



*inspiring*    *challenging*    *achieving*

## **SEND Policy**

Date:                    January 2018

Review Date:        January 2019

## **1. Children with Special Educational Needs and Disability (SEND)**

We believe that all children can have SEND at some stage of their school career. Not all will be as significant, serious or complex as to warrant special arrangements, e.g. specialist teaching and learning or an Education, Health and Care plan but will still require additional support and intervention at some point. Our aim for children with SEND is the same as that for all – to provide the highest quality of education possible, tailored to the abilities, needs and aptitudes of each child.

## **2. Aims**

We aim to:

- Secure the most appropriate provision for pupils with SEND in order to maximise the achievement of every pupil
- Offer a broad, balanced, relevant and stimulating curriculum, which is appropriately differentiated to enable every pupil to achieve their maximum progress
- Ensure that all children are fully included and fully participate in the life of the school
- Offer a whole school approach to meeting the SEND of pupils, e.g. by ensuring that all staff fulfil their shared duties and responsibilities and that they have the necessary knowledge, skills and expertise
- Enable parents to be fully involved in the education of their children
- Give pupils a voice so that their views are heard, taken into account and acted upon when planning teaching and learning, and in other aspects of school life
- Provide secure, reliable, prompt and effective assessment of children's SEND where these are required and from that point on follow a model of plan, do and review
- Liaise and work closely with colleagues in other schools and colleges in order to secure a smooth transition for pupils between different educational phases

## **3. Objectives**

Our objectives are to raise the attainments of all pupils. Where children have SEND, we will:

- Meet their SEND as identified
- Consult, listen and give regular feedback to pupils and parents in respect of their progress
- Agree learning targets with pupils and their parents/carers
- Ensure that we support pupils to meet targets set
- Achieve measurable progress with pupils
- Work towards achieving the objectives detailed in Education, Health and Care plans
- To develop and maintain partnership and high levels of engagement with parents

## **4. Arrangements for co-ordinating educational provision for pupils experiencing SEND**

All staff have responsibilities for pupils with SEND. However, the following have specific roles and responsibilities:

## **Governing Body:**

In co-operation with the Head Teacher, the Governing Body will determine the school's policy and approach to provision for children experiencing SEND, establish appropriate staffing and funding arrangements, and maintain general over-sight of the school's work.

## **Head Teacher:**

Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children experiencing SEND. At Woodlands Community College, the 'Responsible Person' is the Head Teacher.

## **Special Educational Needs Co-ordinator:**

The school's SENDCO is Di Lowth

The role of the SENDCO is to:

- Oversee the day to day operation of the SEND policy
- Advise, support and contribute to the training of staff
- Ensure that SEND provision is of high quality in all aspects
- Co-ordinate, monitor, review and evaluate provision for pupils with SEND in order to maximise progress
- Oversee and ensure the keeping of accurate records on all pupils with SEND
- Liaise with parents, other schools, outside agencies/support services
- Fulfil the statutory requirements of the SENDCO
- Identify pupils experiencing SEND in collaboration with parents and professional colleagues
- In collaboration with the relevant member of SLT, monitoring, evaluating and reviewing the effectiveness of the SEND Policy and providing feedback to the Head Teacher and Governors

Specific details can be found in the SENDCO's job description.

## **Teaching Staff:**

The whole staff shares responsibility for the needs and teaching of children with difficulties in the four areas of need as identified in the code of practice:

1. Communication and interaction
2. Cognition and learning
  - Specific learning difficulty (SpLD) – this could include some of the following, dyslexia, dyspraxia, dyscalculia
3. Social, mental and emotional health
4. Sensory and/or physical

The vast majority of needs will be met through high quality inclusive teaching

Key characteristics of high quality, inclusive teaching are:

- High expectations that are made explicit for all pupils
- The classroom environment and resources provided support pupil learning
- Lessons are well planned with clear identification of pupils to target as they are not making progress in line with their peers
- Lesson plans that reflect the needs of the class
- Reasonable adjustments and special educational provision is planned carefully
- A range of effective teaching strategies and approaches to support individual needs are in place
- The teacher and other adults model and explain effectively
- The teacher and other adults use higher level questioning to support and challenge pupils
- Effective feedback is used to move pupils on in their learning
- Pupils are able to confidently and accurately engage in self and peer assessment and identify their next steps for learning

All pupils are valued equally, regardless of their abilities and behaviours and have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Daily planning will reflect where pupils are underachieving and the class based intervention that is taking place to address this. After each data collection subject leaders meet the teachers to discuss progress. Where pupils are identified as not making progress the subject leader may direct the teacher to meet with the SENDCO. In the meeting between the teacher and the SENDCO, identified pupils are discussed. These are reviewed at the next data collection and where a pupil continues to not be making adequate progress, teachers, SENDCO and parents should collaborate on problem-solving, planning, support and teaching strategies for individual pupils. This information will be disseminated by the SENDCO during a meeting to discuss the needs of the child and strategies to improve progress.

