



SEN policy and information report

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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 pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Wombourne High School, we are committed to ensuring that all children receive high-quality teaching and make good progress irrespective of their level of need or the barriers to learning they might encounter.

We have high expectations in line with our core values of Hard-work, Positivity and Kindness for all our pupils and want them to have access to a broad and balanced curriculum that will enable them to achieve and be successful in school, fostering ambition and excitement for learning.

We will provide quality first teaching for all with appropriate scaffolding and support matched closely to the needs of pupils so that they have access to all areas of the curriculum and make good progress.

We want all children to be safe and healthy and enable them to make a positive contribution to the school and community, promoting self-worth and self-esteem.

To encourage effective cooperative relationships with pupils, families and outside agencies working together in the best interests of our children.

To promote early identification, assessment and implementation of provision for pupils with SEN.

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 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil 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 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.

4. Roles and responsibilities

4.1 The SENCO & Director of Inclusion

The SENCO is Mr M Ward

The Director of Inclusion is Mrs J Weaver

They will:

- Work with the Headteacher, Core Leadership Group and SEN governor 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' 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 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 pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- 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, Director of Inclusion and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their teaching groups
- 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 and Heads of Faculty to review pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN 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, 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 learning difficulties
- Physical disabilities

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers
- 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 pupil 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 pupil 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.

We will also identify SEN needs through:

- Transition arrangements.
- Parental concerns
- Information provided by external professionals such as Educational Psychologists

5.3 Consulting and involving pupils and parents

We will have early discussions with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SEN team will collate information about SEN pupil progress through the data system and carry out a clear analysis of the pupil's needs. This will draw on:

- Teacher assessments
- Teacher feedback on their experiences of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Depending on the level of need the SEN team will provide either a Learner Profile or a Personalised Student Learning Plan. These will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. SEN information for all SEN students is provided on their profiles on WISE and through the SEN Register. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Careers and transition support is provided for all pupils and tailored guidance is provided for SEN pupils where appropriate. For pupils with an EHC plan preparing for adulthood is in line with the relevant Local Authority guidance and Local Offer.

5.6 Our approach to teaching pupils with SEN

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

High-quality teaching is our first step in responding to pupils who have SEN. We promote high expectations for all. Teachers "teach to the top" and scaffold up to ensure that all pupils have access to a broad and balanced curriculum and have the opportunity to reach their full potential.

5.7 Adaptations to the curriculum and learning environment

We aim to offer excellence and choice to all our children whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision we respect the fact that children;

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire and assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils 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, modelling and other techniques.

Our site is accessible for students in wheelchairs or with restricted mobility and unisex accessible toilets are available. We have adapted facilities for practical work in Science and DT. For further information please consult our Accessibility and Disability Policy.

5.8 Additional support for learning

Where pupils require additional support either in lessons or in other interventions we have a dedicated team of teaching assistants who are trained to deliver interventions such as precision teaching and Lexia. Teaching assistants will support pupils either on a 1:1 basis where required by EHC Plans or in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Staffordshire, Wolverhampton, Dudley and Shropshire Local Authority SEND Teams
- South Staffordshire District SEND Panel
- CAMHS
- Dudley Educational Psychology Service
- Autism Outreach
- School Nursing Service

5.9 Expertise and training of staff

Our SENCO has 2 years experience in this role and holds the National Award in Special Educational Needs Coordination. He previously worked as a pastoral leader for 20 years. The Director of Exclusion is a Higher Level Teaching Assistant with an in depth experience of managing provision and organising intervention for pupils with a wide range of SEND.

We have a team of teaching assistants who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

Where necessary, the School seeks advice and support from Local Authority & NHS Services. Within this service there are:

- Vision Impairment
- Assistive Technology for Education Team
- Autism Outreach
- Hearing Impairment Team
- Occupational Therapy
- Physiotherapy
- Speech & Language Therapy

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using data analysis to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Some of our normal provision, residentials, school plays and school trips, have been cancelled this academic year due to Covid-19 restrictions.

We offer a wide range of extra-curricular activities and visits which are available to all our pupils.

Some clubs and school trips are limited to set numbers.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in special events including, sports days, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments and risk reduction plans are carried out to increase safety, when needed.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. Staff are aware of the importance of emotional wellbeing and work in creative ways with children and families to boost self confidence and increase social development. The majority of students respond well to whole class and school strategies but some require more personalised support or intervention, for example:

- Pupils with SEND are encouraged to be part of extra school activities
- Pupils with SEND are involved in pastoral interventions designed to promote teamwork/building friendships etc.
- Support from Key Workers through individual and small group work including
- Y7 Lunchtime and break Inclusion group

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We strive to work collaboratively with other agencies including Local Authority and voluntary organisations, health and social care bodies. We seek support for our students and families through referrals to a range of agencies. We keep our knowledge of relevant support opportunities current by attending half termly SEN Hub meetings.

5.15 Complaints about SEN provision

We always do our best to work with parents and carers to provide the best support possible for pupils. We are always happy to receive feedback from and actively seek this on a regular basis. If Parents or carers are dissatisfied complaints about SEN provision in our school should be made to the SENCO in the first instance. Where these cannot be solved informally they will then be referred to the school's complaints policy. Further details are available from the Headteacher's PA rhickman@wombournehighschool.co.uk

The parents of pupils 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

5.16 Contact details of support services for parents of pupils with SEN

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND)

- [Staffordshire](#)
- [Dudley](#)
- [Wolverhampton](#)

For legal advice relating to any SEND matter **IPSEA** is a national charity providing free and independent legally based advice to parents of children with all kinds of special educational needs (SEN)

- [IPSEA](#)

5.17 Contact details for raising concerns

For concerns relating to SEND please contact:

Mr M Ward mward@wombournehighschool.co.uk

Mrs J Weaver jweaver@wombournehighschool.co.uk

5.18 The local authority local offer

Our contribution to the local offer is through Staffordshire Local Authority. We work with the SEND services from each of our authorities depending on the home address of pupils.

- [Staffordshire Connects](#)
- [Dudley Local Offer](#)
- [Wolverhampton Information Network](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the school governing board **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy