



SPECIAL EDUCATIONAL NEEDS POLICY

Updated April 2023

Review April 2024

Author J Tidey

SCHOOL DETAILS

Special Educational Needs Coordinator- Mrs Kasia Theis Kasmerek
Assistant SENCo – Mrs Judy Jennings

Assistant Headteacher Inclusion- Mr Paul MOrgan

SEN Governor- Laura Brookstein

Abbreviations used in this policy

SENDCo = Special Educational Needs Coordinator

SEN = Special Education Needs

DFE = Department for Education

EHCP = Education and Health Care Plan

IEP = Individual Education Plan

SEND = Special Educational Needs and Disability

EAL = English as an Additional Language

LAC = Looked After Child

TA = Teaching Assistant

ELSA = Extended Learning and Support Area

ASD = Autistic Spectrum Disorder

LA = Local Authority

LSC = Learning Support Centre

QFT= Quality first teaching

Section 1

This policy complies with the statutory requirements laid out in the SEND code of Practice 0 - 25 years (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DFE FEB 2013
- SEND code of practice 0-25 (July 2014)
- Schools SEN Information report regulations (2014)
- Statutory Guidance on supporting students with medical conditions April 2014
- Safe guarding policy
- Accessibility plan
- Teachers' standards 2012

At Wexham a significant proportion of students require additional support to address one or more barrier to learning. These barriers primarily comprise of:

- A special educational need (SEN) or disability
- English as an additional language [EAL]
- Social, emotional and mental health needs[SEMH]

Sometimes students will need support for a short period of time to help overcome a particularly difficulty. Other students will need continuous support throughout their time at Wexham.

This school welcomes students with SEN as part of our community and we aim to ensure that all our young people have an equal opportunity to engage in the curriculum. We endeavour to provide a broad, balanced, relevant and challenging curriculum which meets the needs of individual students.

We believe that every teacher is a teacher of SEN and that all staff have a crucial role to play in the successful implementation of this policy.

In compliance with the new SEN code and reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special provision. We believe the majority of them will have their needs met through normal 'quality first' teaching. Where students are identified they will be placed on the SEN register under one category (SEN support; this will appear as the code 'K' on SIMS).

All students on the School SEND register will have information on their needs and strategies for subject teachers to implement available on the shared drive. These will either be profiles, individual education or behaviour plans. The SEND department will oversee and monitor the profiles and IEPs. They will be updated when necessary and circulated to all staff.

The profiles will contain relevant diagnosis and provide classroom strategies. Any extra provision will also be highlighted. The lead person will also be named.

Section 2 - Aim

The aim of this policy is to ensure that students at Wexham with SEN are accurately identified and that their needs are effectively met. Our aim is to raise their aspirations and expectations so they are able to achieve well and fulfil their potential as individuals and members of the wider community.

We aim to

1. Identify and provide for students who have special educational needs and additional needs.
2. Track their progress regularly and adjust provision as a result of monitoring.
3. Provide a differentiated curriculum appropriate to individual needs and ability.
4. Provide support and guidance to all staff working with students with SEN needs.
5. Continuously monitor and evaluate the effectiveness of SEN provision in school to ensure we are providing equality of opportunity and value for money.
6. To provide a 'whole student' approach to the management and provision of support for all students.

Objectives:

Through this policy we strive to :

1. Comply with the National SEN policy and current Department of Education reforms.
2. Ensure all staff implements this SEN policy consistently, by providing regularly updated, support and advice.
3. Ensure any discrimination or prejudice is eradicated.
4. Work in partnership with parents/carers to support their child's education.
5. Strive to meet the individual needs of all our students regardless of their specific or general needs.
6. Promote equality to ensure there is no room for prejudice or discrimination.

Section 3 - Identifying Special Educational Needs

A child has a learning difficulty or disability if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made.
- 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 provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and /or physical needs

The purpose of identification is to help the school decide what actions and approaches to use and it is not our intention to fit students into a category. The aim is to consider the whole child and not just their SEND needs.

The school recognises that there are a number of non - SEN needs which need to be taken into full consideration as these may impact on progress and attainment, for example:

- Disability
- Health and welfare (possible on a Child protection or child in need plan but not exclusively)
- Attendance and punctuality
- EAL
- Being in receipt of student premium grant
- Being a looked after child (LAC)
- Being a child of a serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which the school has recognised and identified.

Section 4 - A graduated approach to SEN support at Wexham School

At Wexham School all teachers are responsible and accountable for progress of all students in their class, including those with SEN or additional needs. Quality first teaching is a priority for all staff and this is monitored through regular observations and teacher appraisal. Regular department learning walks are also undertaken by key SEN staff to informally assess SEN provision. High quality teaching is the first step in responding to students with SEN needs, as additional intervention cannot compensate for a lack of good teaching. It is anticipated that the majority of needs will be met within the mainstream classroom. Students are only identified as SEN when they do not make adequate progress once all classroom/department interventions and adjustments have been made.