### **Year Leaders and Assistant Year Leaders:**

In collaboration with the tutors, the Year team is to advise the SENDCO of children experiencing changes in circumstance that will affect their SEND status. This will enable the SENDCO to ensure appropriate support is provided for the pupil.

### **Teaching Assistants and ELSAs:**

Under the supervision of the SENDCO, teaching assistants will support pupils experiencing SEND primarily but all pupils in general within the mainstream classroom. Teaching assistants will also run withdrawal programmes as directed by the SENDCO. They will monitor pupils' progress, keep relevant records and support the SENDCO in determining the effectiveness of the classroom support and other intervention. ELSAs will run short term programmes designed to address an emotional need, these may be 1:1 or in a small group.

## **5 INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS EXPERIENCING SEND**

### **5.1 The allocation of resources to and amongst pupils experiencing SEND**

In line with the school's aim and the Special Educational Needs Code of Practice, the school believes that children experiencing SEND, including children with Education, Health and Care plans, should be educated alongside their peers and have access to a broad, balanced and relevant curriculum wherever this is possible.

To facilitate this, a proportion of the school's delegated budget for SEND may be used to enhance the overall teacher staffing of the school with the aim of maintaining a higher teacher: pupil ratio to facilitate effective differentiation within the classroom.

Resources are allocated in the following priority:

- a) Provision required for pupils with a statement or Education, Health and Care (EHC) plan.
- b) Providing additional support for pupils who do not have an EHC plan but have specific identified needs.
- c) Providing support with basic literacy and numeracy through small withdrawal groups and classroom support.

### **5.2 Identification and assessment arrangements and review procedures**

- a) The SENDCO liaises closely with feeder schools in the summer term prior to children joining Woodlands Community College to discuss the needs of pupils with identified and emerging SEND. Where possible, learning support staff will attend the reviews of pupils with an EHC plan.
- b) The results of the Key Stage 2 assessments are used to support the information from feeder schools and identify children with potential SEND.
- c) Screening software is used with all Year 7 pupils and new admissions to identify gaps in their learning profile which may contribute to special educational needs
- d) In Year 9 pupils identified by staff as receiving support in class will be screened using internal resources for Access Arrangements for public examinations.
- e) Woodlands Community College employs an external assessor to formally assess for exam concessions

e) The college's general arrangements for assessing and reporting will contribute to the identification of SEND pupils, this includes termly progress monitoring meetings. This may lead to further identification of children with a potential SEND however referrals can also be made from a variety of sources, such as:

- Tutors
- Year Leaders
- Subject Leaders
- Subject Teachers
- Teaching Assistants
- Individual Pupils
- Parents
- Outside Agencies (e.g. Social Services Department, Education Welfare Service)
- Data analysis, annual reports and termly reviews

Changes to the SEND register are made once a year in July. Pupils transferring from Primary with an SEND code will remain on the register until they have been through a period of assessment, monitoring and review.

Students will be placed on the SEND register if, after planned and sustained in class and evidence based intervention, they have not managed to make progress and close gaps in their learning.

Pupils on the SEND register are reviewed after each data collection and if progress has been made then a pupil will be highlighted on the register and monitored during the following data collections. If this progress is maintained then they will be removed from the register.

At Key stage 4, if a pupil has been awarded exam considerations, they will then remain on the register. The consideration reflects the pupil's normal way of working and demonstrates sustained special educational need and disability.

### **5.3 How children experiencing SEND are included within the school as a whole**

All pupils are entitled to take part in the full life of the school. With the aims of the school in mind this applies equally to all pupils, irrespective of SEND. Where such a need may inhibit full inclusion, the school will draw upon the advice and support of external agencies and advisory teachers as appropriate - including disapplication from subjects under certain circumstances.

#### **Support systems in College**

- Teaching assistant/ELSA for pupils with an Education, Health and Care plans and vulnerable pupils
- Year 7 catch up for pupils who enter at below age expected in literacy and numeracy
- Inclusion
- Mentors for Year 11 and identified pupils who are not making progress in Year 10
- Pastoral support from tutors and year teams
- Break time and lunch time support in the Curriculum Access area
- Anger management/Social skills programmes
- Use of Curriculum Access as a 'safe place'

## **Evaluating the success of the policy**

Where possible the college's objectives for SEND will be linked to specific, measurable outcomes and indicators. The Governing Body will evaluate the policy on an annual basis.

