



# **Special Educational Needs and Disability (SEND) Policy**

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Approved by: Chair of Trustees

Principal: Neil Bain

SENCO

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## 1. Introduction

Wemms Education Centre is an independent special school which provides a bespoke education for students aged 9 years old up to 20 years old. It is designed to meet the needs of students who have either or a combination of the following needs: ASD, SEMH and SPLD.

## 2. Vision and Values

At Wemms Education Centre we will provide all students with a broad and balanced curriculum. We are committed to ensuring that all our students thrive and support them to reach their full potential.

## 3. Legislation and Guidance

This policy is based on the statutory; Special Education Needs and Disability (SEND) Code of practice and the following legislation:

The Children and Families Act, 2014.

The Special Educational Needs and Disability Code of Practice, 2015, section X111 and X1V.

This policy relates to Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students 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.

The Equality Act 2010 (Section 20).

The Public Sector Equality Duty.

## 4. Definitions

Special Educational needs

A student has Special educational needs if they have a learning difficulty or disability which 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 others of the same age, or a disability which prevents or hinders them from making use of the facilities and teaching that is 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.

### 4.1 Disability

Students are considered to have a disability or learning difficulty if they have:

- A physical or mental impairment that has a substantial and long- term adverse effect on their ability to do normal daily activities.
- Wemms will make reasonable adjustments for students with disabilities so that they are not at a substantial disadvantage compared with their peers.

## 5. Aims and Objectives

Our Special Educational Needs and Disability policy (SEND) aims to:

Make sure that Wemms Education Centre fully implements legislation and guidance regarding students with SEND.

This will be achieved through the following:

- Every child will be treated as an individual and encouraged to reach their full potential as a valuable member of society.
- We aim for each child to achieve their academic potential and fulfil their aspirations.
- Each child's needs are supported so that they may feel happy, confident and valued.
- Sharing the needs and provision plans with staff so that they understand how the students learn.
- Our students are provided with a timetable offering one to one and small group teaching for all the subjects from the National Curriculum.
- Providing the recommendations of provision stated in the student's ECH plans through creating individual provision plans which can inform the establishment of appropriate time tables.
- Fully implementing the 'Graduated Approach'.
- Planning lessons using a range of strategies that will motivate, inspire and engage the students.
- Plan to ensure the outcomes and short-term targets from the EHCP and annual reviews are shared with staff, parents and students.
- Reviewing the individual targets termly, in order to make necessary adjustments to provision provided and expectations.
- Ensure that the SEND policy is understood and implemented by all staff consistently.
- Ensure that the Annual review of the student's EHCP's are carried out involving all parties and within 12 months of the previous annual review or from the date of the final original version.

## 6. Roles and Responsibilities

The SENCOs will:

- Work with the Principal 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 students.
- Provide professional guidance to colleagues and work with staff, parents, and other external agencies to ensure that students receive appropriate support.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Deploy, liaise and guide the support teachers so they understand the needs of the students they will be working with, so they know how best to support them.
- Identify training needs and deliver relevant up to-date training to all staff.
- Liaise with potential next providers of education to ensure students and their parents are informed about options.
- Put in place key stage transition plans to enable a smooth transition for the student.
- Work with the Principal 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 students up to date.

The Principal will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision of all students.
- Ensure all students from year 9 have access to independent careers advice and have support with Career Pathway Planning.
- Ensure all students from year 10 have provision that supports a pathway to adulthood and becoming more independent.

#### 6.1 The Board of Trustees

The Board of Trustees is responsible for ensuring the above duties are carried out. The Board of Trustees will liaise with the Local Authority to review the provision that is available and develop the local offer.

#### 6.2 The Principal

- The Principal's responsibility is to ensure that the provision stated in the EHCPs can be provided.
- The Principal will ensure there are qualified designated SENCOs to manage the provision of the students and have a clear system for evaluating and monitoring these duties, so they are carried out effectively.

Ensure that the SENCOs have time to carry out their roles and duties.

Have responsibility for monitoring the effectiveness of the SEND provision overall.

#### 6.3 The Teachers

- Are responsible for planning and providing First Quality Teaching.
- Ensuring that they work closely with the SENCOs, teaching support staff and specialist staff to monitor the impact of support and provision being delivered in the lessons.
- Must work closely with the SENCOs to review each students' progress towards their targets and outcomes and deciding on any changes needed to provision.

#### 6.4 The Parents or Carers

- Parents or carers must inform the school of any concerns or changes that may impact on progress and development, as well as the needs of their student.
- Parents or carers will be invited to take part in discussions and meetings and be given the opportunity to share their concerns and views as well as contribute to any decisions about their student's support.
- Parents or carers will be invited to the annual review of their child's EHCP.
- Parents or carers will be asked to provide information about any external support their child is receiving and information about any changes to their child's needs.
- The school will provide parents or carers a copy of the annual review report and any supporting documents.

