

Special Educational Needs and Disability policy and Information Report

Wapping High School



Policy Reviewed	Ratified	Ratified By	Next Compulsory Date
June 2017	July 2017	WHS Governing Body	Review June 2018
June 2018	June 2018	WHS Governing Body	Review June 2019
March 2020	March 2020	KC, JK	March 2021
April 2021	April 2021	KC, JK	March 2022
March 2022	March 2022	WHS Governing Body	March 2023
October 2022			

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1. Aims

Wapping High School (WHS) is fully committed to inclusion and we aim to achieve maximum inclusion of all learners whilst meeting their individual needs.

WHS believes that:

- All students should have access to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem
- Every teacher is a teacher of SEND and has a responsibility for provision for these students
- Every student identified as having SEND wherever possible, is educated alongside their peers within the mainstream curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs
- Like all young people, those identified as having SEND are individuals with a variety of learning styles, strengths and needs. They are not a distinct or homogenous group and may have much in common with young people not identified as having SEND.
- A young person with SEND is understood by the Code of Practice (2014) as being a student that either has a significantly greater difficulty in accessing the curriculum than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age. In all cases, such needs also arise from the interaction between the child and the learning environment. Assessment of SEND must take account of this.
- It is important that teaching staff maintain high expectations of all young people inclusive of those with SEND and provide opportunities to achieve and demonstrate success. Learning difficulties can be temporary and can be minimized by appropriate teaching methods.
- Teaching approaches which help young people with SEND access the curriculum are often useful for many other children as well.
- Young people with SEND may require additional resources in order to ensure they have full access to the curriculum.
- A young person should not be considered to have SEND merely because he or she is in the early stages of learning English. However, some bilingual children also have learning difficulties. Due to the cohort of students at Wapping High School it is especially important that bilingual young people with SEND are identified early and appropriate support provided. It is necessary to use a variety of identification and monitoring approaches. In addition, displays of poor behaviour do not necessarily mean that there is a special educational need, it may indicate that further investigation/assessment is required. The views of parents and of the young people themselves are sought and used in assessing and meeting needs, in reviewing progress made and in evaluating SEND provision in the school.

The aims of Special Educational Needs and Disability (SEND) team at WHS aims:

- To identify and assess learners with SEND as early and thoroughly as is possible
- To fully involve parent/carers and students in the identification, assessment and delivery of SEND provision and to strive for close co-operation between all stakeholders
- To encourage high levels of aspiration and achievement for all students with SEND
- To meet the needs of all students experiencing SEND/Additional Needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To remove the barriers to learning and participation that hinder or exclude students with SEND

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 coordinators (SENCOs) and the SEN information report

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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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

The SENCO is Will Overill (willoverill@wappinghigh.org)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 (LA) 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 SEND up to date

4.2 The SEND team

Nicola Manley	Higher Level Teaching Assistant	SLCN, ASD, Reading Intervention, ASDAN
Joel Edmund	Higher Level Teaching Assistant	SEMH, studying for ELSA programme
Saria Mazhar	Learning Support Assistant	Maths specialism
Muhammad Sabbir Ah...	Learning Support Assistant	Literacy specialism
Nisha Pillai	Learning Support Assistant	Literacy specialism

4.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

4.3 The headteacher

The Executive Headteacher and Head of School will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 to review each 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/severe/profound and multiple learning difficulties

The school's commitment to mainstream inclusion means that any available support from the SEND team will seek to adapt classroom work for targeted students in class.

5.2 Identifying pupils with SEND 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. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- 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 SEND.

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.

Class teachers are able to make a referral to the SENCo via WHS Send referral form, which is permanently available in the weekly staff bulletin.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision and a referral to our Educational Psychologist. 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND 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 class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- 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

The assessment 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. 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.

Students with EHC plans have targets relating to preparation for adulthood completed from Year 9.

WHS prioritises students with EHC plans for Careers interviews in conjunction with staff from Tower Hamlets. A representation from Tower Hamlets Careers Advisory Service is sought for Annual Reviews for EHC students.

5.6 Our approach to teaching pupils with SEND

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. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Reading interventions for students in years 7 and 8
- SLCN intervention for EHC students
- ASD interventions
- Enrichment opportunities for students with SEMH such as: Princes' Trust and Social Skills
- Staff are currently training for the ELSA programme to deliver high quality interventions for students with SEMH
- Bedrock accounts to allow students access to literacy interventions inside and outside of school

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' 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, etc.
- Sharing lesson materials on google slides via google classroom
- Referral to an external assessor for consideration of Access Arrangements for GCSEs: 25% extra time and a scribe for example

5.8 Additional support for learning

We have 5 teaching assistants who are trained to deliver interventions such as ASDAN, The Princes' Trust and the forthcoming ELSA programme.

