

Special Educational Needs and Disability Policy

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Contents

1. Aims	2
2. Legislation and guidance	4
3. Definitions	4
4. Roles and responsibilities	6
5. SEN information report	8
6. Monitoring arrangements	18
7. Links with other policies and documents	18
Appendices	19

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

SEND team

Name	Title	Key responsibilities
Will Overill	SENCo	Implementation of SEND policy Timetable for support Referrals and work with agencies Annual Reviews Access Arrangements Provision mapping
Nicola Manley	HLTA	ASDAN Eiklan Lead Social skills intervention Maths intervention KS3 SLCN lead Talking Mats Therapy lead Circle of Friends Inclusion IEP lead

		Support for students on SEND register
Joel Edmund	HLTA	SEMH lead SEMH intervention Princes' Trust IEP lead Support for students on SEND register
Saria Mazhar	LSA	Maths specialist Maths intervention KS4 Support for students on SEND register
Muhammad Sabbir Ahmed	LSA	Support for students on SEND register
Muhammad Alim	LSA	EAL lead LSA Support for students on SEND register
Sumeet Pal	LSA	Support for students on SEND register
Jake Kemp	SEND governor	
Marie McMahon	SEND governor	

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

WHS is committed to the following aims:

- To ensure full entitlement and access for all Learners to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem
- To educate young students identified as having SEND wherever possible, 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
- 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 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
- To provide equal opportunities for all students
- To ensure the curriculum is suitably differentiated to meet the needs of all students
- To ensure that an inclusive environment is created and fostered where all members of the Wapping High School community respect and care for each other
- To ensure that teachers and support staff in the individual school are aware of the importance of identifying and providing for those students who are identified as having 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 co-ordinators (SENCOs) and the SEN information report

3. Definition of Special Educational Needs and Disability (SEND)

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 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 post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Broad Areas of Need

The Code of Practice 2015 identifies four broad areas of need: **communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical**. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

List of SEND categories

- **Communication and Interaction**
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- **Cognition and Learning**
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

- **Sensory and/or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Will Overill

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 co-ordination 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 governor

The SEN 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 SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND 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 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 SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

Our SEND team works with external agencies to support a range of needs in the classroom, 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

There is no specialist provision or unit for any particular SEND need, the small school model means that strategies are shared with staff to support students with a diagnosis or no specialist assessment for in class quality first teaching. Staff are encouraged to identify and report students whose academic or other needs are inhibiting their progress using a SEND referral form.

5.2 Identifying pupils with SEND, assessing their needs and reviewing progress

SEND Support

When a student is identified as having SEND WHS will take action to remove barriers to learning and put effective special educational provision in place. WHS SEND support follows a four-part cycle through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach and involves: **Assess, Plan, Do, and Review** as highlighted in the SEND Code of Practice (May 2015).

Assess

- Clear analysis of pupils' needs
- Standardised assessments, teacher assessments, previous progress and attainment

- Development in comparison to their peers and national data
- Views and experiences of parents, the pupils own views and, if relevant, advice from external support services
- WHS takes seriously any concerns raised by a parent and these will be recorded and compared to our own assessment and information on how the pupil is developing.
- Assessments will be reviewed regularly and WHS will liaise with outside professionals to help inform the assessments. Where professionals are not already working with school staff a member of the Pastoral Team will contact them if the parents agree

Plan

- Parents are informed that SEND provision will be made available for their child at induction depending on individual need
- WHS staff, parents and professionals (where appropriate) agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour which is then reviewed termly
- All staff are made aware of pupils' SEND, the support provided and teaching strategies that are advised
- Parents are invited to the 'structured conversation' 3 times a year to keep them informed of provision, set/amend outcomes and review effectiveness

Do

- Class or subject teachers work closely with LSAs, the SENCo and specialist staff e.g. Phoenix Outreach Team (for autism) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The SENCo supports subject teachers in an assessment of the student's strengths and weaknesses and advises on the effective implementation of support. Student voice is encouraged and valued as contributions to Learning Passports which are available for all staff.

Review

- Support arrangements are reviewed regularly alongside analysis of support, interventions and their impact on the student's progress
- Student and parents'/carers' views are sought to inform any review of provision
- The impact and quality of the support and interventions is evaluated regularly and informs planning for the next steps – e.g. in class logs for students are reviewed at the end of each term and shared with parents/carers

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.

Review of SEND students

- Middle leaders meet with the Senior Leadership Team to monitor and evaluate the progress of all learners and to make strategic decisions regarding intervention.
- The Heads of House and SENCo meet weekly to review and identify any immediate pastoral concerns of vulnerable students, including those with SEND and to decide on the school's provision or referrals to external agencies.
- Once a term the Heads of House and SENCo meet to review the support in place for vulnerable students, including those with SEND at an Inter Service Panel (ISP) meeting.

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. 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 and added to the SEND register.

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.

Annual reviews for Year 9, 10 and 11 students detail how the student will be supported in preparation for adulthood. This will include careers interviews and support for work experience.

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 SEND. This involves planning differentiation strategies and providing useful feedback to help these students make progress. Subject teachers are responsible for making appropriate provision and knowing the targets on any IEP for those on the SEND register. They are asked to contribute to reviews of progress, Annual Reviews of EHC plans and to the formulation of the new IEPs.

