



WADHAM SCHOOL

Special Educational Needs Policy

Approved by Governors

21st January 2016

Additional Learning Needs – Mission Statement

At Wadham School, our aim is to enable each student, whatever their challenges, to access an appropriate curriculum so that they can reach their full potential and enhance their self esteem, wherever the starting point.

We aim to stimulate and maintain in our students curiosity, interest and enjoyment in their own education and to personalise the provision for each student to meet their individual needs.

We will identify needs, assess and provide the most effective support for individual students, involving staff, parents and students in the assessment and understanding of the need. We will encourage students to discover their own learning style and therefore take some responsibility for their learning; teaching staff will be encouraged to use a variety of approaches to learning. Our special educational provision is made in accordance with the Childrens and Families Act 2014 and The Special Educational Needs Code of practice.

- A student with special educational needs should have his or her needs met
- The special educational needs of students will normally be met at Wadham but in some cases the needs may be met using alternative settings
- The views of the student will be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Students with special education needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation learners

Objectives:

- To ensure that provision for students with SEN is a matter for the school as a whole and all staff are fully involved
- To have early identification of students with SEN
- To ensure that all staff have detailed information regarding students with SEN
- To provide students with access to all areas of the National Curriculum
- To provide alternative paths to learning where appropriate
- To provide appropriate support and resources
- To enable students to reach their full potential
- To encourage parental involvement
- To enable individual students to participate fully in the decision-making processes involved

Admission arrangements for students with SEN

- Wadham Senior Leader for Additional Learning Needs(SENCO) is involved in annual reviews for students in both middle schools in Year 8, those who have a Statement of SEN/Educational Health Care Plan and those who have additional funding. In some cases the SENCO will attend reviews in Year 7 depending on the complexities of the students.

- Visits are made to middle schools prior to entry.
- Teaching Assistants visit those students with SEN in the middle schools, to work with them and to observe within the classroom
- Any student who is feeling anxious about transfer takes part in additional visits during the summer term of Year 8.
- Additional meetings to discuss complex issues are arranged.
- All students including those with SEN take part in Cognitive Ability Tests and also 2 days of induction classes.
- Parents are invited to discuss any difficulties their child may be experiencing.
- For students who transfer in year, the SENCO will contact the previous school to ensure that SEN documentation is forwarded.
- Arrangements will be made for working in partnership with parents
- Parents are kept fully informed in decisions relating to their child's Special Educational Needs
- Parents are encouraged to attend review meetings, parents meetings and if they do not attend they are informed either by telephone or letter
- The SENCO is available at all parents evening/options evening

Links with Outside Agencies:

- EP – Educational Psychologist
- LSS – Learning Support Service
- CAMHS – Community & Mental Health Service
- EAO - Education Attendance Officer
- EHW – Emotional Health Worker
- Hearing Support Adviser
- Physical Impairment Adviser
- Sensory Impairment Adviser
- PFSA - Parent and Family Support Adviser
- Team 8
- Team 4
- YOT - Youth Offending Team
- EAL – English as an Additional Language
- ASD – Autistic Spectrum/Language & Communication Team
- Behaviour Improvement Workers
- Youth Workers
- School Nurse
- Physiotherapists
- Children's Social Care
- Community Police
- Dan Palmer – REACH

Responsibility of Governors:

The Governing Body will appoint a governor with responsibility for SEN, who will meet regularly with the SEN Coordinator to review and discuss SEN provision. Periodic reports will be made on the SEN provision in the school by the SENCO and the Governing Body as a whole.

Governor responsible for SEN: Wendy Outram

Complaints about the Special Education Provision in the school.

Complaints should be addressed in the first instance to the SEN Coordinator. If the problem is unresolved, parents will be referred to the Headteacher for further discussion and thereafter, and if necessary, to the Governor for SEN who will inform the Governing Body.