Teaching assistants will support pupils on a 1:1 basis when students with EHC plans or at SEND support need further adaptation in the classroom

Teaching assistants will support pupils in small groups when teachers plan for group work, such as a small group in class for Maths.

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

- Educational Psychology Service
- Phoenix Outreach
- Speech and Language Service
- Tower Hamlets Support for Learning Service
- Child and Adolescent Mental Health Service (CAMHS)
- Tower Hamlets' Careers Advisory Service

5.9 Expertise and training of staff

Our SENCO has 6 years' experience in this role and has worked as SENCO, DSL and Inclusion Lead in WHS for 6 years..

They are allocated 6 hours a week to manage SEN provision. In addition, every week there is protected time for a SEND surgery available for parents to book in an appointment to meet the SENCO.

We have a team of 5 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. Training has included SEND such as : Autism, Dyslexia, Quality First Teaching, SLCN and staff have access to webinars from the National College to further their own understanding of needs.

In the last academic year, one HLTA has been trained in ASDAN and another in delivering the Princes' Trust, to complement our curriculum offer.

We use specialist staff for support for:

- ASD students
- SLCN
- assessment of SEND needs.

5.10 Securing equipment and facilities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are expected to take part in an enrichment activity

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing those students on the SEND and Additional Needs register, with pastoral staff.
- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- creating an exemplar piece of work for a student with an EHC, to highlight effective strategies (student impact tracker) that is shared with teachers

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All students are encouraged to go on our international trips.

All students are encouraged to take part in sports day and other off site sporting activities representing the school e.g. football matches and athletic events.

No student is ever excluded from taking part in these activities because of their SEND.

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- The school will follow its' Anti-Bullying policy to ensure that the rights of disabled pupils are upheld and to remain inclusive in activities, trips and school life, to prevent them being treated less favourably than other pupils
- WHS has step free access via reception and a lift to access every floor.
- There are also a disabled toilets available which are adapted with handrails and a personal care area. In this toilet there is an emergency cord to notify external support, following an issue that occurs inside the toilet.

- WHS Accessibility Plan is available to view via the school's website.

5.13 Support for improving emotional and social development

WHS takes note of the guidance in Keeping Children Safe in Education (KCSIE) and further detail of support can be found in WHS Child Protection and Safeguarding policy as to how the school regards SEND students vulnerability in their understanding and risk of abuse from other students. WHS also takes note of the barriers to reporting that some SEND students may face in challenging circumstances. Every student with an EHC plan has a key worker who makes a weekly phone call to the parent to keep in touch and share feedback, providing a regular opportunity to share any concerns.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of an enrichment of their choice to promote teamwork/building friendships
- Learning Mentors work with students at risk of exclusion, taking note of the vulnerability pertinent to students with additional needs.
- The school will always look to differentiate its Attitude to Learning policy to avoid suspension, instead offering respite and strategies through our Learning Support Unit.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works with external agencies to provide a full and detailed picture of a student's additional needs and how these may impact on themselves and their families.

For example the school will liaise with School Nurse, Learning Advisory Service for students with hearing impairment to identify and support students' needs and to share information.

Where it is deemed necessary to liaise with childrens' social care or Early Help, any additional needs are shared and considered in any outcomes planning.

External mentoring agencies such as Reach Out and Osmani Trust are inclusive organisations who include all students if they apply or are referred. WHS may select or actively encourage students with SEMH needs to be included in such interventions.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO Will Overill (willoverill@wappinghigh.org) in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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:

- Suspensions
- 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 SEND

Tower Hamlets detail support for families with students who have additional needs as part of their local offer: <https://www.localoffertowerhamlets.co.uk/>

Parents are made aware of the support provided for families via Tower Hamlets SEND information, advice and support service (SEND IASS).

SEND IASS is a self-referring service which offers advice, information and support to parents or carers of children and young people with special educational needs and disabilities (SEND) from birth to 25 years old.

Parents and carers are also encouraged to discuss concerns with any member of the SEND team, for signposting to further support.

5.17 Contact details for raising concerns

Parents/Carers are able to contact the SENCo via email: willoverill@wappinghigh.org or by appointment at the school.

5.18 The local authority local offer

The local offer from Tower Hamlets is published here: <https://www.localoffertowerhamlets.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Will Overill **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:

- Child Protection and Safeguarding policy
- Accessibility plan
- Behaviour for Learning policy
- Single Equalities policy
- Administration of Medicine policy