



The Wilnecote School

Title of Policy:

Special Educational Needs and Disability
(SEND) Policy Report

Member of leadership team with lead responsibility for oversight and update of policy	Mr. M Herbert
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1. Aims

Our SEND policy and information report aims to:

- Ensure that **every teacher is a teacher of SEND**, taking collective responsibility for meeting the needs of all learners.
- Make **SEND provision integral to the School Development Plan**, ensuring strategic oversight and continuous improvement.
- Enable students with SEND to **reach their full potential** through high-quality teaching, targeted support, and effective intervention.
- Ensure that all students with SEND are able to **participate fully in school life**, learning alongside their peers wherever it is reasonably practical.
- Support the **successful transition** of students with SEND at key points, including preparation for adulthood and life beyond school.
- **Identify and assess SEND needs early**, using appropriate and targeted assessments to ensure that timely and relevant support is provided.
- Work in **close partnership with parents and carers**, recognising the importance of their knowledge and insights in supporting their child's progress.
- Provide ongoing **staff training and professional development** to ensure that all staff can meet the requirements of students' needs effectively.
- Work collaboratively with **teachers, students, parents/carers and external agencies** to implement the SEND Code of Practice.
- Ensure that **all school policies, procedures and developments reflect inclusive principles**, promoting equity, access and high aspiration for every learner.

2. Definitions

A pupil has SEND 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 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.

There are four key areas of Special Educational Needs outlined in the SEND Code of Practice (2015):

1. Cognition and Learning - e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
2. Communication and Interaction - e.g. speech and language needs and autism
3. Sensory and Physical - e.g. physical disability, visual and hearing impairment
4. Social, Emotional and Mental Health - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr. Mark Herbert mherbert@wilnecotehighschool.org

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is

planned

- Work with the headteacher and governing board 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 SEND up to date
- Direct teaching assistants in supporting SEND pupils.
- Liaise with external agencies who support SEND pupils.

4.2 The SEND governor

The SEND governor is Sue Scott sscott@wilnecotehighschool.org

The SEND governor will:

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

4.3 The Headteacher

The Headteacher is David Foskett headteacher@wilnecotehighschool.org.uk

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Be a teacher of SEND, Quality First Teaching - use various suitable strategies including those from the universal approach.
- Be responsible and accountable for the progress and development of every pupil in their class
- Use Focus Five to identify and support students with SEND
- Respond and adapt to any changing in a students needs
- Work closely with Teaching Assistants within their lessons to ensure that all students make progress
- Work 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
- Feedback to the SEND department to identify any support concerns with progress or support
- Ensuring they follow this SEND policy
- Continue to develop their knowledge and understanding of SEND needs

4.5 Teaching Assistants

- Support the learning of students
- Support students to become independent learners
- Liaise with teachers to ensure students can access the work being delivered
- Be a keyworker to students
- Support students who qualify for Access Arrangements in examinations
- Continue to develop their knowledge and understanding of SEND
- Ensure they follow this SEND policy

5. SEND Identification

5.1 A student with SEND will have a need in one or more of the following categories

- **Communication and interaction**

This area includes difficulties with speech, language and social communication. Young people may struggle to understand or use spoken language, find it hard to interpret social cues, or experience challenges in expressing themselves. This includes needs such as Autistic Spectrum Condition (ASC), Asperger's Syndrome/High-Functioning ASC, and speech and language difficulties. These challenges can impact how learners interact with others and access learning.
- **Cognition and learning**

Young people in this category may learn at a slower pace than their peers, even with high-quality teaching and tailored support. This includes specific learning difficulties such as dyslexia, dyspraxia and dyscalculia, as well as broader learning difficulties including moderate, severe and multiple learning difficulties. These needs can affect the development of literacy, numeracy, memory, organisational skills and overall cognitive processing.
- **Social, emotional and mental health difficulties**

This includes a wide range of needs where young people may struggle to manage emotions, form positive relationships or regulate their behaviour. Difficulties may present as withdrawal, anxiety, low mood, anger, or challenging behaviour. SEMH needs may be associated with conditions such as attention deficit hyperactivity disorder (ADHD), attachment difficulties or other mental health concerns. These needs can significantly influence wellbeing, engagement and readiness to learn.
- **Sensory and/or physical needs**

This area includes young people who have a disability or physical need that affects their ability to access the learning environment. This may involve visual impairments, hearing impairments, multi-sensory impairment, physical disabilities, processing difficulties or medical conditions such as epilepsy. Students may require specialist equipment, adaptations or ongoing support to participate fully in school life.

