

# The Wren School

## Special Educational Needs & Disability Policy



### Purpose and Background

Our vision for children with special educational needs and disabilities (SEN/D) is the same as for all children and young people – that they achieve well at school and lead happy and fulfilled lives.

The keys to good outcomes (for SEN/D students) are good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision. (*Ofsted: Special Educational Needs and Disabilities Review 2010*)

Students have special educational needs if they have a difficulty, which calls for special educational provision to be made for them e.g. which is in addition to, or different from, departments' differentiated curriculum plans. The Wren School regards students as having a SEN/D if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age; or
- Have a disability which prevents or hinders students from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the Local Authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of the student's home is different from the language in which they will be taught or because they have received poor teaching which has hindered progress.

Quality first teaching forms the foundation for SEN/D provision. All teachers are teachers of SEN/D students and are accountable for their achievement. Early identification of SEN/D needs is pivotal to ensure students achieve their aspirations. Additional provision must be tailored to individual students' needs and monitored and reviewed for impact on student achievement and wellbeing. Individual Student Profiles aid communication between wider stakeholders, providing clarity on their role in providing support. A 'skills based' approach to learning supports students in developing necessary skills for further education, employment and independent living. This policy has been based on consideration of statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted.

### Policy objectives

We will ensure that:

- Headteacher, staff and governors will draw up and report annually to parents/carers on the policy and effectiveness of the school's work for students with SEN/D;
- Teachers are aware of the importance of early identification and of providing quality first teaching for SEN/D students whom they teach; Quality first teaching is that which is personalised and differentiated effectively to meet the student's needs;
- SEN/D students achieve their best; become confident individuals leading fulfilling lives and make a successful transition into adulthood;
- The views of the students are sought and taken into account in decision making, focusing on the young person as an individual, not their SEN/D label;
- The views of parents/carers are sought and taken into account in decision making;
- Parents/carers, students and teachers are involved in regular reviews of students' progress using the "Plan, Do, Review" model as set out in the New Code of Practice;

- Partnership with parents/carers plays a key role in supporting their child's education and enabling them to achieve their potential. The Wren School will endeavour to support parents/carers through the process of transition and adjustment;
- SEN/D students are offered full access to a broad, balanced pathway;
- SEN/D students have full access to all school activities so far as it is reasonably practical and relates to the student's needs;
- We work in partnership with external agencies to meet the needs of the student;
- There is a smooth transition at each transition stage for the student;
- Funding is used effectively to meet students' needs.

## Management of policy

<b>School</b>	This policy is implemented and managed by the Headteacher, in consultation with the Assistant headteacher (Raising standards) and Special Educational Needs and Disability Co-ordinator (SENDCo)
<b>Governing body</b>	The Governors' Achievement and Curriculum Committee approves and reviews this policy annually
<b>Approval</b>	The policy was approved on 22 November 2018
<b>Next review due</b>	November 2019

## Associated policies

Learning and teaching  
Behaviour  
Equal Opportunities

## Practice and procedures

### We will:

- Inform the student's parents/carers that special educational provision is being made for them because they have SEN/D (see definition below);
- Ensure that parents/carers have knowledge about the SEN/D provision that The Wren School makes and are involved in progress reviews and the allocation of funding;
- Ensure that parents/carers are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEN/D;
- Ensure that teachers are aware of the importance of identifying, and providing for, those students who have SEN/D;
- Ensure that teachers at The Wren School receive appropriate training for providing for the needs of SEN/D students;
- Ensure that a student with SEN/D joins in the activities at The Wren School together with students who do not have SEN/D;
- Publish an offer of SEN/D provision in line with the local authority (LA) offer;
- Have a written SEN/D policy.

## Identification, Assessment and Provision

### Graduated response

We will adopt a graduated response to meeting SEN/D that requires the initial use of classroom and The Wren School resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having SEN/D, we will intervene initially to provide appropriate changes to the curriculum and/or specialist intervention to narrow the gap and

ensure expected progress is made. The effectiveness of intervention will be reviewed 6 weekly by the person who has initiated the intervention. This might be any one of a number of professionals including, but not limited to, the subject teacher, form tutor or Head of Year. The review will involve the analysis of relevant progress data and discussion with SENDCo, teachers, parents/carers, student and or specialist.

