



Winterhill School

SEN policy and information report

Date of last review: September 2021

Date due for review: September 2022

Staff responsible: RML

This document has been reviewed and agreed in accordance with statutory and Trust requirements:

Print Name: Mr S Rhodes
(Headteacher)

Sign:

Date: 28/09/2021

Adopted by: Mr B Vickerage
(Chair of Governors)

Sign:

Date: 28/09/2021

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1. Long Term Aim of this Policy

Objectives

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for students who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND
- that takes into account all of a student's needs (Assess, plan, do, review model)
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEND students.

2. Legislation and guidance

All schools:

This policy and information report 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 students 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 co-ordinators (SENCOs) and the SEN information report Academies, including free schools, if applicable, add/amend:

This policy also complies with our funding agreement and articles of association.

3. 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Renata Llukaj

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students with SEN up to date

4.2 The SEN governor

The SEN governor 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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor 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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Access Support Workers 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

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

The school uses the graduated approach as outlines in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps. At this school we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

Student progress meetings

Each curriculum area holds regular meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENCO and the child will be monitored.

Staff observation

Members of staff consult with the SENCO/Assistant SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the student. Referrals by parents or carers Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

The school aims to work in partnerships with parents and carers in line with the recommendations in the SEND Code of Practice. We will work to enable and empower parents and students to ensure that they have a voice. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. 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 parents/carers.

Parents/carers are encouraged to use the Parent Partnerships Service for support and advice and we will formally notify parents when it is decided that a student will receive SEN support.

5.4 The four broad categories of need are detailed below

Communication and Interaction (C&I)

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)
- Asperger's Syndrome and Autism

Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD

Social, Mental and Emotional Health (SMEH)

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),
- Self-harming, Substance abuse,
- Eating disorders or physical symptoms that are medically unexplained, Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder, An anxiety disorder,
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and/or Physical Needs (S/PD)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

5.5 A Graduated Approach to SEN Support

A graduated approach to SEN support is adopted for students identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress.

Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Wave 1 - Quality First Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN;
- Additional intervention and support cannot compensate for a lack of good quality teaching. School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

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Wave 2

Wave 2 is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support* will be agreed and the student will be entered onto the schools SEN register.

Please note - the single category of SEN Support now replaces School Action/Early Years Action and School Action Plus/Early Years Action Plus.

Provision from within the school's resources is identified to help meet the students' needs. Interventions may include:

- Additional learning programmes such as literacy and numeracy;
- Smaller group sessions;
- Appropriate teaching groups/sets;
- Group support on a regular basis;
- Booster class where appropriate;
- Additional staff training;
- Student Individual Support Plans

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. These review cycle will follow the Assess, Plan, Do and Review cycle.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Assess

SEND students may be identified through the teachers' observations and assessment, SEND areas of need standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies.

Plan

Where it is decided to provide a student with SEN Support, the parents must be notified. The teacher and the Access Curriculum leader should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND students will feature in the schools provision map.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The Access Curriculum Leader should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

Provision Maps are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). If a student has Individual learning Plan in place these will also be reviewed and updated at these times.

Students with Education health and Care Plans have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND.

These targets will be set out in the provision map and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be reviewed annually with the statement review taking place in school.

The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings;
- Offering their opinion and advice in the setting of targets;
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Differentiation through the school

Differentiation through the school Teachers ensure that tasks are challenging yet achievable by tailoring the task to differing levels of ability or providing different degrees of support even within ability groupings. Some children benefit from a differentiated curriculum but are not placed on the SEN register. The trigger for placing a child on the register is the decision that something different from or additional to differentiation needs to be provided.

English as an additional Language

Children with EAL are not placed on the SEN Register unless there are other concerns. Where language affects access, needs are recorded on the provision map and action is taken.

Statutory assessments/Education, Health and Care plans

Students in this tier have an Education and Health Care Plan issued by the Local Authority. This tier includes students who enter the school with a plan in place and additionally students who have been identified by the robust processes in the school's Graduated Approach as requiring additional support over and above those students on the SEN K register.

5.6 Adaptations to the Curriculum and Learning Environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- 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.
- We provide support with homework clubs and access to the library during lunchtime.
- Key words and literacy resources are used across the school to support learning.

5.7 Securing Equipment and Facilities

- The Academy budget, received from the Education Funding Agency, includes money for supporting children with SEN.
- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

- The Headteacher and the SENCo discuss all the information they have about SEN in the school, including the children getting extra support already, those children needing extra support and the children who have been identified as not making as much progress as would be expected. They then decide what resources/training and support is needed.
- Support and resources are allocated and readjusted annually in line with the four areas of need of those students on the SEND Register.
- A SENCo and Assistant SENCo lead the day to day management of the SEND department.
- SEN resources and provision are developed and procured in line with the priorities states in the School Improvement Plan. The plan is agreed annually by Governors and monitored through the appropriate governor subcommittee.