#### 6.5 The Students

- The students will be given the opportunity to provide information and express their views about their SEN support.
- The students will be given the opportunity to take part in any discussions and decisions about the support.
- The students will be provided with the opportunity to explain what their strengths and difficulties are.

- Students will be provided with the opportunity to be a part of their short-term target setting.
- Students will be given the opportunity to contribute and attend the annual review meeting and give feedback about the impact of the support they receive.

## 6.6 The Local Authority

Share the most updated EHCP plans with the SENCo department.

- Send the amended EHCP's in a timely framework after the annual review paperwork has been received. Keep in regular contact and support the SENCo team with advice and signposting to services particularly when internal provision needs adjustment.
- Attend Transition review meetings.
- Attend Emergency review meetings.

## 7. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with EHC plans by:

- Reviewing the short-term targets of students termly to make adjustments to provision provided and expectations.
- To involve the students and parents in the individual short-term target setting and reviewing process.
- Setting clear expectations and using positive reinforcement when they are met to encourage students to achieve their full potential.
- Reviewing students' individual progress towards their outcomes and short term targets each term.
- Ongoing and regular monitoring by the SENCo of the provision being provided and the impact of the provision.
- Holding annual reviews for students with EHCP plans within year of the original EHCP final version date.
- Facilitating the consistent implementation of the 'Graduated Approach'.

## 8. Expertise and Training of Staff

- The SENCOs manage and review SEN provision as their main responsibility.
- The SENCOs identify training needs for staff to ensure that all staff can meet the needs of the students.
- The majority of teachers have the Level 3 qualification in understanding Autism.
- The majority of staff have been trained in understanding and catering for Dyscalculia and Dyslexia.
- The majority of staff have completed training in PDA.
- The majority of staff have read and understood the SEND code of practice.
- Some teachers are trained to deliver speech and language skills within lessons and groups.
- Staff are supported in planning the necessary strategies and resources for enabling students to access their learning.
- The school is aware that dyslexia is a multifaceted challenge that affects organisational skills, sequences, short term memory and spatial awareness, as well as spelling, writing, processing speed, and fine motor skills.
- A few Staff are level 6 SPLD Dyslexia trained to work with students on Conquering Dyslexia.
- Some staff are trained as Mental Health Leads.
- The school employs a Qualified Thrive practitioner.
- The school has qualified counsellors who deliver life skills and counselling sessions.
- The school as fully trained Talk and Draw therapists.

- There are qualified Occupational Therapists who are on site 4 days a week.
- There is a qualified Speech and Language Therapist on site one day a week.

## **9. Links with External Professionals**

Wherever necessary the SENCOs will seek to work with external expertise and support services such as:

- Educational psychologists
- Specialist support services
- CAMHS
- Social services
- Local authority caseworkers
- Psychologists

## **10. Admissions Procedure**

- Wemms Education Centre has a selective admissions policy.
- Each admission case is considered on its merits.
- Before a child joins the school, as much information as possible is obtained from previous schools and professionals involved with the student's education.
- Parents are requested to submit any recent Educational Psychologist or specialist reports with their application.
- The initial interview may be conducted before this information is available.
- The student will usually make a second visit to the school when all the information has been gathered and discussed.
- At the end of this process, it is usually possible to assess the amount of extra provision that will be required for the child in order to meet his/her special needs.
- All students' progress is regularly reviewed throughout each term.
- The allocation of extra provision can be adjusted according to performance in school.
- All help given to students is directed towards helping them gain greater access to the curriculum.

The following steps are actioned when a child is thought to have a previously unrecognised SEN:

- The subject teacher alerts the Principal and SENCo, when a child is noted to be experiencing learning, behaviour difficulties or speech and language difficulties in the learning environment.
- The Principal and SENCo discuss the comments and feedback with other appropriate members of staff to form a better picture of the student's issues.
- The Principal and SENCo enter a conversation with the student.
- Parents/carers are contacted and invited to visit the school for a meeting with the Principal and SENCo to discuss concerns raised and to discuss the support planned.
- The parent/carer's and student's views are discussed and recorded.
- The Principal may recommend that an appointment is booked with an Educational Psychologist/Speech and Language therapist or other professional (where applicable).

## **11. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCo and the Principal in the first instance.

If the Principal is unavailable, complaints should be made to The Deputy Head.

Complaints 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 their concerns.

## **12. Monitoring Arrangements and Policy review**

It is the responsibility of the Principal and SENCo to monitor this policy annually. Any new SEND legislation is to be regarded and implemented into this policy by the SENCo.

This policy is to be approved by the Principal of Wemms Education Centre and the Board of Trustees.

## **13. Related documents and policies**

- The Special Educational Needs and Disabilities Code of Practice 2015
- The Children and families Act, 2014
- SEN support and the Graduated Approach – NASEN
- Wemms Education Positive Behaviour Policy
- Wemms Education Curriculum Policy
- Wemms Education Accessibility Policy
- Wemms Education Anti-Bullying Policy
- Wemms Education Complaints policy
- Wemms Education Equal Opportunities Policy and Information
- Wemms Education Health and Safety Policy and Information