

SEN and Disability Policy for Walkergate Community School



Philosophy- "Together we make a difference"

Working together as a school our aim is to help every child to reach their full potential in a safe environment in which they can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

We recognise and value the need for a full range of educational and pastoral support, and as such the school has a dedicated welfare team. In addition to an acting SENCO this team includes: parent support advisors and welfare support. Walkergate Community School also employ a councillor and have excellent links with outside agencies.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their potential.
- To ensure parents / carers are fully engaged in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO) is responsible for:

- Overseeing the day-to-day operation of the policy.
- Coordinating provision for pupils with SEN.
- Liaising with the Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The SENCO is: Ms Joanna Isaac

The governor responsible for SEN is: currently not designated

The Parent support staff are: Mrs Jane Thomas (FSO) and Miss Michelle Milner (PSA)

Welfare support is: Mr Matt Garnett

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. Pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. In order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

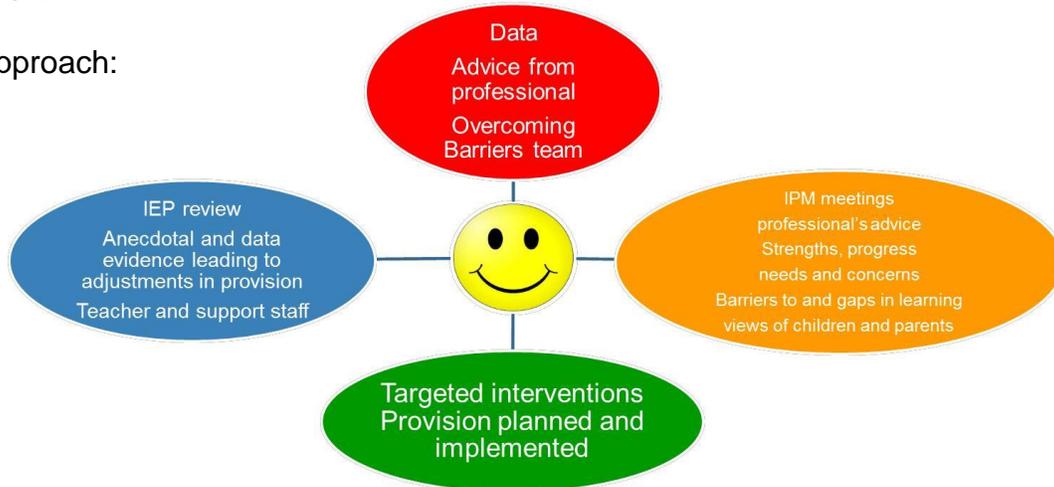
Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

Walkergate Community School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

Our approach:



The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO. Learning Passport is then created and implemented in partnership with parents, pupils and staff.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment through review meetings etc.

Plan

Working together with parents we will make the appropriate adjustments to the curriculum/physical environment, support with interventions, and provide pastoral support as necessary. School will create a Learning Passport to reflect the agreed targets. Review dates will be agreed with staff, parents and where appropriate the pupil and outside agencies. This will be recorded on the school information system.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be formally reviewed both at periodic review meetings and progress meetings.

The class teacher will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with a range of services including - Educational Psychology Service, School Health, Single Point of Contact (SPOC) and, when appropriate, Social Services and Looked After Children Team.

Education, Health and Care Plans (EHC Plan)

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document (see below).

SEN information document

This report can be found on the school website and within appendix 1 of this document. It outlines the provision Walkergate Community School makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition the pupils and parents/carers will be involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

Walkergate Community School values the important role that parents play in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them.

Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Parental Support Advisers (Jane Thomas and Michelle Milner) are proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early help Plan is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and pupils views on their progress are sought.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN including:

- Regular observation of teaching by the senior management team.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils.
- Assessment records that illustrate progress over time.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions e.g. Read Write Inc, Sound Linkage etc.
- Success rates in respect of individual targets (linked to Learning Passports).
- Monitoring by the governor with responsibility for SEN
- Overcoming barriers meetings attended by welfare team and members of the SLT to monitor/ evaluate specific targeted interventions e.g. forest schools
- External validation of provision and outcomes for pupils with SEN for example through the local authority or OFSTED.

Staff Development:

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training.

Medical Conditions

Walkergate Community School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing support for those not previously identified as having SEN.

The Complaints Procedure:

In accordance with the Complaints Policy which is available on our website, initially an attempt will be made to resolve any parent/carer complaint about SEN provision, informally with the SENCO. Most complaints will be resolved informally, however if no satisfactory conclusion is reached, a complaint can be referred to the Headteacher or ultimately to a panel of Trust Directors.

This SEN and Disability policy will be reviewed and amended annually.

September 2019

Joanna Isaac- SENCO

This policy was developed by the SEN team in consultation with the senior leadership team and other stakeholders.