A number with SEND will already have a formal diagnosis or identified needs

from primary school. This information is gathered during the summer term of Year 6 through collaboration with the Headteachers, SENCOs and class teachers at our feeder primary schools. For students transferring to The Wilnecote School, the SEND department and transition team work closely with the primary school to ensure a smooth and well-supported transition. Information from families may be sought by Wilnecote School in Year 7 to ensure we have evidence of formal diagnosis on records (if Primary School do not provide them).

5.2 Early Identification

If a student has not previously been identified with SEND, but a concern is raised by the student, their family, a member of staff at Wilnecote School, or external professional we follow a **Graduated Response** in line with our SEND referral process. This approach ensures that the student's needs are carefully assessed, appropriate support is planned and implemented, and the impact of interventions is reviewed.

Our **Graduated SEND Referral Process** aims to identify students who may be struggling to fully access the school curriculum. It provides a holistic view of a student's school life to ensure that their needs are addressed effectively. Key elements include:

- **Regular Review Meetings:** Weekly meetings to discuss identified students and plan next steps.
- **Multiple Referral Sources:** Concerns can be raised by parents, teachers, pastoral staff, inclusion staff, SEND staff or external professionals.
- **Primary School Liaison:** Collaboration with feeder schools to support transition and information sharing.
- **Assessment and Screening:** Testing or screening to support identification of potential needs.
- **Parental Input:** Gathering information and concerns from parents or carers.
- **Behavioural Observations:** Monitoring patterns of behaviour identified by pastoral and inclusion teams.
- **School Monitoring Data:** Using whole-school tracking and monitoring processes to identify areas of concern.
- **External Agency Information:** Liaison with Social Services, Health, or other relevant agencies, considering progress beyond attainment, such as social development.

Important Note: Slow progress or low attainment alone does not automatically indicate SEND.

5.3 SEND Referral System - Graduated Response Model

Our SEND Referral System follows the principles of the **Graduated Response**, ensuring that support for students with special educational needs and disabilities (SEND) is timely, evidence-based, and progressively tailored. At every stage, we actively involve **parents, carers, and students** to ensure a collaborative and transparent approach.

Initial Referral & Information Gathering

- Concerns may be raised by staff or parents/carers, or identified during departmental meetings.
- Initial information is gathered through classroom observations, round

robins, and questionnaires.

- Parents/carers and students are informed and consulted before any further steps are taken.

Stage 1 - Assess, Plan, Do, Review (APDR)

- A support plan is co-developed with input from staff, parents/carers, and the student.
- Interventions are implemented and monitored within the classroom or through pastoral support.
- Regular feedback is provided to staff, parents/carers, and the student.
- If progress is evident, no further action is required; otherwise, the process continues.

Stage 2 - Enhanced APDR

- Further assessments are conducted, including SDQs, academic testing, and review of previous school records.
- Planning involves close collaboration with parents/carers, the student, teaching assistants, and external agencies where appropriate.
- Adjustments may include a modified school day, time-out strategies, or the introduction of a student passport.
- Progress is reviewed with all stakeholders to evaluate the impact and determine next steps.

Stage 3 - Intensive APDR

- More targeted interventions are introduced, such as small group work or specialist support.
- Parents/carers and students are engaged in regular reviews and planning meetings.
- Multi-agency involvement is coordinated where necessary to ensure a holistic approach.
- The effectiveness of interventions is assessed collaboratively.

