



# SEN & Disability Policy

Ratified by the Governing Body – February 2018

## INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

A SEN Policy explains how a school will identify and support students with special educational needs (SEN) and disabilities.

This is the SEN Policy for The Wey Valley School.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a student has special educational needs (SEN) if:

- *'they have a learning difficulty or disability which makes it much harder for them to learn than other students of the same age; and they require special educational provision to be made for them'*.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as *'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'*

- More detail about SEN and disability can be found on [Dorset's Local Offer](#).

## **ROLES AND RESPONSIBILITIES**

The governing body ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. The Governor with oversight of the arrangements for SEN and disability at our school is: Lesley Mellor – who can be contacted via the school office. Contact details 01305 817000 or by e-mail [office@weyvalley.dorset.sch.uk](mailto:office@weyvalley.dorset.sch.uk) Our Principal, Ms Sara Adams has overall responsibility for SEN and disability at our school. Her duties towards students with SEN and disability include:

Our Special Educational Needs Coordinator (SENDCo) and Designated Teacher for looked after Children is Miss Julie Norris. Her day to day role may include:

- Overseeing the day to day operation of the schools SEN Policy
- Co-ordinating provisions for students with SEND including those who have an Education Health Care Plan
- Providing professional guidance to her colleagues and works closely with her team, staff, parents/carers and other agencies to ensure students with SEND are supported
- Advising on the Graduated Approach to providing SEN Support
- Advising on the deployment of the schools designated budget and other resources to meet pupil needs effectively
- Liaising with parents of students with SEND
- Liaising with other providers, feeder schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with key external agencies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential providers of education to ensure a student and their parents are informed about options and smooth transition is planned
- Working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act ( 2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Ensuring that the SEN Documentation is kept up to date – SEN Policy, SEN Information Report and Local Offer

Parents can contact our SENCO by: Telephone 01305 817074 or by e-mail at [norrisj@weyvalley.dorset.sch.uk](mailto:norrisj@weyvalley.dorset.sch.uk)

This policy was developed in consultation with:

Students with SEN and disabilities

Parents

Governors

All school staff

## **VISION AND AIMS**

The Wey Valley School wants all our students to feel welcome, valued and included in the school community. We have high aspirations for our students with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best.

We also want to help our students with SEN and disabilities to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our students with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

The views of our students and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all students can thrive
- be sensitive to individual students' needs and celebrate achievements
- enable each student to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve students in planning to support their SEN or disability
- work in partnership with parents to support children's learning and health needs
- Provide quality training for staff that enables them to support students with SEN and disabilities.

## **OBJECTIVES**

The Wey Valley School will do its best to ensure that the right provision is made for each student with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each student.

In implementing this policy, our goals are to:

- identify all students who have SEN and disabilities at an early stage

- ensure that students with SEN and disabilities have their needs met and that they make progress
- Work in line with the *Special Educational Needs and Disability Code of Practice: 0 – 25 years* (Jan 2015)
- provide support and advice to all staff who work with students with SEN and disabilities
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- ensure that students with SEN and disabilities join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting students with SEN and disabilities, ensuring that students and their parents are fully involved in decisions which affect them
- Ensure there is effective partnership working with outside agencies when appropriate.

## **ADMISSION ARRANGEMENTS**

The Wey Valley School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Our teachers are responsible and accountable for the development and progress of the students in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality
- regularly assessing our students' progress and targeting areas of difficulty
- adjusting work for students who need this.

As necessary needs can also be identified if:

- Concerns are raised by parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Parents/carers have concerns relating to their child's learning - please initially discuss these with your child's tutor or subject teacher. This then may result in a

referral to the schools SENDCo for further advice. Miss J Norris can be contacted on 01305 817074 or [norrisj@weyvalley.dorset.sch.uk](mailto:norrisj@weyvalley.dorset.sch.uk)

- Parents/carers may contact the SENDCo or Principal directly if they feel this is more appropriate. All parent/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision by the school
- Observation of the student indicates that they have significant additional needs
- A student asks for help.

If a student continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need.

To do this we will:

If a Learning concern:

- Conduct a Reading / Comprehension Test
- Spelling Test
- Lucid Rapid Test – which is a screening test to establish the probability of students having Dyslexia
- Interview the student 1:1 to establish how they feel
- Ask subject teaching staff to complete a Round Robin about the student targeting specific areas of development and concern
- Use the latest snapshot data about the student

If a Pastoral concern

- Interview the student 1:1 to establish how they feel
- Conduct Thrive Assessment if necessary with the agreement of the parent / carer

This is a process involving the class teacher, SENDCo, parents and the student.

If it is decided that a student has SEN and requires special educational provision (provision that is additional to and different from that which is available to other students at the school) they will be added to the SEN record under the category of SEN Support. Parents will be informed in writing when this happens. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities.
- We will involve parents in decisions about the support to be provided for their child by:
  - telephone calls
  - meetings
  - letters
  - Inclusion Provision Maps if the student is on the Code of Practice at SEN Support
  - Annual Reviews if the student has an EHC Plan

The Wey Valley School will support most students with SEN at SEN Support. However, some students with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the Head of Year/ SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. The Wey Valley School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial to the student.

