

SEN Policy and Information Report

Highworth Warneford School



Approved by: Full Governing Body

Date: March 2023

Next review due by: March 2024

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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 or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

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
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Definitions

3.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires 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 most 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.

3.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

4.1 The SENCO

The SENDCo is Elizabeth Trafford, who can be contacted by email: send@warnefordschool.org

They will:

- Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEND trustee 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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.2 The SEND Trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues
- Monitor the quality and effectiveness of SEN and disability provision within the school, ensuring all statutory responsibilities are met
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

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 SENDCo to review students' progress/development and implementing agreed actions
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The kinds of SEND 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, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, processing difficulties, Moderate and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, and epilepsy

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 Our graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The student's class teacher and the SENDCo will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in a Student Passport.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

5.5 Our approach to teaching students with SEND

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 SEND. 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 interventions
- Specific literacy and numeracy schemes
- 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 the SEND Hub and support from Teaching Assistants
- ELSA interventions
- Access to external agency support

5.6 Adaptations to the curriculum and learning environment

The following are examples of further adaptations we might use to ensure 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, Sound Field etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 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.

5.8 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.

5.9 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 SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

5.10 Working with other agencies

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

- SEND 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)

5.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

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

6 Complaints about SEND 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 SENDCo may be contacted via the telephone or email.

It might be necessary to follow up the initial contact with a meeting and the SENDCo 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.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

7. 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
- Comments and feedback from parents and students
- The school meets the statutory requirements of the SEN Code of Practice

8. Links with other policies and documents

This policy links to our policies on:

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