



WOOTTON PARK

'Ipsam quod faciendum est diutius'

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WOOTTON PARK

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CONTENTS

	Page
School Policy	3
Learning Development Department Aims, Vision and Values	3
Procedure & Provisions	4
Identification of Needs and Allocation of Support	5
The Graduated Approach	6
Wave 3 Support	6
Learners with EHCPs	7
Learner Passports	7
Progress and Evaluation	7
Admission & Integration	8
Appendix 1: SENCo Responsibilities	9

Wootton Park School

School Policy:

The Principal, Governing Body and staff of Wootton Park School are committed to providing a broad, balanced and relevant curriculum to meet the needs and fulfil the potential of all learners who attend the school.

The school actively operates an equal opportunities policy for all learners ensuring that learners with special educational needs and disabilities have full access to all areas of the curriculum, provided at a suitable level and differentiated according to need.

Governors have adopted the following definition of Special Educational Needs in line with the Special Educational Needs and Disabilities Code of Practice, 2015:

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

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

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

We aim to ensure that all our learners:

- achieve their best
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education and training.

The Principal will ensure that employees are encouraged and supported in attending relevant training days to further their knowledge and understanding of SEND.

The Principal will ensure that the appropriately delegated employees receive adequate time allocation and resources to meet the administrative and teaching elements of the role.

Learning Development Department:

The provision for learners with Special Educational Needs and Disabilities at Wootton Park School is led by the Special Educational Needs Co-ordinator (SENCo).

The SENCo is also the Head of the Learning Development Department and is responsible for the arrangement and deployment of provision, including the allocation of Teaching Assistants to supporting learners in lessons.

Our aim:

To enable all learners to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equality of opportunity for all learners and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

Vision and Values:

Wootton Park School is a school in which the learning and teaching, achievements, attitudes and well-being of every young person matter. Regardless of age, ability or disability, all learners are entitled to a varied education and should be provided with the support and opportunities to enable them to become lifelong learners.

The approach to learners with special educational needs and disabilities is set within the context of the Code of Practice 2015 and the aims of Wootton Park School. It follows the guidance set out in part 3 of the Children and Families Act 2014. Learners with special educational needs and/or disabilities are admitted via the usual LA procedures and via close liaison with the SENCo. The SENCo and LDD team will liaise closely with partner schools and early years settings to ensure a smooth transition for learners to both the primary and secondary phase.

Wootton Park School recognises that learners may have a range of different needs and this guidance should be read in conjunction with the school's SEND Information Report, Dyslexia Policy and Accessibility Plan. Wootton Park School ensures that learners with physical disabilities are treated on equal terms with their peers and follows the principles of the Equality Act 2010 to implement all reasonable adjustments to ensure that the same opportunities are available to these learners as their peers.

The ethos of the LDD and WPS supports the requirements set out in the Special Educational Needs and Disabilities Code of Practice 2015 that *'every teacher is a teacher of every pupil'*. We promote the view that *'all learners are 'wave 1' learners and all teachers are teachers of SEND learners.'*

All learners are entitled to an education which provides high quality teaching and learning through a differentiated and personalised curriculum. All learners are educated in mainstream classes alongside their peers. Learners may be withdrawn for individual and small group learning and teaching if this is considered to be the most effective way to meet their individual needs.

The staff will ensure that learners with special educational needs and disabilities join in the activities of the school together with learners who do not have special educational needs, so far as that is reasonably practical and compatible with the learner receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Procedures and Provisions:

The Code of Practice 2015 defines learners with special educational needs and/or disabilities as those who need support or provision *'which is additional to or different from what is provided for the majority of children'*.

Provision for learners with SEND is co-ordinated by the SENCo who is supported by a Well Being Coach and Teaching Assistants to deliver interventions in whole class, small group and 1:1 sessions.

In implementing the SEND Policy, the Learning Development Department works within the 4 areas of special educational needs, as stated in the 2015 Code of Practice:

- Communication and Interaction
- Cognition and Learning (including moderate learning difficulties)
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

The provision at Wootton Park is personalised to each individual. Learners do not have to have an Education, Health and Care Plan (EHCP) in order to receive additional support.



WOOTTON PARK

'Ipsam quod faciendum est diutius'

All interventions are offered and implemented according to individual need and progress is reviewed termly. The LDD resources are used, not only by the LDD team, but also by Wootton Park School staff and other external support agencies.

Wootton Park School and the LDD liaise with a wide variety of external agencies to provide additional support and intervention for learners if required. Further details of the provision we offer and agencies we link with can be found in the School SEND Information Report.

This should also be read in conjunction with the Local Offer from Northamptonshire Local Authority which can be found on their website at www.northamptonshire.gov.uk/localoffer

Identification of Needs and Allocation of Support:

Wootton Park School and the Learning Development Department follow the 4 stage plan of support within the Code of Practice 2015, *'Assess, Plan, Do, and Review'*.