Arrangements for Coordinating the SEN Department:

The name of the SEN Coordinator responsible for day-to-day operation of the policy is Mrs Sarah Coombe

The SEN Coordinator is responsible for:-

- The day-to-day operation of the schools SEN Policy
- Liaising with and advising teachers
- Coordinating provision for students with SEN
- Managing and deploying the work of the Teaching Assistants
- Maintaining individual records and profiles for all students with SEN
- Monitoring and reviewing pupil progress
- Reviewing statutory Annual Reviews
- Liaising with parents
- Liaising with outside agencies
- Liaising with middle schools
- Working closely with Deputy Headteacher – Access & Inclusion – Mrs Christine Jackson

IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SEN

In order to facilitate the early identification of students with SEN, there is close liaison with the middle school before transfer, students identified as having difficulties are closely monitored and schools work together to ensure a smooth transition is in place. All records are transferred and pupil passports are created to meet the changing curriculum from middle school to upper school.

Within Wadham regular meetings are held with SEN staff to discuss the needs of students and to identify any students who may have not been identified in middle schools or whose progress has changed and is now a cause for concern.

Basic School Entitlement ;

Basic School Entitlement relates to all students who should have a broad, balanced and differentiated curriculum.

However some students will need action that is additional to basic entitlement. This may include literacy and numeracy interventions and/or Social and Emotional interventions, differentiated materials to meet their needs. They may work within the classroom or in small groups or on occasions on an individual basis. These students may have a Learning passport, which will be used to inform staff of the needs and strategies to help the student. Outside agencies/professionals may need to be involved and both parents and students will be informed if this support is necessary. Involvement of parents is also important and they will be invited in to discuss progress with the Senior Leader Additional Learning Needs (SENCO) or key learning support staff and be encouraged to work closely with school.

Additional funding:

Some students' needs will require additional funding. The funding may provide, for example, help within the classroom; it may provide a greater degree of personalization; it may include subjects being taught on a 1-1 basis; extended work experience or some education off site.

To secure SEN+ funding the SENCO has to apply for additional monies through an extensive audit. Evidence that the support stated is in place is crucial and that the criteria are met.

Medical Needs:

Although students' needs may fall into several categories only one category can be applied for.

Statement of Special Educational Needs /Educational Health Care Plans

A Statement of Special Educational Needs/ Educational Health Care Plans is a statutory assessment for those students that the LEA has judged in need of careful monitoring and specific provision that should be put in place as set out in the statement/EHCP

A parent or carer can request a statutory assessment.

Once the necessary paper work is completed the panel at the LEA decide whether the needs of the student require this legal assessment, if it is deemed appropriate they will contact all outside agencies and school, who have to write a report which will be included in the statement/EHCP.

Not all students with a Statement of Special Educational Needs/Education Healthcare Plan have additional funding; they still have to go through the audit process. In Somerset fewer Statements have been written due to funding being available at SEN+.

Once a statement/Education Healthcare Plan has been written this has to be reviewed each year and copies sent to the LEA as the Statement is a legal document.

Additional Provision:

- For some students, regular withdrawal from normal subjects, for either one or two lessons per week is undertaken in order for them to receive the specialist tuition for their individual needs, in addition to the on going support in the normal classroom.
- Some students from time to time will need the support of our Learning Support Unit – The Bridge. These students may have social and emotional issues; they may be returning to school after a long absence; they may have found mainstream teaching very difficult and prefer to work in a smaller environment.
- Some students may take part in activities, away from school such as REACH. This gives them the opportunity to explore different activities and to build their self esteem and to work as part of a team.
- For some students the opportunity of extended work experience is appropriate and they can attend a work placement for 1 day per week, giving them the opportunity to understand the world and work and become more motivated and interested in their future.

Staffing for September 2015

Mrs S Coombe - Senior Leader, Additional Learning Needs (SENCo)

Mrs Julie Kneafsey - Additional learning manager cognition, learning, sensory, physical, communication and interaction.

Ms Jade Noake - Additional learning manager social, mental and emotional health

Teaching Assistants:

Ms Emma Charles

Mrs Sam Gallagher

Mrs Sue Kingslake

Mrs Sallie Rutter

Mrs Sarah Hawkins

Mrs Michele Weston (Alternative placements/Medical Tuition Liaison)

Ms Boe Zbijowski

Student Support Workers

Mrs Lesley Perry

Mr Gregory Day

S Coombe January 2016