5.8 Evaluating the Effectiveness of SEN Provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 - 8 weeks
- Using student questionnaires
- Monitoring by the SENCo
- Holding annual reviews for students with EHC
- The progress of students on the SEND Register is discussed regularly at Inclusion Team meetings.
- Any decision regarding a child's SEN status will be made at the Access meetings and parents will be consulted and their views considered before this is actioned.
- The Senior Leadership Team and Governing Body will consider and report on the effectiveness of the SEND Policy. This will be completed on an annual basis following the publication of examination result and in light of the school examination report.
- Any remedial action or policy amendments will be reflected in the School Improvement Plan if whole school issues are identified.

5.9 Enabling Students With SEN to Engage in Activities Available to Those in the School Who Do Not Have SEN

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trips where appropriate, extra staff are deployed for trips to meet the stringent requirements of our risk assessments and student to adult ratios. All students are encouraged to take part in sports day/school plays/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEN or disability

5.10 Support for Improving Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the student leadership group.
- Students with SEN are also encouraged to be part of all extracurricular groups to promote
- teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.
- All students have access to small group form tutor groups, PSHCE lessons welfare team, With Me in Mind, MIND

5.11 Supporting Students 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 students which information will be shared as part of this.

If your child is moving to another setting:

We will contact the school SENCo and ensure they know about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving years in school year groups, information about your child will be shared with their new teachers.

In Year 11:

If your child has EHCP they will meet with our Careers Advisor to create a plan for their Post 16 education. The advisor will be asked to attend or provide a written report for the Annual Review

If your child does not have a EHCP the plan will be created by the Careers Advisor

The SENCO and Careers Advisor will support your child in finding a new school/college.

If necessary, the Careers Advisor will work with you to arrange visits to new schools/colleges for your child

5.12 How do we support transition from year 6 into Winterhill School?

- There is a highly structured Transition program with a range of events including transition visits, a Year 6 information evening and induction day during which all SEND learners and their parents have an opportunity to meet the SENCo and Assistant SENCo.
- Visits to the feeder schools by SENCo and Assistant SENCo. This may include additional one to one visit for vulnerable/SEND learners to speak with primary staff and conduct observations.

- Attendance at Year 5 and 6 Annual Reviews.

5.13 Supporting Families

- Winterhill School recognises that parents/carers know their child best and therefore the views of the parent and their child play a significant part in planning any intervention or dealing with concerns.
- A positive partnership between home and school is crucial in supporting the student and removing barriers to learning.
- Parents/carers will be kept fully informed of any interventions and progress made. The school welcome all contact from parents/ carers whether it is to inform school of new information or raise concerns.

5.14 Admissions

See school policy/general admission arrangements and School Prospectus. Winterhill School does not discriminate against students with SEND and follows the procedure of the Local Authority for all students.

5.15 Access arrangements

Access arrangements for examinations are organised jointly by the Assistant SENDCO and Examinations Officer. Students must always have a history of need and any special arrangements must reflect the student's usual way of working. The document Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications (JCQ), sets out procedure and guidelines for applying for special arrangements. Not all students with SEND will qualify for access arrangements.

5.16 Staff Training

- The SENCO/SEN teacher/SEN tutors' job is to support the subject teacher in planning for Quality First Teaching and access for the students with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of students including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for students with SEND.

5.17 External support

We work with the following agencies to provide support for students with SEN:

- Educational Psychology Service
- With Me in Mind
- MIND
- Autism Communication Team

- Learning Support Service
- Speech and Language Team
- Early Help
- Visual and Hearing Impairment Team
- Occupational Therapy Team
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)

5.18 Complaints

Any complaints should in the first instance be directed to the student's Form Tutor, their Behaviour for Learning Leader or SENCO /Assistant.

If complaints are not resolved through the above process the complainant should ask to make an appointment to speak to the Headteacher, or follow the procedures outlined in the school's complaints policy which is available on the school's website, or in paper format from the school's reception.

5.19 Additional sources of information and advice for parents of students with SEN

- Rotherham Local Offer: www.rotherhamsendlocaloffer.org.uk
- SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service): www.rotherhamsendlocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCO 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

7. Links with other policies and documents

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (06.2014) 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 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014

- Safeguarding Policy
- Attendance Policy
- Behaviour policy
- Accessibility Plan
- Teachers Standards 2012

Conclusion:

The school will endeavor to provide for the needs of all its students in a community that is inclusive and supportive of the needs of the individual. The careful identification and assessment of need will, where possible, be matched by the allocation of appropriate strategies and resources from within the school's notational SEN budget or as supplemented by the local authority for those students with EHCP or existing statements.