

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Dormers Wells High School

**Maths, Computing and Applied
Learning Specialist College
& Leading Edge School**

Ratified by Governors	October 2024
Review Date	October 2025
Responsible	Ms. J Laporte

SEN/D Policy

This policy is designed to set out Dormers Wells High School's aims and objectives.

Part 1: Introduction

1.1 Philosophy

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from learning assistants or specialist staff.

Teaching and supporting students with SEN/D is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEN/D requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

All members of staff in conjunction with the authorities (Governing Body and Local Authority) have a responsibility to ensure that every student has an equal opportunity to reach their potential in all aspects of the curriculum.

Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEN/D)

Students have special educational needs if they have difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- have significant difficulties in learning in comparison with the majority of children of the same age.
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational Provision may be triggered when students fail to achieve adequate progress despite having had access to differentiation in the classroom. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Progress concerns may be indicated by:

- little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- working at levels significantly below age expectations, particularly in Literacy and Numeracy.
- presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- poor communication or interaction, requiring specific interactions and adaptations to access learning.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.3 Curriculum Support Provision

This is achieved by:

1. Identifying and assessing individual students' needs.

2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account:
 - examination syllabuses
 - continuity and progression
 - curriculum development plans
4. Delivering an appropriate curriculum, taking into account;
 - suitable teaching materials
 - effective, differentiated teaching strategies
 - a supportive learning environment
 - encouraging a positive self-image
5. Providing learning support through;
 - curriculum development
 - support teaching
 - bespoke training
 - INSET
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and review where necessary.
8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEN/D to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings, and transition process.
10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
11. Learning support assistants and teachers collaborating effectively.

Part 2: Structural Arrangements

2.1 Roles and Responsibilities

The roles and responsibilities of school personnel with regards to special educational needs are given below. They are in accordance with the Code of Practice (2014) guidelines and school job descriptions.

Governing Body

- In partnership with the Headteacher, the governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process that the Headteacher set objectives and priorities in the school development plan, which includes provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment, and staffing.
- Reporting annually to parents on the school's policy through the website.

The Assistant Headteacher in Charge of Inclusion

- Setting objectives and priorities in the school development plan, which includes SEN/D.

- Line managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing Body.

SEN Co-ordinator (SENCO)

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of this policy.
- Managing and developing the roles of Learning support assistants, through training and performance management.
- Screening and identifying students.
- Coordinating provision for students.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing, and monitoring Pupil Profile Sheets for those with SEN/D and others, as required.
- Monitoring curriculum area delivery of the SEN/D Policy.
- Recruiting and deploying the School's Learning Support Team, which includes learning support assistants.
- Being responsible and accountable for the school SEN/D resources and sharing with the Headteacher and School Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising teachers and support staff.
- Liaising with schools and feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with external agencies, including the educational psychologist and other health services.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Headteacher forwards to governors.

Deputy SENCO

To assist the SENCO in:

- ensuring that the school is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements.
- working to ensure an ethos of Inclusion within the school and a culture of high aspirations for students with SEND.
- working to ensure the implementation of the SEND Policy.

The SENCO is also assisted by an Inclusion/Curriculum Support Team; all staff within the team have a high level of training, expertise and experience in working with students with SEN/D. The team is based in dedicated accommodation with well-resourced teaching areas, including a multi-sensory room, easy access to a disabled toilet and computers for both staff and student use.

Curriculum Leaders

- Curriculum area practice to contribute to the writing of EHC plans according to the school's SEN/D Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D are purchased from school capitation.
- Raising awareness of school responsibilities towards SEN/D.

Other Staff

The Code of Practice (2014) stipulates that every teacher is a teacher of SEN and teachers are both responsible and accountable for the progress and development of ALL students in their class, even when they are with a learning support assistant in or out of the class. Responsibilities include:

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with Curriculum Support.
- Planning, teaching, assessing, and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in class.
- Setting clear progress targets for all students with SEN/D that focus on their potential to achieve at or above expectation.
- Ensuring Pupil Profile Sheets are considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to the SENCO.

Learning support assistants

- Support students with SEN/D and the wider school community.
- Plan and deliver individualised programmes where appropriate.
- Contribute to the annual review process, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on educational visits, as required.
- Jointly plan with teachers, where appropriate.

2.2 Admission Arrangements

Admission arrangements are outlined on the school website. All relevant information relating to a student's SEN will be circulated to teaching staff.