The school follows the guidance of the SEN code of practice and uses a graduated approach to identification, assessment and provision for students with SEN. It follows the 'Assess, plan, do review' cycle.

In the Spring Term, once the new students joining the school in year 7 are identified, a transition plan is established involving a number of key staff, including SENDCo and other members of the Extended Learning Support Team. Visits to the feeder primary schools are undertaken and relevant information is collated and circulated to all staff. Whenever possible, Wexham staff will attend the last annual review before transfer of those students with an EHC plan. Additional induction sessions are organised and run by SEN staff in June and July.

At the beginning of Year 7 all students will have a baseline literacy assessment (STAR reading test, part of the accelerated reading programme) and a baseline Maths assessment to ensure early identification of SEN. These baseline tests will also be done for non-routine student entry into the school by the SEN department, as part of their initial one-day induction into the school. This is to ensure that all students are identified regardless of when they join the school.

The SEND department meet the middle leaders regularly to discuss the SEN register and there is an internal referral form which is completed by Leaders of Year and Departments. These referrals are then reviewed by the SENDCo. After considering all the evidence, a decision is made on whether a student is placed on SEN support and what interventions will be offered. This is then reviewed regularly.

Once students are identified as being on SEN support the SEND department organise appropriate support through individual provision maps/Individual education plans, which are updated twice a year. Information, strategies and advice is shared through the student profiles and the Individual plans.

Provision for students on SEN register is usually funded from the school's existing budget. This could include the use of internal provision such as access to a learning mentor, small group teaching or 1:1 support. The SENDCo is responsible for managing the in-school support and line manages the Deputy SENDCo Assistant SENDCo and learning mentors. The Assistant Head of inclusion line manages the attached ASD Resource and the Learning support team [mentors and LSC co-ordinator.]

The school funds a number of outside agencies who provide a range of interventions and support (See appendix 3 for current list). Referral to these is through the Inclusion team and the SENDCo. The SENDCo is responsible for engaging and facilitating specialist support, including Educational Psychologist, specialist teachers, speech and language service, S and youth support. The SENDCo or Assistant SENDCo or a representative from SEND team meet regularly with these outside agencies to monitor provision provided. The agencies vary year to year and the SENDCo is responsible for measuring impact of all interventions.

Parents are seen as key partners in the process. All parents are welcome to contact the SENDCo at the regular parent surgeries or the termly progress review meetings, where parents meet with their child's form tutor. Application for statutory assessment is always done with the parents as partners. If the child is given an Education and Health care Plan (EHCP) the SENDCo will co-ordinate the relevant paperwork and the parents or carers will be invited. These can be called at any time should there be a concern that current provision is not appropriate.

Section 5 - criteria for exiting the SEN register

The SEN register is updated twice a year. The SENDCo or a member of the SEND team meet the relevant middle leaders and consider the termly progress data, current reading assessments, behaviour management strategies and progress towards targets. If there is agreement that sufficient progress has been made the decision will be discussed with parents at the next meeting (either parents evenings, or progress review meeting, whichever is first).

Section 6 - Supporting students and families

Families of students with SEN are guided to the local offer available on the Slough website (www.slough.gov.uk - local offer). They are also directed to the Slough parent partnership, where they can receive independent, impartial advice (www.parentpartnershipslough.org.uk). Information leaflets are available from the SEN department.

Wexham admission arrangements form part of the agreed LA admissions arrangements for schools.

Section 7- supporting students at school with medical conditions

Wexham recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some with medical conditions may be disabled and where this is the case, the school will comply with its duties under the equality Act 2010.

Some students may have special educational needs (SEN) and may have an EHCP which brings together health and social care needs and SEN provision.

The school employs trained first aiders who take responsibility for dealing with first aid on a day to day basis and for managing the medication and other treatments of students with medical conditions. There

is a priority medical needs list which is updated regularly by the SENDCo and circulated to leaders of department to discuss and display in department offices.

See the school policy on supporting students with medical conditions.

Section 8 - monitoring and evaluation of SEND

The quality of provision offered to Students with SEND needs is constantly monitored through ongoing, daily, weekly, termly reviews and through the annual reviews of students. This is done by all staff including SLT teachers, Leaders of Department and Year, TAs, SENDCo and Assistant SENDCo, and parents.

The SEN policy is formally reviewed in March every year by the SENDCo and SLT. The policy is then amended to reflect the outcomes of the evaluation and presented to governors to be approved.

Section 9 - training and resources

All professional development needs are identified through the school's appraisal system, self-evaluation and the school development plan. The Headteacher oversees the professional development of all teaching staff and TAs. All SEN staff have the opportunity to apply to attend relevant courses with the approval of the SENDCo and SLT. Colleagues who attend courses are expected to disseminate and share relevant knowledge with other staff.

The SEN department hold regular meetings which may identify training needs. Newly appointed support staff (TAs) undertake an induction programme with the SEN department. New teaching staff also attend a meeting with the SENDCo to explain the School SEND provision, practice and to discuss individual students. The SENDCo regularly attend the SENDCo cluster meetings to keep up to date with local and national developments in SEN. All departments are allocated TA support and curriculum support and training is arranged through the relevant Leader of Department.

