

Weston Secondary School – SEND Policy 2023-2024

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Rationale

At WSS, we believe that every student with additional needs, has an entitlement to fulfil their maximum potential and to acquire the knowledge and cultural capital they need to succeed in life. We recognise the importance of providing effective learning opportunities for all students through delivering an ambitious curriculum which meets every student's needs, setting suitable learning challenges, responding to students' diverse needs and through understanding and overcoming barriers to learning.

Aim

To ensure that all students, including those with SEND, have the opportunity to learn and make progress

- To contribute to an environment in which all students are intellectually challenged through academic study and encouraged to achieve their full potential
- To ensure that schemes of work and planning take into account the needs of all students, including students with an EHCP
- To develop procedures and practices which will enable the identification, assessment and subsequent monitoring of the needs of pupils with SEND
- To establish ways to facilitate monitoring, evaluation and review of SEND provision, and to link this as far as possible to existing assessments and reporting on pupils
- To promote in-service training for staff through means of both inside and outside agencies, in order to encourage awareness and respect for individual differences and alternative ways of learning
- To ensure that all staff respond to the needs of all students and develop differentiated approaches to meet their individual needs
- To keep staff informed concerning developments in SEND
- To involve parents of students with SEND, and to encourage them to work in partnership with the school in the education of their children
- To report to parents, as necessary, on the implementation of the school's SEND policy
- To build up effective links with outside bodies to enhance the quality of provision

Legislation and guidance

This policy and the SEND 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

Definitions

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

Roles and Responsibilities

The SENCo/ Director of Inclusion

They will:

- Work with the headteacher and Hamwic Education Trust 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 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 (LA) 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 SEND up to date.

Hamwic Education Trust

Hamwic Education Trust will:

- Help to raise awareness of SEN issues at the Team around the school meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and HET to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

Teachers

Every teacher is responsible for:

- The progress and development of every student in their class
- 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

- Working with the SENCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy.

Parents/Carers

They will:

- Liaise with the student's tutor, either in person or by phone regarding any concerns
- Attend parent's evening to discuss progress, and any concerns
- Contact the school by email on info@westonsecondary.co.uk

Admissions

In compliance with the [Equality Act 2010](#), WSS not discriminate on the grounds of disability. Students with SEND are admitted on an equal basis with others in accordance with the [admissions policy](#).

Close liaison with linked primary schools prior to admission is maintained to ensure maximum information is obtained, enabling staff from the SEND department to have specific strategies in place for individual students, if required.

Appropriate transition programmes are arranged for students who require a longer period to adjust to the demands of WSS.

Identifying Needs

To ensure that WSS actively identifies students who may have a specific learning difficulty, the SEND department run whole year group screening tests at various points through a student's time at WSS.

The school uses a WSS suite of computerized screening tests, which test a range of skills including spelling, reading, working memory, processing and reading comprehension. Data from these tests is not automatically reported back to parents as the SENCo alongside the Literacy Co-ordinator will consider the data in collaboration with teaching staff and HOY.

At WSS, all teachers and senior leaders monitor the progress and outcomes through the graduated response to teaching, learning and expectations.

If at any stage during a student's time at WSS a parent has concerns about their child having SEND, a long-term mental health or physical health condition, then they must contact their child's [tutor](#) by email who will advise their HOY and the SENCo.

Graduated Response to Special Educational Needs (SEND)

The Graduated Response (GR-SEND) is a model of action that recognises there is a continuum of need and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a student may be experiencing.

The graduated approach encompasses an array of strategies which are underpinned by a number of central principles:

- All students are entitled to high-quality teaching
- All students can learn and make progress
- All teachers and teachers of SEND;

- A differentiated curriculum is not SEND provision – differentiated learning opportunities should be given to all learners;
- Provision for a student with SEND should match the nature of their needs
- There should be regular recording of a student's SEND, of the planned outcomes, of the action that the child is taking, and of impact of those actions and the outcomes achieved

The Code of Practise 4:19 – 4:13

The Code of Practice states a graduated response 'should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs in making good progress and securing good outcomes'.

GR-SEND - Assess, Plan, Do, Review Cycle

Stage 1 – Universal Provision

Quality First Teaching

Stage 2 – Early Intervention

Identification of needs within department areas and in collaboration with HOY

Stage 3 – Targeted, additional support

Targeted support within class in collaboration with HoD, HoY and Inclusion Team

Assessment of need pathway

Stage 4 – Targeted, intensive support

SEND Register; Cognition and Learning, Communication and Interaction, Sensory and/ or Physical and Social, Emotional and Mental Health (SEMH)

Multi professional planning and coordinated support in place

Stage 5 – Over and Above Stage 4

EHCP, EHC application, Alternative Provision

Code of Practice 6.37

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Code of Practice 6.52

The class teacher should remain responsible for working with the child or young person on a daily basis. They should work closely with any teaching assistants or specialist staff involved... the SENCO should support the class teacher in the further assessment of particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring, and reviewing a student's progress.

- The teacher has the highest possible expectations of all students in their class
- All teaching builds on what students already knows, can do and understand
- Lessons are appropriately differentiated, which means ways of teaching are in place so that all students can access the lesson and are fully involved in their learning. Some examples of these are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work
- Specific strategies (suggested by the SENCo) to support students to learn
- On-going assessment within the day-to-day framework to identify any gap or gaps in student's understanding/learning

Assess

In identifying a student as needing additional support the class or subject teacher, will carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and expectations. It should also draw on other subject 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 and, if relevant, advice from the student's tutor and/or HOY.

