



Westborough High School

Together We Succeed

Name:	Special Educational Needs Policy
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Person Responsible:	C Long
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Type	Statutory
Approval by	Full Governors
Review cycle	Annual
Approval Date	Autumn 2016
Review Date	Autumn 2017

Notes:

AIMS OF THE SEN POLICY

- 1) The aims are
 - a) To ensure that all pupils have access to a broad and balanced curriculum.
 - b) To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability.
 - c) To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
 - d) To ensure that pupils with SEN take as full a part as possible in all school activities.
 - e) To ensure that parents of pupils with SEN are kept informed of their child's progress outcomes and attainment.
 - f) To ensure that pupils with SEN are involved, where practicable, in decisions affecting their future SEN provision.
- 2) We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. As a school we believe that it is important to have high expectations of all students, including those with special needs and disabilities. Whilst we understand that children with additional needs often need a holistic approach to support, ultimately, we want to improve progress outcomes for them. Our aspirations for them include academic qualifications, confidence, management of emotions and behaviour, employability and more.
- 3) We agree with Ofsted (2006, *Inclusion: Does it matter where pupils are taught?*) that what makes most difference to higher outcomes for pupils with SEN/D is effective teaching, effective feedback, target-setting and tracking by their class and subject teachers. We have therefore tried, wherever possible, to support pupils with SEN/D through our regular whole-school systems for setting targets for all pupils, and monitoring their progress. It is our policy to write and review learning passports for most students with SEN but only use 'My Support plan' for children with low-incidence, complex learning difficulties or disabilities.
- 4) Much of the evidence of the impact of our support for pupils with SEN/D, and the systems that support that impact, is located within regular school systems such as:

- a) Tracking data on pupil progress for all students for their subjects, especially English and Maths.
 - b) Differentiated curriculum planning and quality first teaching.
 - c) Personal academic targets shared between staff and students.
 - d) Tracking of academic and pastoral interventions by SENCo, Assistant SENCo and relevant pastoral staff for each year group (such as reading interventions, speech and language groups and emotional regulation support).
- 5) In addition, the following specific SEN/D systems support students:
- a) Provision mapping for specific interventions used to evaluate the impact of each provision.
 - b) Regularly reviewed learning passports shared between students, support staff and teaching staff based on advice from outside experts, parents and the students themselves.
 - c) Strategy sheets and information for teaching staff with tips and strategies they can use for the main types of SEN/D.
 - d) Self-Evaluation, review and action plans for SEN teaching and feedback,
 - e) Professional development and performance management of teaching assistants, based on pupil outcomes.
- 6) **Children's needs are identified:**
- a) Subject teachers track pupil progress closely and identify pupils requiring support. Form tutors and Heads of Year also identify students who are 'falling behind' or struggling in class. Parental concerns expressed to teacher, form tutor or SENCO are followed up. All students are tested for reading age and comprehension each year, in order to identify those who are struggling. Head of Year work with the SENCo and Deputy Head for Behaviour and Inclusion to identify those with social and emotional difficulties.
- 7) **Assessment of children's needs**
- a) The school SENCO, subject teaching staff and Heads of Year use appropriate tools to assess pupils with literacy, numeracy, and social or emotional difficulties. The SENCO, and Deputy head responsible for Behaviour and Inclusion use information from outside agencies assessments to develop strategies for pupils with low-incidence/complex needs. The strategies are fed to teaching and pastoral staff via training, learning passports and regular updates.
- 8) **Communication of children's needs**
- a) The SENCO trains/coaches colleagues in involving the pupil in identifying strengths, difficulties and what helps. The SENCO uses the SEN register to let all staff know about student needs, and gives strategy sheets for the types of SEN/D. The

SENCO and Deputy Head for Behaviour and Inclusion use information from outside agencies' assessments to develop strategies for pupils with low-incidence/complex needs, including the Educational Psychologist and liaison with the pupil referral unit. Strategy sheets for the major areas of SEN/D are given to teaching staff, along with IEPs (including a 'strategies' section), and regular staff training.

9) Outside agencies:

- a) The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:
 - i) Educational psychologists
 - ii) Medical officers
 - iii) Speech therapists
 - iv) Physiotherapists
 - v) Specialist outreach services
 - vi) Child and Adolescent Mental Health Service

10) Transition

The school works closely with both primary and 'post sixteen' settings to ensure a smooth transition. Details around a student's special needs are discussed in detail and, very often, additional transition visits and meetings are put in place to support the student and parents. Where a child has a statement or 'Education and Health Care Plan' the SENCO will attend their Year 6 review. The school currently has access to a specialist careers advisor for students with SEN to support transition to 'post sixteen' settings.

11) Support Staff

Support staff (currently 'classroom support assistants') are deployed to support students with SEN/D in class, where this is thought to be the best solution for the child. It is important to note that there are often many other effective ways to support students with SEN/D to make progress and raise achievement. Teaching assistants also deliver literacy interventions, speech and language programmes and behavioural/therapeutic interventions. The impact of interventions is measured and all work done is quality assured and reviewed.

12) The Current model of SEN/D support in school can be understood as follows:

- a) Students receive quality first, well differentiated teaching. Where students 'fall behind', teachers will try various strategies and interventions to help them 'catch up'.
- b) Teachers request support from the SENCo, who may recommend particular strategies or interventions. At this stage, if the difficulties are long term and persistent, it is likely that a child will be added to the 'SEN support register'.

Additionally, if a child is found to have a 'reading age' more than four years below their chronological age at Key Stage 3 or below the age of twelve at Key Stage 4, then they will also be added to the 'SEN support register'.

- c) If a student continues to struggle with specific difficulties then the school will usually work with an outside agency (educational psychologist, Pupil Referral Unit or specialist provision school) to seek further advice and support for the child, their family and their teachers.

At this stage, a 'My Support Plan' will normally be formalised, in order to present a clearly history of the child's needs, a portrait of their difficulties and specific outcomes that the school is aiming to support them to achieve.

- d) An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education, Health and Care Plan.