There are currently a number of rooms allocated to SEN/additional support in the school. There are currently two classrooms allocated for intensive work with students with an EHCP or on SEN support. These are managed by the Assistant SENDCo and SENDCo. These rooms are also used for the teaching of alternative options for year 9, 10 and 11.

The LSC room (Learning Support Centre) is the base for the learning support co-ordinator and for outside agencies to work with groups or individuals. This area is mainly used for students with social, emotional and mental health issues. This is where students on temporary reduced timetables and any students needing immediate, emergency interventions are supported. There is another room allocated to the LSC where the mentors are based. This is where 1:1 and group interventions usually take place.

The use of the rooms are not exclusive and in certain circumstances their functions may change.

Section 10 - Roles and responsibilities

- **Role of SEN Governor/ governing body**

The governing body has regard to the SEN code of practice when carrying out duties towards students with SEN. Consequently it is their responsibility to:

- Ensure that provision of a high standard is made for students with SEN.
- Ensure that SEN students are fully involved in school activities.
- Be fully involved in developing, monitoring and reviewing SEN policy.
- Report annually to parents on SEN policy, including the allocation of resources from the school's budget.
- Consult with the LA and bodies of other schools, where appropriate, in the interests of co-ordinating SEN provision in the area.

- **Role of Teaching Assistants (TAs)**

At Wexham TAs are deployed by the SENDCo. It is the SENDCo's responsibility to direct TAs and manage their timetables. This should be done after consideration of any SEN information and with regard to the IEPs circulated each year. It is the leaders of year responsibility to update these in relation to what each department provides for students with SEN needs. They are mainly allocated to support student who have an EHCP.

- **Role of Learning Mentors**

There are currently two Learning Mentors at Wexham who are line managed by the Assistant head of inclusion. Their role is to support students who have social, emotional and mental health issues. At any one time they have a priority list of 5/6 targeted students who they see at least once a week. They also monitor several other students. In addition they also run small group interventions and are timetabled to support in ELSA with the students in crisis.

- Designated teachers with specific safeguarding responsibility are Mr L Smith Headteacher and Ms M Stephenson, Deputy Headteacher. Ms J Edwards and Ms McGowan are the designated teachers for Lac and Mrs B Dale is Child Protection Officer.
- Designated member of staff responsible for managing LAC funding is Ms M Stephenson.
- Designated member of staff responsible for managing the school's responsibility for meeting the medical needs of students is Ms J Tidey, Assistant Head.

Section 11 - storing and managing information

The school complies with current data protection and confidentiality requirements with regard to information about students and families. SEN information is in locked cabinets in the ELSA area or the school files access available to SLT, SENDCo, and Assistant SENDCo.

Section 12 - Reviewing the SEN policy

This policy will be reviewed annually to comply with the new requirements for SEND. This will be done in March each year.

Section 13 - Accessibility

Please refer to the School Accessibility Plan. Please contact the school for details.

Section 14 - Complaints procedures

The school's standard complaints system applies.

Section 15 - Bullying

Please refer to the School's Policy on this issue.


Section 16 - Appendices

Please look at the school offer available on the school webpage.

See attached documents.

1. Internal SEN referral form.

Wexham School
INCLUSION Support - Referral Form: return form to JT.



WEXHAM SCHOOL
INCLUSION SUPPORT

Name of Student: _____ Form: _____

Section A
To be completed by LOY after fixed term exclusion. (A member of ELSA needs to attend re-integration meeting)

Please briefly outline incident that resulted in fixed term exclusion

Reflective work required: (e.g. Conflict resolution, Workshop on sexist language- Behaviour Management – Stress and Anxiety strategies – Equality & Diversity – Homophobic Etc)

Section B
To be completed by LOY for request for other interventions.
Before completing this referral have the following occurred:

Form tutor

Action	Date	Outcome
Monitored concerns over a period of 6 weeks		
Phone home regularly		
At least 2 times		
Discussed with LOY		
List strategies tried		

LOY / A.LOY

Action	Date	Outcome
Met with parents		
Met with student at least 2 times		
Put LOY actions in place		
Discussed with line manager		
List strategies tried and outcome		

Please complete this section for referral for short term interventions, assessments from SEND, LSC, ASD.

Please be as precise as possible - you do not have to complete each box – Recorded on SIMS – Y	
Does the student have problems with:	Punctuality and attendance
	Learning and achievement – Struggling to keep up / finding lesson or tasks not challenging
	Behaviour and Class Participation
	Emotional wellbeing – Including Upset / Angry / Tearful Before – during lessons
	Please detail any strategies you have already attempted (e.g. AAA, ABC, IBP, parental meetings)

Date of last implementation of any of the above _____

Referrer's Name _____
Signature _____
Date _____

2.Current list of external agencies working with the school, offering advice and limited work with students.

Speech therapy
Visual and hearing impairment consortium
Educational psychologist
Counsellor
Youth workers
Occupational health
Mental health support team