



Title of Policy: SEN Policy

Headteacher	Mr S Tonks	
Education Advisory Board	Mr P Hamilton	
Date adopted by the Education Advisory Board	November 2016	
	Signed	
	Date	
Date for policy review	November 2018	

School Mission Statement & Aims

Mission Statement

We will work in partnership to guarantee:-

- a caring, supportive, inclusive and positive learning environment in which each individual student feels valued and can flourish.
- creative and personalised learning experiences that are fun, stimulate a love of learning and equip students for their lives as global citizens.
- outstanding levels of achievement in a culture of empowerment, innovation, risk-taking and continual improvement

We will be a centre of excellence in the Performing Arts and will develop the talent and creativity of our students and the wider community.

Aims

To become a school that:-

- puts people first and focuses on learning and raising achievement so that each student realises their full potential personally, socially and academically
- delivers excellent, creative and personalised learning so that each student is a self-confident, independent but collaborative learner with high levels of literacy, numeracy, ICT and generic learning skills
- delivers an innovative, diverse, flexible, collaborative and inclusive curriculum that meets the aspirations and learning needs of each student
- encourages students to value learning and empowers them to succeed as learners and citizens and to play an active role in the life, development and leadership of the school
- empowers staff to become outstanding classroom practitioners and school leaders, to deliver excellent lessons and to play an active role in the life, development and leadership of the school
- has an inclusive ethos based on mutual respect that creates a caring, supportive and positive learning environment in which each individual member of the school community feels valued and can flourish
- works in partnership with parents and the community to improve the lives of young people and their families, to raise standards through collaborative working and to provide a focus for the lifelong learning of the community

- has a culture of innovation, risk-taking and self-evaluation that is embedded in the practices of the school, incorporates the views of all stakeholders, leads to the setting of challenging development targets and supports school improvement

SEN Code of Practice

Definition of SEN

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:-

- have a significantly greater difficulty in learning than the majority of children of the same age or
- 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 in the area.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in LEA schools in the area.

Fundamental Principles

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education, including the National Curriculum.

Critical Success Factors

- The culture, practice, management and deployment of resources in a school are designed to ensure all children's needs are met
- LEAs, schools and other agencies work together to ensure that any child's SEN are identified early
- Those responsible for SEN provision take into account the wishes of the child concerned, in light of their age and understanding
- SEN professionals and parents work in partnership
- SEN professionals take into account the views of individual parents in respect of their child's particular needs
- Interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents

- There is close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues

At The Wilnecote School we support fully this Code of Practice and endeavour to ensure that the critical success factors are achieved.

It is in the context and philosophy of the School Mission Statement and the SEN Code of Practice that this SEN Policy is written.

Accountability and Responsibility for SEN Provision

The school employs a team of staff to meet the Special Educational Needs of identified students. This team is led by a SENCO who is ably supported by a number of highly skilled TA's.

The SENCO is line managed by an agreed member of the School Leadership Team.

The work of this team of staff is monitored, evaluated and reviewed by the School Leadership Team, by the Learning Sub-Committee of the Governing Body and by the SEN Link Governor.

Admission Arrangements

The Wilnecote School currently has a PAN of 192 and students come mainly from the two primary schools in our catchment area. We follow the Local Authority Admissions Policy.

However the school has a resource base for ASD Students and is also a Pathway school for students with physical disabilities. As a result we sometimes take students from across the town when their needs would best be met by attending The Wilnecote School.

Funding and Allocation of Resources

The Wilnecote School receives a devolved budget for SEN that is allocated according to a number of criteria, the main ones of which are Free School Meals and Additional Educational Needs.

This budget is used mainly to fund the staffing that provides the support for Statemented students and, where resources allow, students on Action or Action Plus. The salary of the SENCO is paid from the main school budget, not the SEN budget.

Facilities

The Wilnecote School has a Student Support base has multiple rooms located on the first floor managed by the SENCO and Inclusion Manager. The base supports students across the whole school providing a range of strategies in order to raise the achievement of those with SEN.

For students experiencing additional behavioral problems we have flexible spaces to provide a rich resource as form rooms, classrooms, a counselling base and group work base. Students and staff are aware that in a time of crisis support can be found in this area of the school.

The Wilnecote School is resourced for ASD pupils from South Staffordshire and we are also a Pathway school for students with physical disabilities. Again we take students from across the town for these reasons. The school has lifts on every floor to allow easy access for wheelchair users throughout the school. There are specially adapted WCs on all floors for wheelchair users too.

The Wilnecote School has a dyslexia friendly learning environment, training staff in classroom practice that will support not only those students with identified dyslexia, but also those with general literacy difficulties.

Assessment and Provision

The Wilnecote School operates a graduated response to meeting the needs of students with SEN in line with the Code of Practice.