Stage 4 - EHCP Application

- If significant and sustained needs remain, a referral to the SEND Hub is initiated.
- A comprehensive evidence base is compiled with contributions from staff, parents/carers, and the student.
- A formal application for an Education, Health and Care Plan (EHCP) is submitted.
- Throughout the process, parents/carers and the student are kept fully informed and involved in decision-making.

This system ensures that all students receive appropriate support at the right time, with clear documentation and collaboration at every stage.

All teachers and support staff who work with the pupil will be made aware of their needs, the support in place, and any required teaching strategies or approaches. Staff will use a universal approach to teaching, ensuring lessons are accessible to all learners, and ClassCharts will make this information readily available to support planning and delivery of high-quality first teaching.

6. Waves of Provision

Wave 1

Wave 1 support is a universal offer to support SEND students' progress. The universal approach is designed to support Wave 1 SEND Provision - Quality First Teaching (QFT), with a focus on the four broad areas of need. QFT emphasises high-quality, inclusive teaching tailored to meet the diverse needs of every child in the classroom. It incorporates a range of strategies that could be deployed, such as differentiated learning and the effective use of SEND-specific resources, to address these areas and ensure all pupils can access and engage with the curriculum effectively. The Universal Approach is available to view on the school website.

Wave 2

Wave 2 offers a higher level of targeted support. For Wave 2 provision, the school will seek specialist external agencies to further support students in accessing the curriculum and meeting their needs. Tailored support, including the use of individual student passports, will be used to help remove barriers to learning. This may involve guidance and input from external professionals to ensure the school can provide the most effective support. We will also support any formal referrals for assessment or diagnosis made by external professionals, and provide evidence for parents or carers where required.

Wave 3

Students with an Education, Health and Care Plan (EHCP) receive Wave 3 support, which represents the highest level of provision and includes personalised, specialist strategies to meet their individual needs. All students with an EHCP will have a formal Annual Review each year, during which their progress is discussed and information is shared with the relevant Local Authority. The Annual Review is a pupil-centred process, and any amendments required to the EHCP can be requested at this meeting. The Local Authority will be invited to attend and contribute to the review.

6.1 7 Training and Resources

SEND support and interventions are funded through the school's SEND budget, and the impact of these interventions is carefully monitored to ensure they are effective. To maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of all students, all staff are encouraged to engage in ongoing training and professional development. All teachers and support staff receive an induction when they join the school, which includes a meeting with the SENCO to explain the systems and structures in place for SEND provision and to discuss the needs of individual students. The SENCO also regularly attends local SENCO network meetings to remain up to date with both local and national developments in SEND.

7. Monitoring and Evaluation

Monitoring and Evaluation the SEND Policy is required to be reviewed by the School Standards Committee annually. They will review the effectiveness of the SEND Policy via Link Governor visits and reports.

The Link Governor for SEND contributes through regular monitoring visits, discussions with the SENCO, and reviews of relevant documentation and data. Findings from these visits are shared with the relevant teams to ensure there is

a clear understanding of strengths, areas for development, and the overall quality of SEND provision.

The Curriculum Teams, SEND Team, and Quality of Education Team also consider a range of evidence, including pupil progress data, outcomes of interventions, feedback from staff, parents and pupils, and any external reports (e.g., from the local authority or advisory services). This ensures that the policy remains effective, up-to-date, and aligned with statutory requirements and best practice.

8. SEND Contact details

SEND Department -
send@wilnecotehighschool.org

Mark Herbert - Assistant Head and SENCO
(Inclusion and SEND) -
mherbert@wilnecotehighschool.org

Glyn Beck - Assistant SENCO -
gbeck@wilnecotehighschool.org

Rebecca Andrews - SEND Support -
randrews@wilnecotehighschool.org

9. Linked Policies

SEND Information Report

Behavior and Exclusions Policies

Equality statement

Accessibility plan

Exam Access Arrangements

Child Protection and

Safeguarding