Further details about the assessment process and EHC Plans can be found on [Dorset's Local Offer](#).

Sometimes other factors can affect a student's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

## **SUPPORTING STUDENTS WITH SEN AND DISABILITIES**

At The Wey valley School we use the "Assess, Plan, Do, Review" approach to support students with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the student and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the student's needs; listening to the views of the student and their parents, and other professionals as we do so
2. Plan - the teacher and our SENDCo will plan the support needed, involving the student and their parents. A review date will be agreed
3. Do – our SENDCo will help the class teacher to support the student. They will think about the student's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the student and their parents will decide how effective the support has been. We will then adapt the support in light of the student's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Consultation with external agencies is sought after the collation of data and meetings between the key members of staff who know the student, these may as part of the Pupil Support Panel or student specific meetings. Inclusion Provision Maps are reviewed and updated by the SENDCo each term, Readmission Agreements following exclusion are reviewed by the Head of Year using the time frame directed on the agreement, Pupil Support Plans are written and then reviewed at the Pastoral Support Panel meetings which take place once a fortnight but review the PLP's every 6 weeks.

Additionally, students with EHC Plans have an Annual Review held at the school, each year. The student, their parents and any relevant professionals are invited to this. Annual Reviews at The Wey Valley School are person centred and focus on the student's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- Consider whether the EHC plan is still needed.

For students in Year 9 and above, there is a specific focus on preparing for adulthood. This includes thinking about:

- further or higher education (e.g. college, an apprenticeship or university)
- employment
- independent living x participating in society
- being as healthy as possible in adult life.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on [Dorset's Local Offer](#).

## **COMING OFF THE SEN RECORD**

A student will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any

issues arise. Some students may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the student no longer requires the special education provision within it, we will continue to monitor the student's progress using the school's tracking systems.

## **TRANSITION ARRANGEMENTS**

The Wey Valley School is committed to ensuring that parents / carers have confidence in the arrangements for students entering the school, progressing through year groups and when transferring to their Post 16 placement.

A number of strategies are in place to enable effective students' transition. These include:

### **On entry:**

- A planned introduction programme is delivered in the Summer term of Year 6 to support transfer for students starting at The Wey Valley School in the following September. A more personalised programme may be offered for those students who are identified as needing greater support for the transition
- Parent/carers are invited to a meeting at the school on the evening of the Year 6 / 7 Transfer Day and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo is available to meet with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be addressed prior to entry. The SENDCo will attend Annual Reviews where possible of those Year 6 students who have applied for a place at The Wey Valley School
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns if SEND needs have been identified. This meeting may also involve relevant Heads of Year.

### **Post 16:**

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 <http://preview.tinyurl.com/mn5muuo> this places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- Ansbury Guidance, Mr P Norman, Vice Principal and the year 11 Year Office – supports students with their option choices for Key Stage 4, post 16 education and any other vocational pathways
- Parents/carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has a Statement/ EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

## **TRAINING AND RESOURCES**

The Wey Valley School aims to keep all staff up to date with relevant training, in relation to the needs of students with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENDCo and senior leadership team ensuring that training opportunities match school priorities. The SENDCo will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support students with specific medical needs and will be arranged with relevant medical professionals.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **LINKS TO OTHER INFORMATION**

This policy closely links with other policies, plans and information produced by The Wey Valley School and these are outlined below.

## Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled students
- b) improve the physical environment of the school to increase access for our disabled students and
- c) make written information more accessible to our disabled students by providing information in a range of different ways.

Our Accessibility Plan can be found on the schools web site within the Policy menu.

## Supporting students with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting students at school with medical conditions* (Dec 2015), The Wey Valley School makes suitable arrangements to support all students with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting students with medical conditions and managing medicines' policy can be found on the schools web site within the SEN and Disabilities menu..

## SEN Information Report and Local Offer

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for students with SEN and disabilities at The Wey Valley School. You can find all this information on our school website.

Information about our school can also be found on our record on the [Family Information Directory](#), part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on [Dorset's Local Offer](#).

## **MONITORING AND EVALUATION**

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported students with SEN and disabilities.

This policy will therefore be kept under regular review but it will be fully updated every three years.

Students with SEN and disabilities and their parents will be involved in this process by: evaluation of the policy through a student and parent focus group. Others involved in this process will include: governors and staff.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our students, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for students with SEN and disabilities
- success towards outcomes included on SEN Support and EHC Plans
- external evaluations or inspections.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should initially contact the Head of Year for their child. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENDCo (Miss J Norris - 01305 817074 or by e-mail at [norrisj@weyvalley.dorset.sch.uk](mailto:norrisj@weyvalley.dorset.sch.uk) or the Principal (Mrs C. Watson-01305 817064) or by e-mail at [watsonc@weyvalley.dorset.sch.uk](mailto:watsonc@weyvalley.dorset.sch.uk)

Further details can be found within our Complaints Policy which is available on our website.

Agreed by the Governing body

Date:

Signature:

Chair of Governors