



SEND Policy

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Contents

1. Definitions
2. The SEND Code of Practice 2014
3. Core Purpose of the Policy
4. Philosophy and Objectives of the SEND Policy
5. Person's Responsible
6. Admission Arrangements
7. Curriculum Entitlement
8. Identification and Assessment
9. Record Keeping
10. CPD
11. External Support
12. Parents/Carers
13. Complaints Procedures
14. Evaluation and Review of Policy

1. Definitions

Special Educational Needs and or Disability (SEND):

A child of compulsory school age or a young person has a learning difficulty or disability if he/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/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream, post 16 institutions, Alternative Provision Centre and PRU's.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out everyday activities.”

SEND Code of Practice: 0-25 (2014)

Special Educational Provision means:

“for children age 2 or more, special educational provision 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, post 16 institutions, Alternative Provision Centre and PRU's.”

2. The SEND Code of Practice: 0 – 25 years (2014)

Students who were previously identified as having SEND at school action plus and school action level are now recorded on the SEN Register as requiring “SEN Support.” Where young people have an identified need which requires additional intervention to help meet their needs within the curriculum, a plan of support will be implemented to support them. These plans may be:

School Based Support Plan: a plan designed and implemented by the school to support a young person's SEND needs.

The plan may be in place for one or more subject areas or across the school day and should include classroom strategies and SMART targets which may be short or longer term .

My Support plan: a Wiltshire document designed for young people who do not meet the statutory threshold for support. This means the plan will not be a legally binding agreement, but that all of the same information is included so that if a student/young person needs a My Plan in the future, the process for creating one will be simple. www.wiltshirelocaloffer.org.uk

My Plan (EHCP): is a statutory plan created by a lead worker as a result of an Education, Health and Care Plan assessment. It is required under the Children and Families Act. A My Plan will capture:

- A student's/young person's needs;
- What is important for the student/young person to achieve;
- How the student/young person and their family would like them to be supported, including how best to communicate with the student/young A
- Who will support the student/young person, how, when and for how long

An Education Health and Care Plan (EHCP or My Plan) is: A legal document which is reviewed annually by the SEND MANAGER with the pupil, parents and outside agencies. An EHCP is designed to ensure that the pupil's needs are met wherever they may be educated.

Copies of the Special Educational Needs and disability code of practice can be found online or see link below and a copy is available at WASP.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Special Educational Needs and Disability: A guide for parents and carers can be found online or see link below and a copy is available at WASP.

3. Core Purpose of the Policy

- To recognise any additional need a child may have and ensure all staff members are aware of how they can best educate that child
- To ensure that the provisions of the SEN and Disability Act 2001 and Disability Discrimination Act 1995 and subsequent code of practice are put into place at The WASP Centre. It will ensure that any revision to the Code of Practice for SEND is implemented
- To employ a special needs and disabilities co-ordinator (SEND MANAGER) who is experienced in the care and assessment of children with special needs
- To assess each child's specific needs and adapt our provision as appropriate
- To liaise with other agencies, including the health and education authorities and seek advice, support and training
- To develop and maintain a core team of staff who are experienced in the care of children with special needs
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of their school experience
- To promote positive image of those with an additional need wherever possible

4. Philosophy and Objectives of the SEND Policy

The WASP Centre is committed to recognising the individual needs of its students, maximising the realisation of their potential. The Trustees recognise that the individual needs of all students must be addressed and that all students may require additional support for learning at some stage in their education at the WASP Centre. Students with special educational needs may, from time to time, require a more specialised programme than that which is provided for the majority of students. Whether or not a student has an EHCP (SEND Code of Practice 2014) under the 1981 Education Act, the Trustees will use their best endeavours to provide for this where resources allow.

All teachers and tutors at the WASP Centre have responsibility for students with special education needs and the school, as a whole, will try to create a climate of support and encouragement that will allow for the growth of self-motivation, self-confidence, self-esteem and a feeling of being valued amongst all students. The school will endeavour to enable students to develop as independent young people, able to become full members of their communities and, by publicising their achievements and encouraging friends of the school to share in the celebration of this success, promoting the school's place in the community.