2.3 Inclusion

At Dormers Wells High School, all students irrespective of ability, race, gender or need, are respected, and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers' education. Students with SEN/D, including students with behavioural, emotional, physical or sensory difficulties are fully integrated and included into the life of the school as a whole, including its social and cultural, e.g., lessons, breaks, extra-curricular activities, school trips and House activities.

2.4 Complaints Procedure

Initially, all complaints from parents or carers about their child's provision are made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed.

2.5 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence, and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments conducted where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with curriculum leaders, and outside agencies.
- Feedback from curriculum areas and outside agencies.

Part 3: Identification, Assessment and Provision

3.1 Identification

The school uses the graduated approach as outlined in 'The Code of Practice (2014)'. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

New Year 7 intake

a) Primary Liaison

Feeder primary schools are contacted and visited throughout the year prior to transfer. Any student identified as having a significant 'learning difficulty' and who is on SEN Support register or has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The LA notifies the school about students who are transferring with EHC plans in the spring of their year 6. The SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends year 5 and 6 meetings, when notified. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- Key Stage 2 tests
- Reading, spelling and writing tests
- CATs
- Tests undertaken by the SENCO as identified appropriate

Screening in Other Year Groups

Other screening tests are administered when required. Individual Diagnostic Assessments are administered to all students raised as a concern. Interventions are provided as necessary.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A parent may express concern about their child's needs. Once information is gathered, the process is the same as for staff referrals. All parental referrals are acknowledged.

3.2 Provision

Teaching students with SEN/D is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes into account the wide range of abilities, aptitudes and interests of the students. The majority of students at Dormers Wells High School learn and progress through these differentiated arrangements.

Graduated approach

A graduated approach is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Wave 1: Quality First teaching by all teaching staff.

Wave 2: is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3:1. Criteria for Wave 2 include:

- low numeracy / literacy scores
- low KS2 English Reading and Maths Scaled Scores
- teachers' observations
- primary teachers' reports
- concerns from staff or parent

Provision is identified to help meet the student's needs. Interventions may include:

- additional learning programmes such as literacy and numeracy
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- key stage 3 numeracy, literacy and science booster classes, where appropriate
- additional staff training

Wave 3: Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

Ealing Request for a Statutory Assessment (ERSA)

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertake a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring and allocating support to students with EHC plans. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and learning support assistants are fully involved.

3.3 Pupil Profile Sheets and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Pupil Profile reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEN/D have a Pupil Profile but their progress is closely monitored. Contents of the Information Sheet include:

- Access Arrangement information.
- Teaching strategies to be used.
- Data referring to attainment and specific needs.

The Pupil Profile is shared to all staff who support the student's learning, and to the parents or carers and the student. Pupil Profile Sheets are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching and learning support staff. Consultation may include:

- the steps taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns and strategies

3.4 Continuous Monitoring of Individual Progress

Monitoring of individual progress is completed rigorously through individual reviews, screening tests and procedures described in the School's Assessment Policy.

3.5 Provision of an Appropriate Curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEN/D is regularly reviewed and revised. It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Curriculum Support department.

3.6 Provision of Curriculum Support

The Curriculum Support department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum Development

- Planning with individual members of staff /departments.
- Selection/design and preparation of suitable materials.
- Selection/design of differentiated teaching strategies.

b) Support Teaching

This is achieved by working collaboratively with a curriculum area. The SENCO can assist by:

- Planning appropriate interventions
- Preparation of relevant and differentiated materials
- Team and individual teaching
- Helping to facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved

c) In Service Training

- The SENCO provides INSET for ECTs and other new staff at the school on Code of Practice procedures at Dormers Wells High School.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all students through its core budget.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.
- CBT (Cognitive Behaviour Therapist), counsellor and educational psychologist.

Part 4: Partnership

4.1 In School

- The SENCO liaises closely with individual members of the Leadership Team and Year Leaders. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

4.2 Parents

Dormers Wells High School actively seeks to collaborate with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example, hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening in the autumn term prior to transfer.

4.3 External Support

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by Dormers Wells High School include (this is not an exhaustive list):

- Educational Psychologist (EP)
- The Child and Mental Health Service (CAMHS)
- Connexions Service for Young People
- Occupational Therapy
- Cognitive behavior therapy (CBT)
- Speech and Language therapy (SALT)
- Physiotherapy

4.5 Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At SENCO network meetings.
- On the transfer of a student with SEN/D.

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEN/D and vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last review is forwarded to Post 16 placements.

Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy, and it will be reviewed annually.

Signed: _____ Date: _____

Chair of Governors: Tan Afzal

Signed: _____ Date: _____

Executive Headteacher: Róisín Walsh