching strategies

The resources allocated to pupils who have non-statemented special educational needs will be deployed to implement these plans. Parents will be informed and pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services; the documentation will be amended accordingly.

This process has been updated in line with the SEND Code of practise 2014.

Review

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Review meetings will be held termly:

- If a student is shown to progress at an increasingly steady rate, in line with their individual aptitude, or the attainment gap is closing between them and their peers, there may be no need for them to remain on the SEN register. In this case, following their review, they may be able to exit the SEN register.
- In some cases, progress may continue to be at a slower rate than the pupil's peers despite the use of additional resources. If this is the case, it may be necessary to involve other agencies (listed below) in support of the student.

Parents will always be informed when an external agency becomes involved with their child.

- If progress is still not achieved despite “SEN Support” or the use of external agencies, the child may be assessed with a view to initiating an Education, Health and Care Plan, in line with the code of practice 2014.

Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually, as required by legislation.

Regular liaison is maintained with the following external agencies or pupils at “SEN support” and pupils with EHC plans [as applicable]:

- SEN Support Services
- Educational Psychology Service
- Behaviour Support Service- New Rush Hall (NRH)
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Education Welfare Service
- Connexions
- Education Out of School
- Children in Care
- Special Education Section
- Child Adolescent Mental Health Service

In addition to the above provisions we have a robust assessment and provision system in place for supporting students as per established practise during their GCSE and other examinations. This system is operated by SENCo in close collaboration with the examination officer and teaching staff.

Students with medical conditions are fully supported within the school ensuring they have full access to the curriculum including school trips and sports. Some students in this group may be disabled and the school has a duty to ensure that it complies with the Equality Act 2010. Some may also have an EHC plan and in this case the SEND Code of Practise 2014 is followed.

We continuously **evaluate** our practice and provision via student meetings with the headteacher and pupil conferences to gauge student views and also through the Kirkland Rowel and SEND surveys. These are made available to the governing body along with yearly departmental reports.

Then Learning Walk process undertaken by Leadership group and SENCo contribute to the proactive cycle of review of provision and promotion of staff being actively involved in gaining new strategies to improve provision of all pupils.

Storage and Management of Information

Our documentation is stored in locked metal filing cabinets within the SENCo office – a system in line with the schools Information Management policy. A number of documents are available electronically within a password protected internal system. These documents will only be used in support of students with SEND and will be shared only with school professionals or relevant outside agencies.

Staff Development

In-service training needs related to special educational needs will be identified by the SENCOs in conjunction with Faheem Khan in leadership team. It will also be in consultation with the teaching and support staff and will be incorporated into the staff development plan.

Reviewing the Policy

This policy will continue to be reviewed annually.

For consideration by the Curriculum Committee on the 13th November 2014 for recommendation by the Governing Body on the 10th December 2014 (Document previously reviewed by the Governors' Scrutiny Group on 18th July 2014)

Policy Reviewer: Mr F. Khan (Assistant Headteacher)

Date of Next Review: Autumn 2017