- Middle Leaders are responsible for SEND within their schemes of work.
- Teachers are responsible for the delivery of schemes of work ensuring the learning needs of SEND students are met through quality first teaching.
- Learning Support Assistants (LSAs) are responsible for supporting a student's access to the curriculum and providing opportunities for students to reflect on their learning using in-class logs, sharing this feedback with other staff and parents/carers.

How do Teachers/Learning Support Assistants support students with SEND?

All staff at WHS are teachers of SEND and are aware of their responsibilities towards all learners. They are aware that they are role models and must show a positive and sensitive attitude towards all learners at all times. Our objectives are:

- To make special needs identification, assessment and provision the responsibility of all members of staff.
- To ensure SEND Students move from dependency to independence.
- To recognise the spectrum of need within the school and that it must be met on an individual basis (differentiation).
- To ensure that all students are engaged in learning activities appropriate to their abilities.
- To develop the curriculum in order to ensure access for students with special needs as well as enhanced learning opportunities for all students.
- To ensure that systems are in place to monitor the individual learning needs of all students and meet their needs accordingly.
- To recognise the achievements of students with special needs and so build their self-esteem and status among their peers.
- To encourage students to monitor and take responsibility for their own learning and behaviour.
- To develop a proactive approach to special needs which build on students' strengths: a Can Do ethos.
- To encourage cross-curricular links in order to develop the curricula and better meet the needs of individuals (Differentiation).
- To forge and maintain inclusive relationships with parents and carers.
- To narrow the gap between students with different types of SEND and their peers.

We will also provide the following interventions:

- ASDAN course for students as an option choice
- Princes' Trust as an enrichment
- social skills group as an enrichment choice
- maths intervention
- reading intervention in years 7 and 8
- mentoring programmes with external agencies such as Osmani Trust

5.7 Adaptations to the curriculum and learning environment

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 fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 2 Higher Level Teaching Assistants (HLTAs) who are trained to deliver interventions such as: ELKLAN (SPLD), Talking Mats, Circle of Friends and ASDAN

Teaching assistants will support pupils on a 1:1 basis when their additional needs require specialised support - for example needs expressed in an EHC plan, behaviour becomes dysregulated and the use of time out is required.

Teaching assistants will support pupils in small groups when for example directed by a classroom teacher, or for reading interventions .

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

- Educational Psychology Service
- Phoenix Outreach
- Speech and Language Service
- CAMHS

Please note that this is not an exhaustive list.

5.9 Expertise and training of staff

Our SENCO has six years of experience in this role and has worked as an Inclusion lead and Designated Safeguarding lead as additional responsibilities in the role of Assistant Headteacher..

We have a team of 6 teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Quality First Teaching, Metacognition, Cognitive Diversity and every member of staff has access to the National College platform so that they can access bespoke training including SEND.

We do not have any specialist staff in the team, so refer to our Educational Psychologist for further assessment and strategies where parents/carers and staff have concerns over a student's additional needs.

5.10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans

5.11 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 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.

5.12 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Princes' Trust and/or social skills enrichment activities.
- 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.

5.13 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.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

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

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

5.16 Contact details for raising concerns

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

5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.localoffertowerhamlets.co.uk/>

Parents and carers can contact TowerHamlets&city.SENDIASS@towerhamlets.gov.uk for enquiries relating to SEND.

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:

- Accessibility plan
- Attitudes to Learning policy

Appendices

Admission Arrangements and information about WHS.

We follow LBTH admission procedures and welcome young people identified as having a range of SEND. For students with an EHCP, the SENCo is actively involved in ensuring appropriate resources and transitional arrangements are in place so that a student's difficulties are minimised at the point of entry to the school. These arrangements include making provision for students with identified social, mental, emotional health difficulties who are at their most vulnerable during times of change.

SEND students are taught alongside other students in a mainstream setting. The school does not have specialist provision to cater for individual needs and works in partnership with external agencies to inform Quality First Teaching as defined in the SEND Code of Practice (2015).

Open plan learning environment

In line with its ethos, the school building is totally open plan, and the flexible learning environment thereby provides the opportunity for changing groupings and staffing arrangements. The school aims to provide excellence in education, by empowering students and giving them increased freedoms to direct their own learning and acquire knowledge in preparation for life in a global society.

In this college-like environment with no classroom doors, students are expected to take significantly greater responsibility for their behaviour and learning so as to ensure that all students can make progress and learning is not compromised by low level disruption. There are no bells to indicate transition times and as such students have to be excellent in their personal organisation and resourcefulness.

The school environment comprises five floors with 15 classrooms or learning spaces. Of these 7 classrooms have doors and relate to Design & Technology, Science and Music. Given the school's location and facilities, most PE provision takes place off-site and students must walk to public facilities.

Referral form for SEND

Here is the link for staff to refer a student whom they consider to have additional needs.

[Wapping High School SEND referral form](#)

Learning Passport proforma

Learning Passport	
Name:	Year Group:
I would like you to know that...	
This means that...	
I find it difficult to...	
It would help me if you could...	
I will help myself by...	

Additional support...
Data/information...