

SEND Policy and Information Report 2020/21



Wyvern St Edmund's
Learning Campus

1. SEND Policy

1.1 SEND Policy Aims

At Wyvern St Edmund's, our aim is that every student becomes the best version of themselves that they can be. Every policy and procedure has our students' best interests at heart and is mindful of staff workload and wellbeing.

Our vision is enacted by way of every member of staff, whatever their role, working to safeguard the wellbeing of our students and to maximise their progress. Of equal importance for us is their personal growth, self-discipline and the self-discovery of their passions and Godgiven talents. Every member of our school is treated with dignity and respect and is shown care and consideration. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness' and are at the heart of all decisions that we make.

1.2 Policy 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 pupils 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 coordinator's (SENDCOs) and the SEND information report

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

1.3 Policy Development

The policy has been developed by the SENDCo, Ms Rideout and has ratified by the school's Local Governing Board. The policy is reviewed annually by the Head of school and SENDCo following a review of practice and procedures. This also includes a review of the effectiveness of a range of interventions for students with special educational needs and disabilities. The use of delegated funds is scrutinised to ensure that we are using the most effective methods to support our learners.

1.4 Policy for SEN Identification

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) *have a significantly greater difficulty in learning than the majority of others of the same age: or*
- (b) *have a disability which prevents or hinders them 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.”*

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

The Code of Practice categorises children with SEND being identified as requiring extra support (SEN support) and for those where there will be a high level of support, the child will be in support of an Education and Healthcare plan. In Wiltshire, the Education and Healthcare plan is referred to as a 'My Plan'; meaning that it is owned by the child and a child receiving SEN support may be placed on a My Support Plan, dependent on need.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

When a child joins Wyvern St Edmund's we use a range of information from different sources to help identify SEND and other needs. These include information from parents and carers, primary school teachers, end of Key stage 2 assessments, external agency reports and specialist colleagues. We have a strong transition process for all students which is also effective at passing on vital information about SEND students. Students also complete cognitive ability tests and literacy screens on entry.

All our teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all our students, including those who have SEND. This continuous monitoring will further identify students who have SEND. This may be identified by a tutor, subject teachers, and pastoral staff, Heads of Year, outside agencies, parents/carers or the student themselves. We will use a range of assessments depending on the area of need. If we feel that an external agency would be the most supportive, then we will make a referral to them.

All students with SEND accessing additional support are on the SEND register, which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and learning activities. Students at SEND support level receive an individual provision plan (IPP), an A4 document detailing their needs, the classroom strategies in place to support them and any additional intervention.

1.5 Policy for Staff Training

SEND training is a key component of whole school training for staff. Throughout the academic year there will be a focus on SEND needs at regular intervals at staff training events. This includes a specific focus on how to teach students with SEN and disabilities in their own classes.

In addition to formal training, the SENDCo regularly update staff on a weekly basis: either through the formal staff briefing or through the staff bulletin. The purpose of the additional training is to update staff on changes to student needs or circumstances and to enhance the knowledge and skills of staff.

1.6 Monitoring and Evaluating the Policy

The work of all departments including Learning Support is monitored by senior leaders and the governors of the school. Our school SEND data is also monitored by the Local Authority and Ofsted. We are very keen to work with all our parents and carers and want to keep you up to date and involved with your child's progress. We do this through Subject Consultation Evenings, letters home, notes in planners, telephone calls, appointments with individual teachers, and Annual Reviews.

The school provides information through its newsletters, information on the website, and letters home.

1.7 Policy Approval

The Policy was approved by the Local Governing Board in September 2020.

2. SEND Information Report

The SEND Information Report sets out the school's provision for SEND and how the school will implement the SEND Policy.

2.1 Key contacts

- Ms S. Rideout – SENDCo (Special Educational Needs and Disability Co-ordinator) srideout@wyvernsted.org
- Mrs A. Hoskins – Deputy SENDCo (Special Educational Needs and Disability Coordinator) ahoskins@wyvernsted.org
- Lucy Salisbury – SEND Governor lucy.salisbury@live.co.uk

2.2 Staffing

The learning support department is led by Ms Rideout (SENDCo) who is supported by her Deputy, Mrs Hoskins.

Ms Rideout leads a team teaching assistants (TAs). TAs specialise in identified curriculum areas, working primarily in the classroom alongside the class subject teacher. The subject teacher deploys the TA to support the learning of the whole class to enable the teacher to spend time supporting SEND learners. TAs also deliver interventions outside of lesson time with small groups that are planned and assessed by the SENDCo. In addition, TAs also provide mentoring for some students and supervise a social space for all SEND students (should they require it) at break and lunch time.

Our school counsellor is employed for 3 days per week to further enhance the support we can offer.

2.3 We provide for the following kinds of special educational needs:

- Cognition and Learning Difficulties

- Communication and Interaction Difficulties (including Speech, Language and Autistic Spectrum Disorder)
- Sensory and/or Physical Impairment or Disability
- Social, Emotional and Mental Health Difficulties

2.4 Accessibility

Most of our site is fully accessible to students with physical impairments and disabilities, however some areas are not accessible. Please see our Accessibility Policy for more details. In accessible spaces there is space for wheelchair access and adjustable desks. Most teaching blocks have a lift with access to upper floors.

2.5 The curriculum

Most of our students follow a traditional curriculum. A small number of learners have a more personalised timetable to match their individual needs and abilities. This may include option choices, additional literacy, social skills groups, number of qualifications studied and/or alternative provision.

2.6 Reviewing SEND provision

Students who have an Education, Health and Care Plan (EHCP) will continue to have their progress closely monitored and annual reviews will be held.

