



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

SENCo: Mrs Ashleigh Jackson

Contact Information: Telephone: 01942 202580
Email: ashleighjackson@westleigh.wigan.sch.uk

Qualifications: BA Hons History
Post Graduate Certificate in Education

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SEN Staff:

SEND Clerk: Mrs Joyce Wells
Senior HLTA/Assistant SENCo Mrs Christine Lasania – Hartington
HLTA: Mrs Angela Griffiths
Level 3 Teaching Assistant Mrs Gillian Roberts
Level 3 Teaching Assistant Miss Jane Pritchard

Level 2 Teaching Assistants:

Mrs Jenny Griffiths	Mrs Jayne Crompton
Miss Alison Lewis	Mrs Carla Bassett
Mrs Pamela Crane	Miss Sophie Veasey
Mrs Joanne McArthur	Mrs Deborah Kane
Miss Jill Pennington	Mrs Susan Wilding (Governor)
Mrs Debbie Taylor	Mrs Susan Johnson
Miss Carol Greenfield	Mrs Michelle Billinge
Mrs Andrea Collins	

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND)

SEND Definition:-

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

DfE : Special educational needs and disability code of practice: 0 to 25 years.

Our Aim:

Our aim is to ensure that all young people are given every opportunity to succeed. The curriculum, the working environment and our teaching approaches are inclusive and take into account a wide diversity of need. We aim to respond to the strengths and difficulties of all young people enabling them to achieve the highest possible standards across the curriculum; developing the confidence and self-esteem to meet the challenges of the modern world and encouraging them to become independent and critical thinkers.

In line with the guidance provided by the SEND Code of Practice 2014, we operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs. We firmly believe that all teachers are teachers of SEND. To facilitate the excellent teaching of students with SEND in all areas of the curriculum, our SENCo works very closely with teaching and support staff providing training, advice and guidance.

In addition, we operate a strong and healthy three way partnership between home, school and the wider community. We highly value the views of young people and their parents in planning a rich and appropriately differentiated curriculum and educational experience.

Answerable to parents, the Local Authority and the wider community our Governing Body acts as a critical friend supporting our self - evaluation and challenging us to raise standards for all ever higher.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

How will we know if a young person needs extra support?

- Transition meetings with primary feeder schools in which we discuss all children and their strengths and difficulties – these meeting highlight children requiring additional support.
- Baseline assessments upon arrival and regular monitoring and assessment highlight areas in which young people need additional intervention for support with learning.
- Referrals or concerns received from staff are explored and investigated using a range of qualitative and quantitative data and appropriate support is put in place where necessary.
- Our open door policy invites parents and carers to contact school with any concerns which can be discussed and investigated.
- Pupils themselves can self-refer if they feel they need support.

What we ask parents/carers to do if they feel that their son/daughter has a special educational need?

Contact school and ask to speak or meet with the SENCo (Miss G Johnson) or Assistant SENCo, Mrs Ashleigh Jackson to outline your concerns. These concerns will be fully investigated and relevant support put in place where appropriate.

A GRADUATED APPROACH TO SEN SUPPORT

How is our curriculum matched to the wide ranging needs?

- In most cases all students will follow the same curriculum, however this will be differentiated according to need and ability ensuring that all learning is accessible and that all pupils can experience a sense of achievement.
- Classes are set according to ability – in each year group we have a nurture class for those pupils experiencing significant learning difficulties. Nurture classes are kept much smaller in number than other classes to allow for more individual teacher input and will always have a TA present.
- If appropriate at Key Stage 4 a vocational route or alternative placement may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations.
- We have specific extra - curricular activities for SEN pupils and provide specific homework support when necessary.

How will young people be supported by school staff?