Plan

Use assessments to ensure appropriately differentiated work and ensure gaps in learning are addressed through QTS. Involve the student and their parents/carers in establishing where the learner is up to and what specific, small steps, need to happen to ensure progress. Use analysis of the student's preferred learning style to create increased learning opportunities to maximise learning.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. They should 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 should support the class or subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The class or subject teacher, should revise the support considering the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Stage 2 – Early Intervention

Stage 2 Early Intervention allows classroom teachers and Heads of departments to identify any emerging needs within the four key aspects of child development: physical, cognitive, behavioural, and social, emotional, and mental development.

Assess

Classroom teachers alongside Heads of Departments, will monitor and review progress at stage 1 against the four key aspects of student development to identify any further barriers to learning.

Plan

Regular department analysis of barriers to learning leads to further review of provision and informs the planning stage for next steps. Continual reflection on approaches to meeting the student's needs leads to a growing understanding of strategies that enables the student to make good progress and achieve good outcomes. In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of the student.

Do

Classroom teachers with the support of Heads of Department, will consider what they know from the individualised assessments they have undertaken, about the student's strengths, areas of need, barriers to and gaps in learning, have given due consideration to the views of the student and their parents/ carers, and then implemented the changes or adaptations to day to-day class/subject teaching this new information indicates that they need to make.

Review

If following early intervention, there continues to be a need, Heads of Departments will work collaboratively with Heads of Year and the Inclusion team.

Stage 3 – Target, Additional Support

Targeted internal interventions overseen by the Inclusion team in collaboration with HoY. If following targeted internal interventions, there continues to be a need, an assessment of need pathway will be completed by the Inclusion Team.

Stage 4 – Target, Intensive Support – School Support

Code of Practice 6.44

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle; assess, plan, do, review.

The SENCo and inclusion team will identify need through the assess, plan, do, review cycle and Individual Education Plans (IEPs) are reviewed termly.

Targeted provision is provision that is **additional to or different** from that made for the majority of pupils in school. Once again, the analysis done at the 'assess' stage of the graduated approach will help to pinpoint the kind of provision that is likely to be most effective in meeting the pupil's needs. Very often, targeted provision is planned to take place outside the classroom, away from the class/subject teacher. If this happens, we are clear on the reason for it and the purpose of the targeted provision.

Stage 5 – Over and above stage 4

The process of planning graduated provision for a student with an education, health and care (EHC) plan is firmly rooted in the graduated approach, the difference being that the needs of these students are likely to be more complex and the approach to meeting these needs will be even more personalised and individualised. Crucially, provision will be organised around the planned outcomes written in the student's EHC plan. When planning provision for students with EHC plans, WSS will ensure that:

- all staff working with students have read and understood the EHC plan and any specialist reports
- a clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice
- targeted provision that addresses the student's needs is planned, with agreed outcomes and review points
- any additional training for teachers and support staff is arranged
- teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed

The SENCO monitors progress at least once a term with all relevant staff, parents/carers and students. Where a local authority indicates hours of additional (teaching assistant/specialist teacher) support on the EHC plan, WSS will focus on the agreed outcomes being sought and then on how the 'allocated hours' can be used to meet the agreed outcomes.

Code of Practice 6.44

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle; assess, plan, do, review.

1-6 weeks

The local authority processes the application submitted by either school or parents. Within 6 weeks of making the request, you will receive a letter from the LA with a decision about the request for an EHC Needs Assessment

If the EHCP needs assessment is submitted and accepted, the LA will seek information from:

- The student's parent/ carer
- The student – their views, wishes and feelings
- The person who has submitted the request if not the parent
- Professionals in the student's current educational environment, usually the SENCo or Headteacher
- A health care representative
- An educational psychologist
- Any other professionals involved with the student that the LA thinks is appropriate

6 – 12 weeks

Those who are contacted for information related to the EHC needs assessment, have 6 weeks to respond. This is a legal requirement.

As the information from the above is received, the LA should decide whether or not to issue an EHC Plan and reach this decision by week 12. By week 12 the LA should decide if it will be able to start drafting the EHCP. This draft will be sent to the parents and those who contributed advice and information to the EHC Needs Assessment.

Weeks 13 -16

If by week 12, the LA has decided to issue an EHC Plan then it must issue the draft version by week 14. Once the draft has been issued, the parents have 15 days in which to respond to the draft with their comments and changes, to name the type of school (mainstream or special) and/or the specific school they want named in the EHCP and to request with the LA if they would like to discuss the EHCP.

If by week 12 the LA decision was to not issue an EHCP then it must notify the parents of this decision and of their right of appeal; this must be done by week 16.

Weeks 17 - 20

Between week 17 and week 20 the LA should issue the final EHCP. A copy should be sent to the parents and to the school named in the EHCP, where the student will be attending.

The 20-week deadline is a legal deadline.

What comes next?

An EHCP is reviewed yearly. The annual review gives the parents, carers, the student, the LA, and the educational facility an opportunity to reflect on the last year and suggest changes.

Working with Parents

At WSS, we believe that co-production (working together) with parents, carers and students is the most effective way of ensuring that:

- the parent, carer and student's views are heard and valued;
- that WSS can deliver reasonable adjustments with consistency;
- the student is therefore supported to make progress alongside their peers

Procedures for concern

At WSS, we endeavour to meet the needs of all students but if there are any concerns, we encourage you to contact your child's tutor in the first instance. The Headteacher will be informed when necessary.

Director of Inclusion Kelly Moss – kmoss@westonsecondary.co.uk

Deputy SENCo Hannah Barron – hbarron@westonsecondary.co.uk

Assistant SENCo Nicole Arding – narding@westonsecondary.co.uk