**Wribbenhall School**

**SEN Policy**



Written: Spring Term 2020

Date of Next review: Spring Term 2021

**To be read in conjunction with:**

Wribbenhall School Prospectus

Curriculum Policy

Mental Health and Well-being Policy

Admissions Policy

Equability and Disabilities Policy

**Approved by:**

Proprietor: Ellis Wells

14th April 2020

**Introduction**

The school has high aspirations and standards set of all pupils with Special Educational Needs (SEN) and will strive to create a positive ethos of pupils overcoming their barriers to learning. The school endeavours to ensure SEN pupils make good progress throughout each year of their schooling in order to narrow and close attainment gaps with their peers. Pupils with Special Educational Needs will be offered access to a broad, balanced and relevant education, including an appropriate curriculum for their cognitive and emotional ability.

We target academic excellence for our SEN pupils and aim for SEN pupils to achieve success through all activities including sports, performance arts, and computer science. We want all children to enjoy and fully participate in the life of the school and make a positive contribution to the school community. Furthermore, we want to foster pupils’ independence and help them grow into responsible, resilient, resourceful, and emotionally stable people.

**Aims**

- SEN pupils have the right to expect that their needs will be identified on entry or at the earliest

opportunity and addressed sensitively, professionally and effectively.

- The curriculum of the school should ensure that all pupils have the opportunity to progress and

achieve success.

- All pupils should have equal access to a broad and balanced education and lessons and activities

should be differentiated to ensure the interests and abilities of all pupils are addressed.

- The teacher and proprietor should keep parents informed of their child’s progress and liaise with them and other support agencies as required.

**Types of Special Needs**

The school currently expects to provide for the following SEN needs:

*Social, emotional and mental health difficulties*

- Anxiety

- ADHD

- Autism

-Emotional Dysregulation

*Cognition and learning*

- Dyslexia

- Dyscalculia

- Dyspraxia

- Global development delay

*Sensory and physical needs*

- Visually impaired

- Hearing impaired

- Physical disability

*Communication and interaction*

- Autism

- Speech and language

**Admissions**

Wribbenhall School welcomes all children. The school adheres to National Legislation, including the Equality Act 2010, and the Statutory Code on Admissions. Where a child’s SEN is known about prior to admission, the school will contact the previous school to gather relevant information and make appropriate provision as soon as possible to enable a smooth and successful transition. Our admission policy is based securely around the first come first served principle.

**Identifying and Supporting SEN Pupils**

Firstly, the definition of SEN is if a pupil 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 facilities of a kind generally provided for others of the same age in mainstream schools. This section explains the process of how pupils are identified as having a special educational need.

Many children are already identified by the parents, Health Visitor or Specialist Early Years’ Service on entry to Child Support (aged 0-2) or Nursery (aged 3). Other children are identified through observation and/or assessment as falling significantly outside the range of expected development or academic progress of their immediate peer group. The pupil’s class teacher has initial responsibility for addressing the concerns by considering how they might make differentiated or additional or different provision to meet those particular needs using their own resources:

* Each child’s teacher will be finding ways to support them such as:
  1. Changing the way activities are planned and delivered;
  2. Matching activities to the ability / need of each child (differentiation);
  3. Adapting learning materials such as equipment and activities to suit each child’s needs;
  4. Arranging small group support where necessary.

In most instances, this will be enough to help a child catch up, or meet specific needs.

If concerns still exist, then the school adopts the graduated response approach, as recommended in the SEN Code of Practice 2014 consisting of a continuum of support through:

1. Universal support. When a teacher identifies that a pupil is making limited progress, the teacher makes the decision to place the pupil in a group intervention. The teachers will devise a group intervention plan “additional to or different from” those provided as part of the school’s usual differentiated curriculum. These intervention groups are weekly additional sessions, usually around 20 minutes per session, where pupils work on a key area of maths or literacy in order for the pupils to overcome barriers to learning.
2. Targeted support (SENS). If the pupil continues to make little or no progress, a decision may be taken to have more targeted support. This involves the school, with parent permission, seeking help from external specialists. At this stage, pupils will be placed on the school SEN register. The teacher and PROPRIETOR will ask for advice or support from outside specialists. “Additional” or “different” strategies to those at universal support are put in place. This may involve pupils receiving 1:1 sessions.
3. Specialist support. If a pupil is presenting severe and complex difficulties and we are unable to meet their needs with the support and resources available at targeted support, then a referral for a statutory assessment may be made. Parents and the pupil will be consulted and involved throughout this process. The assessment may result in an Education Health and Care Plan (EHC plan) being given.