5. Person's Responsible

The Trustees are responsible for special educational needs and disabilities and nominate a trustee who will have SEND as their specific area of concern. In 2018/19, this is Vicky Phillips.

Within the Centre, principal responsibility for SEND lies with the headteacher. The headteacher is Adrian Hart.

The **SEND Manager** is responsible for coordinating provision for students with special educational needs; devising and providing appropriate interventions; liaising with and advising teaching colleagues on individual needs, appropriate strategies and differentiation; analysing data; liaising with parents and external agencies; overseeing and administering My Support Plan and EHCP requests, overseeing SEND records and reporting to trustees. The SEND Manager is Sarah Burley

Subject Teachers are responsible for differentiating activities for all students and monitoring individual progress. They identify, detail and report concerns about students to the senior leadership team. They help monitor and review student progress through the assessment process, and, through the normal school procedures, communicate with parents.

Learning Support Assistants (LSAs) are responsible for supporting students with in class support or leading a small group where appropriate. They are also expected to effect change in their practice to help each student to achieve their maximum potential.

The **Senior Leadership Team** is responsible for monitoring differentiation in schemes of work and classroom practice; line management and monitoring the work of the SEND department and monitoring, reviewing and evaluating the policy.

The **Trustees** will ensure that SEND provision is made as necessary and that the success of the policy is reported on annually.

6. Admission Arrangements

We will ensure that students seeking admission to The WASP will not be barred on the grounds of race, gender, colour, first language, national ethnic origin, level of ability, disability, background, or for any other reason that cannot be shown to be justifiable.

All students who are referred to WASP via FAP process will have their additional needs outlined during this process. All staff at WASP are responsible for making sure all students with Special Educational Needs are met within WASP and access to curriculum can be made.

Priorities for allocation of Resources continue to be:

- 1) Students with EHCP
- 2) Students at SEND Support on the SEN Register
- 3) Students who have on-going concerns and unable to cope in specific subjects.
- 4) Students who are not meeting their individual targets.
- 5) Students at KS4 who are finding GCSE work or subjects hard to access and need guidance.
- 6) Areas where staff identify a need for support or advice – this covers the whole range of ability within WASP.

7. Curriculum entitlement:

At WASP, we believe that all students have the right to a balanced and broad range of enrichment activities and curriculum. We aim to create opportunities to help students obtain a range of skills that will enhance their abilities and enable students to make informed choices ready for when they leave WASP. We ensure that a wide range of resources is available to encourage our students to work independently or with support if needed. Staff will liaise with parents/carers and external agencies to offer our students the curriculum they are entitled to and that will give them the best opportunities that suits their needs and allow them to achieve their full potential.

8. Identification and assessment:

SEND Manager:

The SEND Manager is responsible for ensuring all staff are made aware of students' needs. When teaching and support staff raise concerns with regard to individual's needs, the SEND Manager will investigate concerns and provide advice and strategies to staff. The SEND Manager may use a variety of ways of gathering information on need, for example standardised assessments, classroom observations, discussions with student, parents/carers. Whenever new documentation or information is received about a student, the SEND Manager ensures this is shared with all teaching and support staff and a copy linked on students electronic file,

Centre Manager and Pathways Manager

The Centre Manager and Welfare Manager are responsible for ensuring any initial screening tests are completed for any new students; KS4 students accessing the main centre will complete the full range of assessments, whereas KS3 students accessing the Pathways Provision may complete some, all or none, dependent on discussions with referring school.. They may direct other staff to do this or complete themselves. Once the assessments are marked, the Centre Manager will compile a Student Profile Document and share with all staff. Any initial concerns will be discussed with SEND Manager and support strategies agreed.