The Code of Practice (2015) has set out the expectation that parents are involved in discussing the provision for their child (if they have identified SEND needs) and reviewing their child's progress. This may take place through a range of means including:-

- Telephone conversations or email with the SEND team
- Meetings with a member of the SEND team
- Subject Consultation Evening meeting with SENDCo or Deputy SENDCo

Students are involved at each stage of the assessment, planning and reviewing provision and are central in decision making. Students are asked what works and what doesn't work and there is a focus on future aspirations, which is included in the Individual Provision Plan.

2.7 How we check and review the progress of students

The school sends home 3 reports a year which will show your child's attainment and progress as well as their attitude grading. Heads of Department, Senior Leaders and Heads of Year will monitor and review your child's levels and highlight with your child any subjects where they are not making the required progress. Intervention will be put into place in lessons to help improve performance. We will then check whether the right progress has been made during the next reporting period.

Students who attend any additional interventions in literacy and numeracy will be assessed to ascertain progress using standardised assessments. Students attending other intervention groups such as social skills or emotional resilience will have their progress monitored via student voice questionnaires and behaviour and reward points.

2.8 Other support

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that a Common Assessment Framework (CAF) is needed where several agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP and we will work together with them to ensure that the most appropriate support is sought. Some services are universally provided by Wiltshire Local Authority, which are described on the Local Offer website (see website address below). Including: EMTAS – Ethnic minorities and travellers achievement service; Hearing Impairment Service, Visual Impairment Service, Local Authority SEND Advisors, CAMHS, SENSS and the Educational Psychology Service.
<http://www.wiltshire.gov.uk/localoffer/localoffersendservice.htm>

2.9 What we do to Support Learners

First and foremost every subject teacher is responsible for teaching all students in a way which meets their needs. There is an expectation that Quality First Teaching is the first response in meeting the needs of all students. This is a strong base and firm belief within our school and as such is reflected in a range of training opportunities and sharing of good practice for all staff, throughout the school year for SEND in general and in more specific needs.

Information about the additional needs of all students is linked to teacher's registers, giving them the information they need to support their planning and appropriate interventions, such as differentiation, room plans and specialist resources. Differentiation within the lesson may include: adapting language, giving choices of tasks, grouping of students, questioning and exploring ways to ensure that students are challenged in a safe way allowing their strengths and successes to be celebrated.

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, tailored to meet their needs and is intended to enable access to learning and overcome the barrier to learning identified. The implementation of such support is achieved using a graduated approach of assess-plan-do-review, making sure provision is appropriate and effective.

Teaching assistants, where resources allow, are available in some identified lessons to ensure that a child is able to fully participate in the lesson and to develop independence skills.

Supporting SEND outside the classroom is sometimes required to help to narrow the gap in a child's learning or help overcome a barrier to learning. This intervention style of support can take a variety of formats: Yr. 7 Catch up literacy, Yr. 7 Catch up numeracy, Yr. 7 Paired reading, Yr. 8 & 9 Literacy and numeracy withdrawal, 1 – 1 or small group, including the A.R.R.O.W and SNIP interventions and Thinking Reading. Together with subject specific withdrawal, social skills support, anger managements and emotional resilience sessions as required.

The individual needs of students are taken into account when preparing for KS4 and the most appropriate curriculum is tailored for them. In exceptional circumstances this may mean, that a bespoke curriculum is put in place.

Some students find that their needs prevent them from being able to fully integrate during unstructured times at break-time and at lunch. We offer the use of the Room 1 and the Student Support area which are staffed areas supported by TAs. This support is designed to improve social development and communication skills. Usually students only use this support temporarily whilst they acquire the skills needed to be independent during unstructured times.

When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

2.10 Other Opportunities for Learning

We believe that all learners should have the same opportunity to access extra-curricular activities, either as part of the whole school curriculum or through our extensive after school enrichment programme.

2.11 Preparing for the next step

Transition is a part of life for all learners. This can be transition from primary to secondary school, to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. For students with an EHCP, and at the invitation of the parent or primary school, we will attend the Annual review in years 5 and 6. For all others who have already been identified by their primary school as needing additional support, the SENDCo will visit them at their primary school in the summer term of year 6. If there is particular concerns that a young person may find transition difficult, where appropriate, an enhanced induction programme will be arranged for them in order to make a successful start to their secondary school career. Senior leaders visit all Year 6 students at their primary school to support them in preparing for the transition and the SENDCo liaises with the feeder primary schools.

The SENDCo supports transition to 6th form schools, colleges and apprenticeships for students with additional needs, alongside any other relevant agencies involved. Planning begins for some students during year 10 and parents/carers and students are advised and guided through the process, from choosing the right provision for your child, the most appropriate course and practical information such as how to access support with transport. Students will be supported with advice and guidance from our Careers advisor and bespoke support may be offered.

For those with a high level of additional need, accompanied visits to local 6th forms and colleges can be arranged in order to build confidence and develop a positive relationship with staff at the proposed new educational facility. Information regarding the student is shared with the necessary teams; this includes any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. Students who have an EHCP will continue to have their progress closely monitored and annual reviews will be held.

2.12 Have your say on the development of our SEND provision

We welcome the views of parents and carers in helping to shape and develop provision for SEND learners. You are welcome to visit the school when your child is in years 5 and 6, not only at open evenings, but during the school day to really get a flavour of how the school works. Regular parent/carer forums take place with the Head of school and other senior leaders and we value your input in order to improve our practice and ensure that our students are progressing and achieving at school.

2.13 Complaints procedure

If you are dissatisfied with any aspect of the SEND provision your child is receiving, in the first instance, please contact the SENDCo, Ms Rideout. If your concerns are not resolved then further guidance can be sought through contacting Mr Burley, Head of school.