- In the first instance many children can be successfully supported through quality first teaching and suitable differentiation within the classroom. ([Click here to view Quality First Teaching Strategies](#)) Teachers regularly communicate concerns to the SENCo and these can be discussed and very often suitable measures put in place in compliance with new guidance (ASSESS – PLAN – DO – REVIEW) to differentiate accordingly, facilitating excellent progress. Where these discussions take place, it is encouraged that parents are included or offer their own expertise and in turn we will offer advice and guidance for how best they can support us.
- Where additional support is required assessments will be completed and a plan will be put into place which also operates within the new guidance of ASSESS – PLAN – DO – REVIEW and could include:
 - In class support
 - Small group/1-1 literacy or numeracy intervention
 - Small group/1-1 support to help pupils with social, mental and emotional health difficulties
 - 1-1 support for behavioural coaching and mentoring
 - Small group 1-1 support for developing social, communication and interaction skills
 - Small group/1-1 support for improving fine motor skills and handwriting
 - Access to specialist literacy/numeracy packages.

(Where intervention packages are put in place, this will inevitably mean short or long term withdrawal from mainstream classes)

- This plan will be completed by the SENCo/Assistant SENCo in communication with key teaching staff and parents. We will also monitor the effectiveness of the interventions, keeping up to date records of progress.
- Interventions will be monitored and reviewed on a termly basis using a whole range of data and information pertinent to each individual child and their progress.
- A central provision map is held and updated by our SENCo and Assistant SENCo, where core data is populated informing about progress. ([click here to view](#))
- The school's Governing body is provided with a regular overview of young people with SEND and the provision available to them.

How are the school's resources allocated and matched to children's/young people's special educational needs?

- The 'notional SEN budget', covering around £6,000 per pupil with SEN, over and above core funding is used to meet pupil need and where necessary we will approach the Local Authority when high level needs cost more.
- As a school we ensure that we are equipped with resources and materials that enable all of our young people to learn. The tools and resources used to make learning accessible for all are sourced whenever applicable to ensure that barriers to learning are broken down and achievement is optimum.
- Our SEN Budget is devoted to employing skilled Teaching Assistants, purchasing appropriately differentiated and accessible resources and ensuring that the learning environment is learner friendly.

How is the decision made about what type and how much support a child/young person will receive?

- We offer a graduated approach to SEN in order to identify difficulties; assess need in conjunction with class teachers, parents and pupils and plan for appropriate support and provision.
- Where pupils are not making expected progress an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties.
- Where appropriate differentiation and quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of need will be completed and small group or 1:1 intervention implemented that is suitable to the needs of the young person and assessed regularly.
- Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us offer effective intervention and support. Parental consent will always be sought before involving outside agencies or specialists.
- At all stages parents should be involved in the decision making process. Our open door policy invites parents to contact us at any time with any questions or concerns.

- A centrally held, comprehensive information pack outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the SEN team, offering strategies for staff to employ when teaching individuals.
- The SENCo and Assistant SENCo work in close conjunction to review the SEN register, pupil attainment data and pupils in receipt of support termly. We often take advice from our TESS teacher should we have any specific concerns.
- Parents, pupils, teachers and teaching assistants are all important stakeholders and can be involved in the decision making process with regards the levels and types of support offered.
- Parents are encouraged to take an active role in supporting us to enable their son/daughter to make good progress. Parents can be involved by contributing to meetings and discussions at parents' evenings, by sharing all relevant information, by offering your expert knowledge and by supporting school and reinforcing the work we do in the home.

What specialist services and expertise are available at or accessed by the school?

- Staff in our SEN department access a wide range of training and CPD in order to ensure that the needs of children can be met.
- We engage support for a wide range of services including: Mental Health teams, Counselling services, Sexual Health teams, Targeted Education Support Services, Educational Psychology Service, Drug and Alcohol Teams, Community Support Services and voluntary organisations, Gateway and Social Care and medical professionals.
- Where any specific needs arise we ensure that the most appropriate experts are engaged to work with us and our young people and their families to offer the best possible support.

What training are the staff supporting children and young people with SEND in receipt of.

- Literacy: We have staff trained in Soundwrite, ReadWrite Inc., Talking Partners, Delivering Toe by Toe and Word Wasp, Dyslexia Awareness and Learner Friendly classrooms.
- Numeracy: We have staff trained in Maths Recovery, Numicon, delivering Plus 1 and Power of 2.
- Emotional and behavioural Support: All support staff have received training in restorative approaches to behaviour management, coaching and mentoring of individual pupils. Further to this, our support staff have attended a range of training provided by the local authority to keep up to date with our working practices.