Identification and Assessment of Need

Early identification and assessment of students with SEN is vital in order that appropriate provision is allocated to meet their needs and they can make appropriate levels of progress. This identification and assessment takes place in a variety of ways, including:-

- Liaison with feeder primary schools and the transition process
- Testing, particularly on entry but also at other times
- Information and concerns from parents / carers
- Referrals from teaching staff (with all staff trained in the possible indicators of dyslexia).
- Concerns / patterns of behaviour identified by members of the pastoral support team (Heads of House and Pastoral House Manager, Student Support Officer, other adults)
- Information from the whole school monitoring and tracking processes
- Information from other agencies (e.g. Social Services, Health)

Provision to meet Need

There is a wide range of general and specialist provision to meet the identified needs of individual students. This includes:-

- Provision Mapping / Pupil Support Plans
- Classroom teachers who will provide differentiated learning where appropriate. All teachers receive regular whole school and personalised training on the school's 'Good Learning Lesson'. In addition they receive training on specific learning needs such as Autism and Dyslexia/Dyscalculia.
- In class support from Teaching Assistants

- Small group tuition for identified groups e.g. those who require intensive literacy/numeracy support in order to be able to access the curriculum
- Individual, personalised support where necessary
- Support from Inclusion key workers for students with specific Behavioural, Emotional or Social needs
- Support from other students e.g. sixth formers or peer mentors
- A flexible, diverse and inclusive curriculum (see section on Curriculum)
- Specialist SEN support including SENSS, Behaviour Support and Autism Outreach
- Other specialist support, often accessed through the District Inclusion Partnership e.g. CAMHS, Counselling, Ethnic Minorities Achievement Unit, Youth Service, Social Services
- Provision of learning aids such as overlays.
- Individual support for Speech and Language interventions.

Monitoring, Evaluating and Reviewing Provision and Need

This is a crucial aspect of the process and is essential if students are going to overcome difficulties, make progress and achieve appropriate outcomes. Mechanisms to carry this out include:-

- Regular review of Provision Maps / PSPs.
- Annual review meetings for Statemented students
- Whole school monitoring and tracking processes

Wherever possible parents/carers will be involved in this process.

Partnerships

With Parents / Carers

The Wilnecote School recognises the importance of good relationships with parents / carers. We seek:-

- To encourage parents to discuss concerns with the subject teacher, form tutor, House tutors, and Learning Support staff as appropriate.
- To establish positive and early contact with those parents whose child has special educational needs.
- To keep parents regularly informed of any special help given to their child and progress made.
- To establish a partnership with parents whereby they support their child in a home/school individual learning partnership.

With Other Schools

Wilnecote has a well-established and high quality transition programme with its feeder primary schools that pays particular attention to ensuring the smooth transition of students with SEN and the efficient transfer of information.

There are regular termly meetings of SENCOs from all of the high schools which provide a network of support and the opportunity to share good practice.

There are established links with our primary feeder schools which are now more formalised within the Foundation Trust.

The Tamworth District Inclusion Partnership was the first of its kind in Staffordshire. Through this partnership the secondary schools work very closely in the management and support of students at risk of exclusion because of major behavioral, emotional or social needs. The Short Stay School is central to the effective working of this partnership.

With Other Agencies and Support Services

Wilnecote has excellent relationships with a wide range of other agencies. We value the work they do and recognise the contribution they make to our students. These agencies include:-

- Specialist support services, such as SENSS, Behaviour Support, Autism Outreach, Educational Psychologist Service
- General Support Services, such as Educational Welfare Service, School Nurse, Connexions
- Other agencies, such as Social Services, Parent Support and the Local Support Team.
- Agencies and alternative education providers accessed through the DIP such as CAMHS, Counselling Services, Youth Service, and Short Stay School.

Curriculum

The Wilnecote School aims to provide a diverse, flexible and inclusive curriculum that meets the aspirations and learning needs of each student. Crucial to the achievement of this is a rich and varied choice of subjects and enrichment activities that are open and accessible to all students. High quality information, advice and guidance is also essential so that all students embark on a pathway that suits their interests and aspirations and they are also aware of progression routes.

In this context the learning needs of students with SEN are met in a number of ways:-

- Additional intensive support in the basic skills during Y7 and Y8 so that they can access all National Curriculum subjects
- An open options process in which all GCSEs are available to all students
- A range of vocational pathways at Level 1 and 2 for those who will benefit from this kind of learning

- Study Support for those vulnerable students who need to acquire this type of skill and for whom a full programme of 9 or 10 GCSEs is inappropriate
- Alternative provision outside of school for a very small minority who cannot cope with the school learning environment and who might be at risk of exclusion.

Staff Development

All members of the SEN team are encouraged to attend regular in-service courses dealing with all aspects of SEN. They may then be asked to disseminate this information to other staff.

Staff development falls into two categories:-

- Training for TAs – based on annual reviews of individual needs of TAs and also school requirements to support the curriculum.
- Training for class teachers in aspects of SEN provision.

Provision for in-service training will be in line with the School Development Plan. The focus in 2016/2017 is on Literacy/Reading across the curriculum.

Monitoring, Evaluation and Review of Provision and the Policy

The process of monitoring, evaluation and review will be undertaken against the Critical Success Factors in the Code of Practice and the 5 Every Child matters outcomes.

It will be undertaken using the full range of school self evaluation procedures (including Performance Management, the School Development Plan and Analyses of Outcomes) by the School Leadership Team and the Learning Committee of the Governing Body.

It will be reported on annually to the Learning Committee and reviewed/amended if necessary.