

WYVERN COLLEGE POLICY NUMBER 16 SPECIAL EDUCATIONAL NEEDS

PURPOSE

This document describes how Wyvern adopts 'a whole college approach' to help each student experience success and reach their potential by providing high standards of education and care. Wyvern staff are committed to the inclusion of all students, irrespective of ability, race, gender or need, all are respected and valued as individuals, so they can achieve optimal educational outcomes.

We therefore:

- ❖ Offer opportunities to allow students to develop their talents and to provide equality of education and opportunity for students with special educational needs and disabilities (SEND).
- ❖ Value every individual and celebrate their achievements
- ❖ Identify and respond to individual needs
- ❖ Identify and overcome potential barriers to learning
- ❖ Offer an Inclusive curriculum with enrichment so all students are fully involved in all aspects of the life of the school.

RATIONALE

Wyvern is committed to ensuring that all students regardless of their circumstances are given equal opportunities to develop their potential, achieve positive outcomes and feel valued members of the college community.

This policy aims to:

- ❖ Describe and promote the college's philosophy on special educational needs and disabilities
- ❖ Confirm that, the education of all students, including those who may have special educational needs and disability, is the shared responsibility of the whole staff.
- ❖ Reinforce that all teachers are teachers of special educational needs. Every teacher is accountable for the progress and development of all students in their classes even where students access support from Teaching Assistants or specialist staff. (Code of Practice 2014: 6.36)

Teaching and supporting students with SEND is therefore a whole college responsibility requiring a whole college response. Wyvern does not have a specific SEND team; every member of staff is part of the SEND team. Meeting the needs of students with SEND requires partnership working between all those involved – Wyvern staff, parents/carers, students, Specialist Teacher Advisors, Local Authority (LA), children's services, and all other agencies.

PHILOSOPHY

Our philosophy is based on the belief that all students are of equal worth and should have an entitlement to equal opportunities. An underlying principle that informs the college's SEND Policy is that of inclusion. Quality First Teaching is that which is differentiated to meet the needs of the majority of students. Every student has the right to a broad, balanced and relevant education and is able to access the full range of the curriculum. The school welcomes diversity and seeks to help each student reach their full potential.

Definition of Special Educational Needs and Disability (SEND):

In accordance with the Special Educational Needs and Disability Code of Practice 2014 (Department of Education), a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age. A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches, differentiated approaches to curriculum materials, and /or a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy
- Presenting persistent and considerable emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually implemented.
- Poor communication or interaction, requiring focused interactions and modifications to access the learning.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

The staff and trustees of Wyvern will also work to enable all SEND students to develop their potential and include them within the college community and support them to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole college approaches toward the learning, progress and achievement of SEND students. In line with the Code of Practice 2014, (6.1): All students at Wyvern are entitled to an education that supports them in making progress so they:

- ❖ Achieve their best
- ❖ Become confident individuals living fulfilling lives, and
- ❖ Make a successful transition into adulthood whether into employment, further or higher education or training

AIMS OF POLICY

The SEND policy seeks to support the college's Vision and Values by recognising the need to provide the structure for a student-centred process that engages students, families, college and other professionals in planning for and implementing high quality, needs led provision that is consistent across the college.

Wyvern will support students to access the same opportunities for learning and social development achieving progress, developing their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or attainment, because of everyone working together.

The aims of this special educational needs policy are:

- To assist Wyvern in complying with the requirements of the Children's and Families Act 2014, The SEND Code of Practice 2015 (Updated) and other statutory guidance.
- To meet the duties and responsibilities towards students with disabilities and comply with the Equality Act of 2010 duties.
- To ensure that staff are aware of the school's policy and implement it consistently, in order to promote continuity of approach and progress.
- To enable students with SEND to be identified early as possible.
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- To train and support all school staff to meet identified student-needs through efficient communication systems and Professional Development.
- To expect teachers and staff to monitor the progress of all students, as continuous monitoring of students with SEND by their teacher's will help them to reach their potential.
- To consider the view of the students with special educational needs and make reasonable adjustments.