All staff have attended INSET training delivered by SENCo on: differentiation, dyslexia awareness and Learner Friendly Classrooms and Best Use of Teaching Assistants in the Classroom.

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE FOR CHILDREN WITH SEND?

- In addition to the extensive whole school pastoral support package as outlined in the Pastoral Handbook young people with SEND could receive additional personalised support including : Nurture class support, access to support and intervention through our Learning Support Centre; access to the Learning Support Centre before and after school and at break times and lunchtimes.

- Through our Learning Support Centre we offer a wide range of interventions to help pupils with social, mental and emotional health difficulties tailored to individual need and circumstance.

How do we manage the administration of medicines and providing personal care?

- Where young people are identified as having physical or medical needs requiring medication to be administered in school a Health Care Plan will be completed and necessary arrangements implemented.

What are the arrangements for Children Looked After?

[Please click here to view the policy for Children Looked After](#)

How do we support children during unsupervised time?

- Staff are deployed at break times to supervise activity in all areas of the school.
- At lunchtimes the Senior Leadership Team supervise activity alongside staff.
- Pupils with SEND are invited to spend their break times and lunchtimes in the Learning Support Centre which is fully staffed and a range of activities are on offer.

How does school manage transitions between different activities during the day?

- We insist on a very orderly and prompt transition between lessons throughout the day and there is a high staff presence to ensure this ethos is upheld.
- Pupils in nurture group can be escorted to and from lessons should this be appropriate.
- Visual timetables are available to support the transition between lessons and enable pupils with SEN to prepare their day and transitions in advance.

What support is there for behaviour, avoiding exclusions and increasing attendance? How will the views of young people be gathered?

- Through our Learning Support Centre we offer a wide range of interventions to help pupils with social, mental and emotional health difficulties tailored to individual need and circumstance.
- We have a full and comprehensive rewards and sanctions policy with the emphasis on rewarding achievement and positive contributions to school.
- We employ a restorative approach to dealing with behavioural issues.
- We have an internal exclusion room to avoid external exclusions and ensure that education is not interrupted due to poor behaviour wherever possible.
- Parental contact is a high priority when any incidents of poor behaviour occur in order for issues to be remedied and a consistent approach to be adopted.
- We employ Behaviour and Attendance workers and an Educational and Family Welfare Officer to support pupils and parents in maintaining excellent attendance to school.
- Our attendance policy is inclusive of rewards for excellent attendance and punctuality. This is celebrated in whole school assemblies.

- When problems with behaviour and attendance are persistent we engage with external agencies to offer increased and personalised packages of support including Pastoral Support Programmes.
- Young people's views are taken into account at every stage of their education through pupil voice, contributions to meetings about their progress and achievement and through surveys completed annually.

How will young people be included in activities outside the classroom, including school trips?

- The school provides a wide range of educational and extra – curricular activities taking account of varying capabilities and interests.
- Teaching assistants and SEN staff attend school trips enabling all pupils to be involved.
- Parental advice and expertise will always be sought where necessary as part of Health Care Plans and in providing consent for pupils to attend educational visits and school trips.

How accessible is the school environment?

- We are a single storey site with wheel chair access to all buildings and classrooms.
- We have accessible changing and toileting facilities.
- We seek advice and expertise from parents and specialist teams to ensure that the visual and auditory environment is suitable for learners.
- Where necessary we will employ the support of translators or supportive family members to communicate with parents whose first language is not English.
- The school SEN budget and personal budgets allows us to provide equipment and facilities to support children and young people with Special Educational Needs.
[Please click here to view the Accessibility policy](#)

How will the school prepare and support young people to join the school, transfer to a new school or the next stage of education and life?