Teachers:

Subject teachers are responsible for carrying out the necessary assessments in their subject. All assessments are to be logged as per assessment policy. Subject teachers are responsible for ensuring that students making inadequate progress are discussed with SLT/line manager and any additional needs identified. Interventions will be put into place to support student not making intended progress with a view to re-assessing to monitor progress.

LSAs/Support staff:

All support staff are responsible for ensuring that any interventions undertaken are monitored, assessed, and recorded as per guidance. Students not making adequate progress should be discussed with SEND Manager. In the classroom, LSAs are responsible for helping carry out assessments with guidance from subject leader/teacher, and supporting students to access to learning as per advice on Pen Portraits.

9. Record keeping:

Every student on the SEND register will have a SEND file. This file is kept electronically on SIMS and a hard copy is kept in the main office locked filing cabinet.

Record keeping is an on-going process, updated in line with the Assess; Plan; Do; Review process.

If possible, records should be obtained from the students' home school and updated after induction meeting has taken place. Student records may contain:

- Induction sheet – personal information, medical information, and consent to administer prescription medication and non-prescription medication such as paracetamol.
- FAP referral if necessary
- Assessments that have been carried out either at WASP or home school, including subjects at secondary level
- Copy of EHCP if in place
- Copy of My support plan if in place
- Pen portrait/Personal Learning Plan
- TAC/CAF meetings notes
- Child Protection/Safeguarding information
- Information regarding transition to Primary/secondary education (only if relevant or necessary.)
- Reports – Primary/Secondary reports up-to-date.
- Copies of SEND Support Meetings, including teacher; parent/carer and student feedback.

10. Inset and CPD:

The Trustees recognise the importance of inset and CPD for both teaching and support staff involved with students with additional needs and will use their best endeavours to allow resources for this. The SLT team will liaise over the planning and provision of training. All staff at WASP are to attend all relevant Inset sessions in accordance with their contracts. SLT are responsible to ensure that staff training sessions, meet the needs of all students and are up-to-date with relevant legislation. All staff are to be trained in record keeping and confidentiality, in line with WASP confidentiality policy. Staff training needs are identified at an individual level through their Performance Management process.

11. External Support:

WASP will make full use of the LA Support Services; Health Services and, where necessary, commission private providers to complement in school provision to meet students' individual needs, within budgetary constraints. The SEND Manager and Pastoral Manager will liaise both formally and informally with external agencies to ensure the best support is put into place for a student.

12. Partnership with Parents/Carers:

WASP works in partnership with parents/carers to maximise outcomes for all students. WASP recognises that parents hold key information and have a critical role to play in their children's education. Parents may call or email staff to discuss any specific concerns and in addition, staff will:

- Notify parents about any concerns about work, progress and behaviour;
- Consult directly with parents whenever minor concerns begin to develop into a pattern and discuss what we may do to support;
- Offer advice on how parents may help their child to work towards specific targets;
- Liaise and support over the use of external agencies and support services;
- Ask parents to contribute to any progress review or transition plan procedures

13. Complaints Procedures

The Trustees will make the following arrangements for the treatment of complaints from parents of students with identified SEND with regards to provision made by the Centre, in line with the complaints policy

In the first instance complaints should be directed to the SEND Manager. If the complaint is not resolved to the satisfaction of the parent or the SEND Manager, it will be directed to the Headteacher. It is expected that most issues will be resolved by this process, however it may be necessary for- and it is the right of the parent to ask for- an examination of the complaint by the Trustees.

14. Evaluation of this Policy

The success of the SEND Policy will be monitored in a variety of ways, some quantifiable but many less so, these will include:

- Data on student progress, collected via the usual assessment procedures, standardised test results, and external assessments (GCSEs, functional skills, V Certs)
- Post 16 destinations will provide further indicators that the approach to SEND is successful
- Evidence of the quality of teaching and learning and the curriculum, which is monitored via performance management process and the school evaluation and School Development Plan
- Monitoring of attendance
- Consultation and evaluation with students, parents/carers, teachers, Learning support assistants, other staff and outside agencies.