- To work closely with parents, support agencies, other external agencies including those from Health and Social Care, to facilitate clear communications and the sharing of expertise in the best interest of the student.
- To set appropriate individual learning outcomes based on prior achievement, high aspirations and, where, practicable the views of the learner and family.
- To create a climate of inclusion valuing quality first teaching for all learners, with teachers using a range of effective differentiation methods, including class plans and reasonable adjustments. This will ensure that all students have access to an appropriately differentiated curriculum and that different needs are catered for and met.
- To share expertise and good practice across the college and local learning community.
- To make efficient and effective use of college resources.
- To provide curriculum access for all.
- Students with medical conditions will have a medical diagnosis but not all students with medical conditions will have special educational needs. Where students with medical conditions also have SEND, their provision will have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'.
- To provide appropriate information for parents regarding SEND provision in school publications, such as Local Offer, which is published on the school's website.

RESPONSIBILITIES

Provision for students with special educational needs is a matter for the college as a whole. In addition to the Governing Body, Head Teacher, SENCO, and all members of staff have important responsibilities. Wyvern does not have a specific SEND team; every member of staff is part of the SEND team.

The Governing Body

The Governing Body is committed to and follows the guidelines as laid down in the SEND Code of Practice (2014) to:

- a) Use their best endeavours to make sure that a student with SEND gets the support they need- this means doing all they can to meet students' special educational needs within the resources available
- b) Enable students with SEN to engage in the activities of the college alongside students who do not have SEN
- c) Designate a teacher to be responsible for co-ordinating SEN provision who has completed the National Award SENCo (**NASENCO**) as part of a statutory requirement - SENCO. - Cheron Macdonald.
- d) Establish provision of a high standard for SEND students
 - The Head teacher Ben Rule is identified to link with the SENCO and to review the work of the departments.
 - Have regard to the Code of Practice when carrying out these responsibilities
 - Be involved in developing and subsequently reviewing SEND Policy.
 - Expect all teachers in the college to be accountable for the progress and development of the students in their classes, including where students access support from teaching assistants and specialist staff.
 - Determine that the college has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
 - Report to parents on the implementation of the college's policy for students with SEND and ensure that individual parents have been consulted and involved regarding any additional provision for a student with SEND.
 - Prepare a SEN Information report and outline the arrangements for the admission of disabled students, the steps being taken to prevent disabled students from being treated less favourably than others, the facilities provided to enable access to the college for disabled students and the accessibility plan showing how they plan to improve access progressively over time.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the college's work, including the provision for students with special education needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher: Ben Rule will work closely with the SENCO: Cheron Macdonald and the Trustee with responsibility for SEND: Karen Hercocck.

SENCO:

Cheron Macdonald

In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy, through an effective framework of Quality First Teaching, which focuses on identifying and meeting individual students' needs.

The SENCO is delegated the day-to-day responsibility for the operation of the SEND policy supported by other college-based professionals and co-ordinates the provision for individual students working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim that SEND students can achieve their full potential.

Through analysis and assessment of student's needs, and by monitoring the quality of teaching and standards of student's achievements and setting targets, the SENCO working alongside Curriculum Leaders and Pastoral Leaders, develop effective ways of overcoming barriers to learning and sustain effective teaching.

The SENCO supports subject teachers so that learning of all students is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy alongside other college based professionals
- Co-ordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEND support - Assess, Plan, Do, Review
- Advising on the deployment of the college's delegated budget and other resources to meet students' needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all students with special educational needs and ensuring they are up to date
- Liaising with parents/carers of students with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other colleges, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Evaluating the impact of interventions provided for students with SEND
- Leading on the development of SEND provision as an integral part of the college improvement plan
- Working with the Head Teacher and the college trustees in order that the college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Curriculum Leaders:

- Make sure appropriate curriculum provision and delivery are clearly stated for SEND, ensuring appropriate teaching resources are matched to student's needs.
- Monitor the progress of all students, including students with SEND in their subject area.
- Undertake Quality Assurance of SEND and class plans in their subject specialism with the SENCo.
- Identify and action key staff for training as required.