Intervention	Evaluation criteria 1	Evaluation criteria 2		
TA targeted hours for pupils with an EHC	Individual pupil progress data	Annual review outcomes		
TA targeted hours for pupils with exceptional needs (K)	Individual pupil progress data	Individual plan review		
Year 7 catch up literacy	English level			
Year 7 catch up numeracy	Maths level			
Year 8 key skills	English level	Spelling age	Maths level	Reading age
Year 9 key skills	English level	Spelling age	Maths level	Reading age
ELSA	Emotional literacy checklist	Behaviour log		
Literacy withdrawal	Reading age			

## **6. Admission Arrangements**

Admission arrangements for all pupils except those with an EHC plan is managed through the city's admission process. In respect of pupils who hold an EHC plan, parents may express a preference for the maintained school they wish their child to attend. LAs and the school's governing body must comply with a parental preference unless the school is unsuitable due to the child's age, ability or aptitude or special educational needs and disability, or the placement would be incompatible with efficient education of other children with whom the child would be educated or with the efficient use of resources.

## **7. Arrangements for considering complaints**

Normally the first stage of the procedure for handling complaints will be an informal discussion with staff at the school, if necessary through the SENDCO and/or the Head teacher. Where the issue is not resolved, the matter may then be the subject of a formal complaint under section 23 (1) of the Education Reform Act 1988, and if appropriate, referred to the Governing Body.

If its investigations fail to provide a satisfactory response to the complainant, the complaint will then be referred to the LA. In this instance, the LA will follow the City Council's complaints procedure.

Parents may also wish to contact The Southampton Information Advice and Support (IAS) Service, which is a free and independent service available to all parents or carers in Southampton whose children have special educational needs.

## **8. SEND training**

Woodlands Community College makes staff development and training a high priority. A variety of training takes place to develop teachers' skills to teach pupils of all abilities, including those with special needs and disability. Training for staff is provided through the range of CPD available in school and occasionally specialist courses outside. There are also staff development opportunities through peer coaching and observation.

## **9. Links with external support agencies**

The school has a service level agreement with the Education Psychology Service and draws on the expertise of the educational psychologist for advice. Specialist Teacher Advisors for pupils with physical and/or sensory impairments also visit the school as necessary to work with pupils and staff. We also work closely with other services supporting children: Social work teams, Child and Adolescent Health teams, Virtual School for looked after children and Education Welfare.

## **10. Partnership with parents**

The school greatly values partnership with parents and wants all parents to be fully informed about their child's progress and to feel that they can consult staff if they have any concerns. All parents therefore receive a termly progress update, an annual report on their child and are invited to a parents' meeting. There are opportunities on these occasions to meet with the SENDCO and/or Head of Year. Other appointments may be made at any suitable time throughout the year to see the SENDCO to discuss any matters related to a child's special educational needs.

When pupils receive intervention, parents are informed by letter. This letter will outline the level of provision to be made for their child and offer opportunities to discuss ways in which they can help. If intervention is sustained and concerns arise about the progress of a child, parental knowledge and information is invaluable, we will therefore invite you in for a planning meeting. Parents provide important details about their child which will contribute to the assessment and teaching/intervention process.

Parents of pupils with an Education, Health and Care plan are always invited to provide a written contribution and to attend their child's formal Annual Review meeting. Parents are welcome to bring any friend, relative or advisor whom they would like to be present at review meetings.

As part of the yr 6-7 transition programme, parents of pupils with Education, Health and Care plans are given the opportunity to come in and discuss their child's progress during the first half term of the new school year.

Parents may obtain information about SEND by reading the SEND report which is published on the school website.

## **11. Entry to public examinations**

All pupils with SEND are encouraged to sit public examinations at the appropriate level, including GCSE's. Applications will be made to the appropriate examination authorities and examination boards in circumstances where there is evidence and justification for Special Arrangements to be made.

## **12. Links with other schools and arrangements upon transfer and upon leaving school**

SEND Co-ordinators from all secondary schools, some special schools and tertiary colleges meet regularly to share good practice and to tackle issues of mutual concern as part of the Southampton Schools Network. Ad hoc discussions also take place whenever necessary.