### **Early Concerns**

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. The SENDCo will work with teachers to ensure quality first teaching and training on identification.

### **Four areas of special educational need & disability:**

1. Communication and interaction;
2. Cognition and learning;
3. Social, mental and emotional health;
4. Sensory and/or physical.

### **Statutory Assessment of SEN/D (Educational Health Care Plan (EHCP))**

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions and involvement of outside specialists, a request may be made to the LA for Statutory Assessment.

This will decide the nature of the provision necessary to meet the student's SEN/D. If this cannot reasonably be met by The Wren School, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Reading Borough Council, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The Wren School's action through intervention;
- Provision map;
- Records of regular reviews and their outcomes;
- The student's health including the student's medical history where relevant;
- Attainments in literacy and mathematics national tests;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents/carers and of the student;
- Involvement of other professionals for example involvement by the social services or education welfare service.

### **Assessment, Planning and Review**

#### **Individual Student Profiles**

IEPs have been replaced with an Individual Student Profile. These documents:

- Detail a student's additional needs;
- Provide strategies for inclusion;
- Are reviewed at least three times per year.

#### **Provision mapping**

Paragraph 6.76 of the SEND Code of Practice explains that a provision map is:

*an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.*

Provision maps provide:

- An overview of the programmes and interventions used with different groups of students;
- A basis for monitoring the levels and effectiveness of intervention.

## **Review Process**

Provision maps are reviewed termly, with input from the student, parent/carer, teachers, learning assistants and outside agencies. Students with an EHCP (Statement) are set short term targets, which have been established after consultation with the parents/carers and the individual student and include targets identified in the EHCP (Statement). These targets will be set out in the provision map and will be implemented, at least in part and as far as possible, in the normal classroom setting. All EHCPs (Statements) will be reviewed annually with the statement review taking place in school. The parents/carers, the student and involved professionals will be invited to consider the progress made by the student in achieving targets set and whether any amendments need to be made to the EHCP (Statement). Students participate in their Annual Reviews by:

- Attending their review meetings;
- Offering their opinion and advice in the setting of targets;
- Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.

The SENDCo will then discuss the outcome of the review and inform the LA representatives. At the Annual Review at the end of Key Stage 4 the aim should be to give clear recommendations as to the type of provision required Post 16.

## **Student Voice**

Students with an EHCP (Statement) are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies.

## **The Role of the Governing Body**

Governors have responsibility for the strategic overview and the implementation of the SEN/D Policy. The day-to-day management and organisation of SEN/D at The Wren School is the responsibility of the Headteacher and SENDCo, in conjunction with the support of colleagues. Governors will make sure that they are fully involved and will undertake review and monitoring of The Wren School's SEN/D Policy. All governors will ensure that they are up to date and knowledgeable about The Wren School's SEN/D provision, specifically through Teaching and Learning Committee and termly Link visits.

## **The Role of the SENDCo**

- In collaboration with the Headteacher and Board of Governors, determining the strategic development of the SEN/D policy and provision at The Wren School with the ultimate aim of raising the achievement of students with SEN/D need;
- Collaborating with SENDCos in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support;
- Liaising with and advising colleagues on all matters relating to SEN/D;
- Contributing to the continuing development and training of school employees;
- Overseeing the review and maintenance of EHCPs (Statements) and records for all SEN/D students;
- Overseeing the day-to-day operation of The Wren School's SEN/D Policy;
- Co-ordinating provision for SEN/D students;
- Managing the SEN/D team of Higher Level Teaching Assistants and Teaching Assistants on a daily basis;
- Liaising with and advising colleagues on all matters relating to SEN/D;
- Organising and maintaining the records of all SEN/D students;
- Liaising with parents/carers of SEN/D students in co-operation with form and subject tutors, Teaching Assistants and others as appropriate;

- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

## Associated documents

Education brief

School development plan

SEN/D Code of Practice