

Wellbrook School: SEN Policy



WELLBROOK
SCHOOL

Compiled:		August 2024
Approved by	Anita Sharma	August 2024
Next Review date		August 2025
Version: Last Reviewed	WBS-SENP 001	August 2024

Policy Statement

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive.

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

Our SENCO is the Headteacher – **Claire Howells**

They will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Develop termly IEP targets for each student who has an EHC plan in consultation with class teachers
- Ensure that all teachers have access to the information they need in order to be able to develop a person-centered approach in planning and delivering learning activities including organizing relevant training
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Co-ordinate the process of reviewing pupil progress termly in consultation with teachers and annually with all stakeholders during EHC plan reviews
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governance

Our member of the governance committee responsible for SEN will be - TBC.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN member of the governance committee to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

The kinds of SEN that are provided for:

- Autistic Spectrum Disorder (ASD)
- Social, Emotional, and mental health needs (SEMH)

In addition to these special educational needs, some of our pupils:

- have accompanying learning disabilities
- may be non-verbal or have limited speech
- have sensory issues
- have other conditions that co-exist with autism, for example, epilepsy, ADHD, or dyspraxia.
- present challenging behaviour
- have had significant gaps in their education
- have had multiple exclusions from mainstream education
- have suffered various traumas

Academically, our pupils arrive working at various levels of capability

Consulting and involving pupils and parents

We will have a discussion with the student and their parents about their needs during the referral process. During these conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

Parents will also be involved in annual EHC plan reviews

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs and compile a termly IEP. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The student's own views
- Advice from external support services, if relevant
- The pupils EHC plan

The assessment will be reviewed every term.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and pupils which information will be shared as part of this. We will:

- Organise visits (including virtual visits when it is not possible to do a physical visit) to the schools, colleges or other settings that pupils will be moving to
- Organise taster sessions for example in practical vocational subjects that interest pupils
- Organise work experience; work shadowing; Supported Internships, Traineeships to gradually prepare pupils for work
- Prepare pupils for adulthood through the following curriculum subjects – Career Guidance; Character Education; PSHE; Relationship & Sex Education; Living Independently
- Work closely with the local authority and accept any support they provide to prepare SEN pupils for progression and adulthood

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted to meet individual needs.

We will ensure that all our staff complete specialized training to equip them to support pupils with SEND – enabling them to access the curriculum. Training will be determined by the needs of the pupils in each cohort and will include some of the following:

- Autistic Spectrum Disorder (ASD)
- Social, Emotional, and mental health needs (SEMH)

We work in partnership with professionals and with organisations that provide the support needed by our pupils, including our local authority Special Educational Needs and Disabilities Service; Social Workers; Speech & Language Therapists; Psychologists; CAMHS; Cognitive Behaviour Therapists; and others as needed depending on the cohort of pupils we have at any given time. We will follow any individual advice given by these specialists.

We will choose the right kind of support for our pupils with ASD which may be visual aids; The Picture Communication Exchange System (PECS); social stories; comic strip conversations; TEACCH (Treatment and education of autistic and communication handicapped children); safe space; circle of friends; buddy system; the SPELL framework; Monitoring cards/Time out cards/Exit passes; distraction free environments or others

We will choose the right kind of support for our pupils with SEMH which may be de-escalation; physical intervention; restorative practice; art/drama/music therapy; PACE; or others

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring access arrangements are in place for all examinations and ensuring that pupils receive sufficient preparation for examinations by gradually exposing pupils to exam conditions
- Delivering learning outside the classroom when it is beneficial for the pupils

Additional support for learning

- We will ensure that teaching assistants are trained to deliver interventions such as PECS, Precision Teaching

- Teaching assistants will support pupils on a 1:1 basis when their specific needs make this necessary or when they are not progressing as expected.
- Teaching assistants will support pupils in small groups when teachers find that they are struggling to grasp a specific topic.

Expertise and training of staff

Our SENCO is suitably qualified and experienced in this role.

They are allocated 3 days a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff receive training in the interventions relevant to the student cohort.

We will use specialist staff for interventions such as Speech and Language Therapy, Occupational Therapy when needed.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their IEP targets each term
- Reviewing the impact of interventions after 3 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Monitoring arrangements

This policy and information report will be reviewed by the SENCo, the member of the governance committee responsible for SEN and the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Behaviour policy
- Supporting pupils with medical conditions