All learners are assessed on entry to Wootton Park School for literacy and numeracy. The completion of a Dyslexia Screener may also be discussed with parents/carers if their child's assessment results suggest that this may be appropriate. Learners showing signs of Dyslexia on the screener are added to our Dyslexia Register and strategies for meeting specific needs in lessons are issued to teachers.

Results of assessments are published to teachers to inform their planning and ensure they appropriately challenge and personalise learning in lessons. All results are kept within school and are shared with teachers on the understanding that they are not to be discussed with learners and are treated as confidential information.

The first response to learners making less than expected progress will be via high quality wave 1 teaching and learning, targeted at their areas for development. Where progress continues to be less than expected, the class or subject teacher will liaise with the SENCO, who will assess whether the child has SEND. While informally gathering evidence (including the views of the learner and their parents/carers) the school, where required, will put in place extra teaching or other rigorous interventions designed to secure better progress.

Class and subject teachers, supported by the Senior Leadership Team, will also make regular assessments of progress for all learners which will help the school to identify learners making less than expected progress given their age and individual circumstances.

In the primary phase, learners may be assessed for speech sounds and language development if there are concerns regarding these aspects of learning and development. The results of these tests will be used to identify learners with additional needs and additional intervention or external advice sought as appropriate.

Assessment results also highlight those learners who may require additional literacy and/or numeracy intervention. Parents/carers are informed of the support to be implemented and learners have their progress reviewed regularly to ensure that these interventions are meeting needs.

The support provided to an individual will always be based on a full understanding of each learner's particular strengths and needs. It will seek to address them using well-evidenced interventions targeted at their areas of difficulty and, where necessary and appropriate, specialist equipment or software.

The impact and quality of the support and interventions will be evaluated, along with the views of the learner and their parents/carers. This will feed back into the analysis of the learner's needs. Support will be reviewed in light of the learner's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and learner. This may, if appropriate, include referral for support from relevant external agencies.

The Graduated Approach:

The Code of Practice 2015 introduced a graduated approach to intervention, with learners with SEND categorised as either '**SEN Support**' or '**Statement/Education, Health and Care Plan**'.

If learners do not have a Statement or EHCP, but require additional intervention or support, they are placed on the SEND Register under the category '**SEN School Support**'.

Learners under 'SEN School Support':

This category replaces the School Action and School Action Plus categories of the previous Code of Practice.

Wootton Park School follows a three-wave approach in order to differentiate between levels of support and intervention for learners in this category. Learners at Waves 2 and 3 are included on the school's SEND Register. This is a confidential document used by teachers to inform their planning and enable them to differentiate for learners in lessons and extra-curricular activities.

The description of waves of intervention is as follows:

- **Wave 1** – support and intervention for **all** learners in class via high quality teaching and learning from subject teachers using differentiation and personalised learning tasks
- **Wave 2** – in addition to the support provided for all learners at Wave 1, **some** learners receive school based intervention, such as literacy or numeracy support
- **Wave 3** – a **smaller number** of learners are at this level and receive additional intervention from external sources, such as the Hearing Advisory Team or Educational Psychologist. Wootton Park School and the LDD liaise with a wide variety of external agencies to provide additional support and intervention for learners if required.

Accessing Wave 3 Support:

Learners do not have to move through the Waves in stages, it may be more appropriate for a learner to move straight to Wave 3 if their need warrants this. All cases are treated individually and the most appropriate interventions agreed in liaison with parents/carers, learners and any other stakeholders who may be involved.

The school and/or parent/carer may, in appropriate circumstances, request the assessment of a child for an Education, Health and Care plan (EHCP) to ensure that the young person receives a full entitlement to services and support to meet their needs. The school will work proactively with local authorities and other external agencies to ensure we perform our role in terms of joint commissioning of services (Children's and Families Bill s 25).

Learners with Education, Health and Care Plans

Learners are at Wave 3 if they have this level of SEND. Progress against specific EHCP targets is reviewed at least annually and external agency support and advice can be requested at any point if we and parents/carers believe this to be necessary.

All learners with an EHCP will have a Learner Passport created giving specific details of learner needs and the targets they are working towards.

Where a learner has an EHCP, the local authority **must** review that plan as a minimum every twelve months, and as part of the review, the local authority can require schools to convene and hold annual review meetings on its



WOOTTON PARK

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behalf. The SENCo is required to complete a report, which is discussed at the review and **must** include current assessment data, information regarding whether relevant Learner Passport targets have been achieved during curriculum lessons and some general background about the learner's current performance and presentation in school.

Within ten days of the meeting, copies of the report with additions/amendments made during the meeting must be sent to parents/carers, other agencies and to the LA. A new Learner Passport will then be produced and published.