Planning for the post – 16 opportunities for pupils with Education, Health and Care plans begins in Year 9 with the preparation of a Transition Plan. The Careers Service and other relevant services are invited to contribute. The Transition Plan is updated at subsequent reviews and a copy of the Plan is sent to any college at which a pupil intends to study. College representatives may attend the Year 11 Annual Review meeting. Pupils without an EHC plan but with identified SEND may also be seen by the Careers Service in Year 10 and are offered extra support in making decisions about life after school. When pupils with SEND go on to college, the school passes on relevant information so that if necessary pupils can continue to receive support in their studies.

## **13. Links with Health, Social Services, Education Welfare and Voluntary Organisations**

Woodlands Community College uses Health and Social Services and voluntary organisations, whenever it is appropriate to support the health and welfare of its students. In addition, consultation takes place with social services and other health agencies such as speech therapy and child guidance as and when needed.

## **14. Summary**

This SEND policy has been prepared for the information of parents, pupils and staff. It aims to be comprehensive but is not necessarily exhaustive. It takes account of the relevant statutory requirements and guidance within SEND Code of Practice 2014, DfE. More detailed information is available on the School website via the Special Educational Needs and Disability page.

It is intended that this policy be a working document and a ready source of reference. It will be formally reviewed yearly by the Governing Body. The SENDCO will be pleased to receive views from parents and pupils, which would refine and improve this document.

## **GLOSSARY OF TERMS.**

- **CPD** Continuing Professional Development
- **DfE** Department for Education
- **EHC** Education, health and care plan
- **ELSA** Emotional literacy support assistant
- **SEND** Special Educational Needs and Disability
- **LA** Local Education Authority
- **PD** Physical Disability
- **QA** Quality Assurance
- **SENDCo** Special Needs and Disability Co-ordinator
- **SLT** Senior Leadership Team
- **SpLD** Specific Learning Difficulty
- **TA** Teaching Assistant

	Type of support provision	What this means for your child	Students who get this type of support	Cost per hour
1	In class support from a TA in a mainstream lesson	TAs support the delivery of personalised lessons by ensuring that the strategies recommended by the SENCO and external agencies are fully implemented in class	Pupils with a statement of SEN or an EHC plan where it is necessary to meet specific objectives	£14
2	Plan review for EHC A/B	A Half termly meeting with the learning mentor to review progress against objectives and targets.  B Biannual meeting with SENCO and learning mentor to review progress against objectives and targets. This includes the annual review.	Pupils with a statement of SEN or an EHC plan where it is necessary to meet specific objectives	A=£7 B=£23
3	Plan review for pupils on the SEN register	Each term the progress of your child will be reviewed and a plan created and discussed with you, as parents and the SENCO.	Pupils on the SEN register and pupils who have an emerging SEN	£8
4	Study Club	Daily after school provision based in the Curriculum Access area	Key stage 4 pupils who are underachieving in curriculum areas	£5.20 per pupil per hour
5	Key Skills	Extra core lessons focussing on improving attainment and exam readiness in English and Maths	All students with additional needs who are working below age appropriate expectations	£14
6	Literacy Intervention	We run a range of literacy interventions aimed at students with significant reading, writing, spelling and comprehension difficulties. Progress is closely monitored through termly assessment.	Those students who meet the criteria through entry data and ongoing assessment.	£1.50 per pupil per hour

7	Numeracy Intervention	We run a range of numeracy interventions aimed at students with significant difficulties in Maths. Progress is closely monitored through termly assessment.	Those students who meet the criteria through entry data and ongoing assessment.	£2.50 per pupil per hour
8	Speech and language support	A: External speech and language specialists will carry out assessments and set targets. B: Internal assistants will deliver intervention and review progress.	Students presenting speech, language and communication needs	A = £35 B = £14
9	Emotional Literacy Intervention a. 1:1 b. group	An ELSA is allocated to the student who is identified by staff/parents for support with emotional literacy. They are assessed and a programme created which is tailored to their specific needs	Students with emotional literacy needs	A = £14 B = £2.50
11	Inclusion provision	A small group setting with a ratio of 1 teacher and 1-2 support staff designed to meet the needs of pupils who have or are working towards an EHC in order to meet their special educational needs	Pupils with significant special educational needs	£1042 (per half term)
12	Direct SENCO intervention	<ul style="list-style-type: none"> <li>• Phone meeting</li> <li>• Referral letter</li> <li>• Face to face Meeting</li> <li>• In class observation</li> <li>• EHC application</li> <li>• Teaching (pro rata)</li> </ul>		£35 per hour
13	External agency involvement	EP SAOS	Pupils with significant educational needs for whom we are working towards an EHC	£500
14	Exam Concessions	One off fee for the collation, report writing and testing of an individual pupil	Pupils with significant special educational needs who are receiving the concession as their normal way of working	£150