

SEN Policy and Information Report

Highworth Warneford School



Approved by: Full Governing Body

Date: February 2022

Next review due by: February 2023

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	2
5. SEN information report.....	4
6. Evaluating success	8
7. Links with other policies and documents	8

.....

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

The Governing Body and teaching staff of Highworth Warneford School will do their best to ensure that necessary provision is made for any student who has special educational needs.

The staff and trustees in the school are aware of the importance of identifying and providing for those students who have special educational needs.

The staff will ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2. Legislation and guidance

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

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 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 Elizabeth Trafford, who can be contacted by email: etrafford@warnefordschool.org

They will:

- Work with the headteacher and SEN trustee 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 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 students 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 students with SEN up to date

4.2 The SEN Trustee

The SEN Trustee will:

- Help to raise awareness of SEN issues at trustee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school
- 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 trustee to determine the strategic development of the SEN policy and provision in 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 teaching assistants 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 students' progress/development and implementing agreed actions
- 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
- Moderate and multiple learning difficulties

However, the school does not operate any specialist provision or resourced area.

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry or when a concern is raised, 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.

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

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 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 given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 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 student's which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

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

We will also consider the following interventions:

- In-class support by the teacher/teaching assistant
- Withdrawal for individual/small group work
- Specific literacy schemes e.g. Fresh Start
- Behaviour modification programmes e.g. daily report
- Mentoring from a member of staff
- Peer mentoring
- Peer, paired reading schemes.
- Alternative teaching strategies
- Access to the Pastoral Hub and support from the Pastoral Support Worker
- Access to external agency support

5.7 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.

5.8 Expertise and training of staff

Our SENCO is new to this specific role but has wide-ranging experience of working with and teaching students with SEN. She is currently undertaking the statutory SEN qualification.

They are allocated 4 days a week to manage and contribute towards delivering SEN provision.

We have a team of eight teaching assistants (not all full-time), including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.9 Resources

The school has a budget for students with special educational needs at SENS 1 and 2. These funds are devoted to the purchase of teaching hours, ancillary hours and specialist equipment.

If a student has an EHC plan, the Local Authority can provide additional funding.

If a student has "high needs", over and above those outlined in the EHC Plan, the school can request "top up" funding to provide additional or specific support.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals via reports
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans

5.11 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.

All students are encouraged to go on our residential trips.

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

5.12 Working with other agencies

Regular liaison is maintained with the following external agencies for pupils who match the criteria for special educational needs. Parents will be informed where this is relevant.

- SEN Support Services
- Educational Psychology Services
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Augmentative and Alternative Communication
- Health Service
- Education Welfare Service
- School Nurse (funded by the school)
- School Matron (funded by the school)
- Education Provided outside the school (EOTAS) e.g. Riverside, Hospital School
- Local Colleges
- Parent Partnership Services
- Swindon Advocacy Movement
- Child and Adolescent Mental Health Service (CAMHS)
- Targeted Adolescent Mental Health Service (TAMHS)
- Trailblazers Mental Health Service
- Counselling Service (funded by the school)

5.13 Complaints about SEN provision

The procedure for managing queries or complaints is to contact a subject teacher should there be a query regarding an issue in a particular subject area or the form tutor should it be a general educational, social or emotional issue. If the issue is linked to special needs the SENCO may be contacted via the telephone or email.

It might be necessary to follow up the initial contact with a meeting and the SENCO is more than happy to organise this and, should more professionals be needed at this point or at another meeting, the appropriate member of staff will arrange this.

If a parent requires more clarification, the headteacher can be contacted, particularly in reference to other school policies.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Evaluating Success

This school policy will be kept under annual review. Success will be considered to include:

- Staff awareness of individual student need
- Speediness of identification
- Academic progress of students with special educational needs
- Improved behaviour, where this is appropriate
- Student attendance
- Number of exclusions of students with a special need
- Students' and parents' awareness of targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting students with medical conditions