Learner Passports

Learner Passports are created with the learner in discussion with the SENCo, parents/carers and any other relevant professionals. Where necessary and appropriate to a learner's age or ability, an All About Me profile will be completed and used to help create the Learner Passport. The learner does not have to have an EHCP in order to follow a Passport, but will be receiving a significant amount of support or intervention within school and possibly from external agencies.

The Learner Passport includes the learner's strengths and areas for development, their targets, the strategies which work well for them as well as tasks or aspects of learning which they find most challenging. Targets are set according to individual needs and are reviewed every two terms via an Annual or Interim Progress Review.

Learner Passports are available on the staff only shared area of the school network and are used to provide information to teaching staff about learner strengths, strategies to support achievement in target areas and areas for development. Feedback from teaching staff is requested prior to a learner's Annual or Interim Review in order that an accurate report can be produced.

Progress and Evaluation:

Progress is demonstrated when:

- There is a full entitlement and access to high quality broad and balanced curriculum for learners with SEND
- There is a reduction in the attainment gap between a SEND learner and his/her peers
- The learner's previous rate of progress is maintained or improved
- There is evidence that learners with SEND are familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives
- There is evidence of improved behaviour, confidence or self-esteem
- A higher level of independence is achieved

The progress of SEND learners in relation to their peers is also analysed and reported annually. The aim of the LDD and of Wootton Park School is to continue to narrow the gap in attainment between SEND learners and their peers. Actions for the future are agreed in consultation with the SEND Link Governor and Senior Leadership Team.

In addition, the following will be assessed:

- Staff awareness of individual learner needs
- Success of identification process
- Academic progress of learners with special educational needs and disabilities
- Improved behaviour, confidence and self-esteem of learners
- Increase in the level of integration achieved within the school setting as a percentage of time
- Learner attendance
- Number of exclusions
- Consultation with parents
- Numbers of learners with an EHCP
- Number of learners moving between these graduated approaches

- Number of learners taken off the SEND Register.

Admission and Integration:

Wootton Park School will admit learners with already identified special educational needs as well as providing for learners not previously identified as having SEND. The admission of learners with Special Educational Needs and/or Disabilities involves close liaison with the SENCo throughout the admissions process, which will otherwise be the same as for any other student.

Learners with special educational needs but without EHCPs will be treated on an equal footing with other applicants for admission, based on the school's published admissions criteria, and will not be refused admission on the grounds that they do not have an EHCP or are currently being assessed.

Learners with EHCPs will be admitted to the school on the basis of the school's published admissions criteria and would only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children.

Wootton Park School adopts a 'whole-school approach' to special educational needs and disabilities, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children. Integration is regarded as crucial to this policy, in line with that of the Local Education Authority and the SEND Code of Practice 2015.

The school operates an equal opportunities policy for children with special educational needs and/or disabilities, who are afforded the same rights as other children. This includes both those children with EHCPs and those others with less significant learning difficulties.

This school policy is kept under regular review. Wootton Park School and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

This policy is to be read in conjunction with the Safeguarding and Promoting Welfare Policy, the Anti-Bullying Policy and the Behaviour Policy.

Appendix 1 - SENCO Responsibilities:

In line with our commitment to ensuring that all learners are able to achieve and thrive at Wootton Park School, the SENCO will be a member of the school's extended Senior Leadership Team. Their role will encompass responsibility not only for the co-ordination of SEND support, but support for all learners with additional educational needs, learners who are Looked After Children, learners who are in receipt of the Pupil Premium Grant and learners with English as an Additional Language.

The SENCO will develop a core team of staff to support their role in line with the expansion of the school.

The core responsibilities of the SENCO and their team will be to:

- Ensure that statutory and related requirements are met
- Arrange for testing as required for identified learners including diagnosis of specific learning difficulties
- Liaise with external agencies as required
- Work with learners and teachers in lessons in order to meet their special educational need and/or disabilities via best practice approaches & high quality teaching
- Work with class/subject teachers and support staff to develop individualised strategies for learners and plan for SEND learners' learning
- Meet with parents/carers as required, and consult with them and inform them
- Inform SLT on relevant issues relating to the SENCO role
- Maintain their own personal professional development
- Provide expertise in the education of learners with a variety of SEND, including learning difficulties, social, emotional and mental health needs;
- Coordinate the learning programmes for children for whom English is an additional language, including the development of intensive language learning, recognising that these learners do not necessarily have additional learning needs and may include gifted and talented learners
- Manage literacy recovery programmes;
- Deploy Teaching Assistants effectively across the school;
- Coordinate briefings and training for staff including tutorial time;
- Monitor the progress of learners with additional educational needs and, where necessary, initiate interventions on a cohort or individual basis



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