- Support the referral process where Special Educational Provision may be initiated, raised by the subject teacher to the Curriculum Leader, where a student fails to achieve adequate progress, despite having had access to a differentiated programme and effective teaching strategies over 2 terms. This will be evidenced in class plans and uploaded onto the referral form and shared with the SENCo.

All Teaching and Non-Teaching Staff:

- All staff are made aware of the college's SEND policy and the procedures for identifying, assessing, and making provision for students with special educational needs.
- **All teachers are teachers of special educational needs.** Every teacher is responsible and accountable for the progress and development of all students in their classes even where students access support from Teaching Assistants or specialist staff.
- Subject teachers are fully involved in delivering an appropriate curriculum, that provides:
 - ❖ high quality teaching, differentiated for individual students through suitable teaching materials
 - ❖ effective teaching strategies
 - ❖ active use of class plans
 - ❖ a supportive learning environment
- Subject teachers are responsible for setting suitable challenges, encouraging a positive self-image and facilitating effective special educational provisions in response to the students' needs in order to remove potential barriers to learning. This process should include working with the SENCO and other college-based professionals to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- All staff will be included in reviewing and, where necessary, seeking advice to improve their understanding of strategies to identify and support vulnerable students and strengthen their knowledge of SEND.
- All staff are responsible for ensuring Student Information Profiles (SIPs) are considered in lessons.
- All staff contribute to reviews of SIPs and EHCP reviews.
- All staff can raise individual concerns to the SENCo through the referral process, providing evidence of using the graduated approach and effective teaching strategies.
- Teaching Assistants will liaise with the class teacher and SENCO on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, and review).
- Further guidance for all staff can be found on the intranet in the staff shared area – Policies – Management Guidance – SEND.

MEETING MEDICAL NEEDS

The Children and Families Act 2014 places a duty on the college to arrange to support students with medical conditions. Individual Health Care Plans will specify the type and level of support required to meet the medical needs of such students.

Where students also have SEN, their provision should be planned and delivered in a co-ordinated way, taking due regard to Wyvern's medical policy. For those students with an Education, Health, and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

Wyvern recognises that students at college with medical conditions should be properly supported so that they have full access to education, including college trips and physical education. Some students with medical conditions may be disabled and where this is the case, the college will comply with its duties under the Equality Act 2010.

Please see Wyvern's Medical Policy for further details.

RELATED DOCUMENTS

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (2014) and has been written with reference to the following guidance and documents:

- The Code of Practice for SEN 0-25 Years (2014)
- The Code of Practice for SEN 0-25 Years (2015) updated
- Children and Families Act 2014
- The Equality Act (2010)
- Hampshire County Council SEN Support: Guidance for early years providers, mainstream schools and colleges (2014)
- Hampshire's Local offer for SEND
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Supporting Students at School with Medical Conditions (2014)
- Teachers Standards 2012

This policy is linked to the Equalities, Diversity and Accessibility Policies, Teaching and Learning Policy, the Safeguarding Policy and the SEND Information Report.

| Glossary of Terms | |
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| CL | Curriculum Leader – (Oversees their subject specialism and the teachers in that subject) |
| EHC plan | Educational Health Care Plan (formerly Statement of Special Educational Needs) |
| SIP | Student Information Plan (details nature of needs and provides support strategies for staff, agreed with the student) |
| SEND | Special Educational Needs & Disabilities |
| SENCo | Specialist Educational Needs & Disabilities Coordinator |
| TA | Teaching Assistants |

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Reviewer: Cheron Macdonald

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Ratified by Full Governing Body on : 14th December 2020