- Transition meetings are held with primary schools in which we discuss all children and their strengths and difficulties – these meeting highlight children requiring additional support.
- We offer a more intensive transition package in addition to regular transition days in order to enable pupils to meet key staff and classmates, adapt the become familiar with their new learning environment and discuss any concerns they may have.
- At all key transitional points the SEN team offer support to ensure that appropriate provision is available to make the transition as smooth as possible, for example the SENCo is available to attend and advise at options interviews in Year 9 and can offer support and advice when decisions are being made for Post 16 pathways.
- When pupils make a transition between schools post year 7, we liaise with the donor school and any agencies involved to gather pertinent information, complete an assessment of need and put in place a plan for their successful integration into school life with us.
- We liaise closely with Post 16 establishments to pass on relevant information and where necessary arrange transition sessions. Support can be offered for college assessments and interviews.
- Our School careers advisor (Miss Catherine Gibbons) will attend Annual Review Meetings in year 9, 10 & 11 to help prepare young people for their future. She will also arrange meetings with young people in school to offer advice and support.

- We can liaise with the transport team to arrange independent travel training where appropriate.
- Information sharing when a child moves on is prompt and detailed in order for their needs to be met and for support and provision to be in place. This will include details of support and provision currently in place in order for a new school to implement a similar support package.

PARENTAL ENGAGEMENT

How will we know how young people are progressing? How will we communicate this to parents? How will we support parents in supporting their child/children?

- We have in place a rigorous assessment and monitoring schedule and we hold regular progress meetings throughout the year to discuss and evaluate pupil progress.
- We will measure the impact of interventions in a number of ways to ensure a holistic picture of achievement, some of which are outlined below:
 - Monthly SEN planning meetings;
 - Reviews of attainment data and pastoral data;
 - Learning walks and reviews of pupils work;
 - Pupil voice conversations;
 - Staff consultation in readiness for formal reviews.

How will parents know what progress their child should be making?

- Our termly reporting system.
- Parents' evenings and review day.
- Year 10 curriculum evening.
- Year 11 progress interviews.

In addition to the normal reporting arrangements what opportunities will there be for parents to discuss their child's progress with staff?

- Open door policy – Parents can contact school at any time to request to speak to a member of the SEN team and at our earliest availability we will arrange a meeting or telephone conversation.
- There will be 3 SEN drop in evenings throughout the year to offer parents the opportunity to meet with us and raise concerns or share good practice.
- SEN staff will be available for additional meetings on review days and parents evenings.
- Early Help Meetings.
- Annual review of Statements and Education, Health and Care plans.
- PSP initial meetings and reviews.

How will we explain to parents how their child's learning is planned so that they can support this outside of school?

- Curriculum overviews on school website.
- Parents' Evenings offer an ideal opportunity to discuss learning in specific subject areas with subject specialists who can offer advice.
- Show my homework – parental access.
- Planners can be used for home school contact.
- The Curriculum Handbook offers advice on how SEN pupils can be supported at home.
- Through the annual review process staff will provide information on the strategies employed within the classroom which can be discussed and reinforced at home.

How and when will parents be involved in planning their child's education?

- When a young person is identified as having a Special Educational needs all provision planned will be done in discussion with parents to be sure all parties understand and agree that the support is suitable.
- Parental views are regarded as vital to the planning process and these will be sought in a number of ways throughout the school year.

How are parents involved in the school?

- Parents are encouraged to take an active role in supporting us to enable their child to make good progress. They can be involved by contributing to meetings and discussions at parents' evenings, by sharing all relevant information, by offering expert knowledge and by supporting school and reinforcing the work we do in the home.
- Parental involvement in a child's education is crucial. We encourage an open communication with young people about what they are learning, supporting them with homework and revision and encouraging them to remain positive about their learning experiences, developing attitudes that enable them to see challenges and mistakes as an important part of the learning process.
- We promote reading with young people as hugely valuable and significant in making a difference to learning capacity and learning attitudes.
- Parents can access our Virtual Learning Environment and Show My Homework to keep abreast of their child's learning experiences and homework set.
- Parents of young people with SEND are invited to Join us at our termly SEN drop in evenings to discuss issues arising and help us celebrate their children's achievements.
- Parents are encouraged to attend review days, parents' evenings and any other meetings pertinent to their child; parental views and expertise are valued and always welcome.

Relevant contacts for further information:

- The first point of contact for parents wishing to discuss anything about their child would be their form tutor or Head of Year.
- Other key staff in school are the staff in the pupil office, learning mentors and individual class teachers.
- If parents are worried about anything they can contact their child's form tutor or Head of Year, who will direct them to another appropriate member of staff in the unlikely event that they are unable to deal with the concerns themselves.
- If parents considering whether their child/young person should join the school they should contact **Mr A Harrison (Assistant Headteacher/SEN Governor)**. If parents wish to discuss how the school can provide for their child's SEN they can contact **Miss Gill Johnson (Assistant Headteacher /SENCo)**
- Any member of staff is contactable by telephoning the school on **01942 202580** or e-mailing enquiries@westleigh.wigan.sch.uk.
- Further information about support services and the Local Authorities Local Offer can be found at www.wigan.gov.uk.

Alternatively you can contact:

- Targeted Education Support Service (TESS) on 01942 201914;
- Wigan's Parent partnership Service Tel: 01942 486131 - e-mail sheila.robinson@wiganmbc.gov.uk
- Access & Inclusion Team - Tel: 01942 486132

ACCESS ARRANGEMENTS:

The process:

Not all children who struggle with reading and writing will qualify for exam concessions. The purpose of an exam concession is to bring disadvantaged pupils into a level playing field – not advantaging them.

It is likely that most pupils in the nurture class will be assessed for Access Arrangements/Exam Concessions. However, we must evidence that this is a natural way of working.

We will need:

- Copies of assessments in which pupils have used extra time to prove that pupils have picked up marks in the additional time provided.
- Assessment data to evidence significant gap between chronological age and reading age.
- Examples of pupils' written work to evidence pupils requiring a scribe or word processor.

If teachers feel students need exam concessions to allow them to achieve in line with their peers, they should complete an Access Arrangements Assessment Request Form (available in J:Drive – Exams) and provide examples of the evidence listed below and the differentiated opportunities provided in class.

Reader:

A student will usually be allocated support for reading in an exam if this is their normal way of working.

We will assess if pupils reading ages are below age 9 when tested at the end of year 9.

The LUCID testing tool will provide a standardised score and those tested who fall below 84 will qualify for exam concessions.

If there are any anomalies on the test further assessments will be completed using RAT4.

Scribe:

Where possible a word processor will be used for those pupils who cannot write legibly.

A scribe will only be allocated if this is the pupil's normal way of working.

We will assess for a scribe if:

- Writing is completely illegible and pupils are not competent on a word processor.
- Pupil's written work is impaired by specific learning difficulty which negates their ability to communicate in writing.

Extra time:

Any concessions need to be usual way of working and need to be proved through mock exams, the Examinations Officer or A Griffiths need to be given copy of mock exams to prove extra time used – is useful.

In extreme and unusual cases, particularly where the candidate has complex learning needs, it may not always be possible to assess the candidate's speed of processing by means of a specialist assessment.

However, the centre must demonstrate that the candidate has an impairment which has a substantial and long term adverse effect on his/her speed of processing.

So as not to give an unfair advantage, the centre's letter or file note (written by the SENCo) must:

- provide relevant information/evidence of the nature and extent of the disability or difficulty; i.e. the candidate has an impairment which has a substantial and long term adverse effect on his/her speed of processing; (the candidate is disabled within the meaning of the Equality Act 2010);
- confirm that the candidate has persistent and significant difficulties when accessing and processing information;
- show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom;
- show the involvement of teaching staff in determining the need for 25% extra time;
- confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage; (the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment);
- confirm that 25% extra time is the candidate's normal way of working within the centre as a direct consequence of their disability.

The centre's letter or file note is supported with, for example:

- a letter from CAMHS, a clinical psychologist, a hospital consultant, a psychiatrist or
 - a letter from the Local Authority Educational Psychology Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- a letter from a Speech and Language Therapist (SaLT), or
 - a Statement of Special Educational Needs relating to the candidate's secondary education, or an Education, Health and Care Plan, which confirms the candidate's disability.

Adopted by the Board of Governors and recorded in the Minutes of the meeting held on:	10/01/2013 19/01/2015
Review Date:	July 2016
Headteacher	