**Funding**

The school funds SEN provision from general funds received from a local authority which, in some cases, may include Pupil Premium funding. This funding permits the school to provide the staffing, resources and payment to access some external agencies to support all SEN pupils in the school.

Support is allocated along the following priorities: Education and Health Care Plan, SENS pupil

needing regular classroom support, SENS pupil needing specific 20 minute 1:1 daily sessions and pupils

receiving interventions group provision.

Resource needs specific to SEN are identified through outside agency advice, class teacher requests and INSET and are allocated through the school’s resource request proforma. Other consumables, including photocopying and stationery are provided through general administration.

**Learning Environment**

At present we have the following facilities within school:

- Disabled toilet facilities.

- Ramps for wheel chair access to the ground floor.

**Staffing**

Currently the school employs two members of teaching staff.

The named person responsible for coordinating learning support at Wribbenhall School is Mr Ellis Wells who can be contacted on 01299 40538. With relation to SEN, the inclusion leader’s key responsibilities include:

• Overseeing the day-to-day running of the school’s SEN policy

• Coordinating provision for pupils with special educational needs

• Liaising with and advising fellow teachers

• Managing teaching assistants

• Overseeing the records of all the pupils with special educational needs

• Liaising with parents of pupils with special educational needs

• Contributing to the in-service training of staff

• Liaising with the external agencies including health and social services, and voluntary bodies

Training

SEN is a priority in school and staff meeting time is allocated to deliver whole school training himself, or invite specialists to address the staff regarding whole school SEN. By raising awareness of SEN issues alongside developing class teachers’ expertise in managing these needs. Learning Support Assistants regularly attend courses related to the needs of their role. The Proprietor attends relevant SEND courses and facilitates/signposts relevant SEN focused external training opportunities for all staff to meet

the needs of the children they are supporting.

**Inclusion**

All children access all areas of the school environment and curriculum, including sporting activities, school trips and visits. Children with SEN may require additional support or resources to enable them to do this effectively and safely. Every effort will be made to educate pupils with SEN alongside their peers and to involve the child in planning their own curriculum. Where this is not possible, the proprietor will consult with the child’s parents to discuss alternative forms of support.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

* Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
* Evaluating SEN Provision. The attainment and progress made by SEN pupils are closely monitored each term by the Proprietor and strengths and areas of development identified. Furthermore, in order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from staff, parents, pupils and outside agencies. The success of SEN provision is reviewed by the proprietor and School Improvement Governor.

**Pastoral Support**

The school supports pupils with emotional, social and well-being difficulties. We provide nurture to help pupils with these difficulties and in some cases access counselling. We adapt the curriculum to suit each individual child. Please see the following documents to explain how this is done:

* Curriculum Policy
* Mental Health and Well-being Policy.

**Working in Partnership**

- External Agencies

Liaison with external agencies occurs as and when it is required. The outside agencies which the school works with include: Autism Outreach, Speech and Language, Worcestershire’s Learning Support Service, Physical Impairment and Medical Inclusion Service, Hearing Impaired Service, Visual Impaired Service, Specialist Early Years’ Service, CAMHS, Physiotherapists, Occupational Health Service, Educational Psychologists and Social Care Service. These agencies provide expert guidance to help the school fully support SEN pupils.

- Parents

• Ensuring that all parents are aware of the school’s arrangements for SEN, including the opportunities for meetings between parents and inclusion leader

• Informing parents when a child is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information

• Regular consultation with all parents of pupils with SEN

• Valuing parents’ wishes for their pupils

• Inviting parents view point regarding their child’s progress and areas for development

- Other Educational Settings.

• Making every effort to contact other previous school or, nursery classes and playgroups for discussion of pupils with SEN before they enter the Wribbenhall School.

• Contacting the previous school of any child with SEN entering the school at a point to determine how the child will be inducted to enable us to benefit from previous knowledge of that child

• Planning meetings involving the Proprietor and class teachers to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child’s continuing development.

• During secondary school transfer, a meeting with the representative of the receiving school is arranged so that information concerning the educational needs of the pupil can be discussed.

**Complaints**

For SEN complaints the Wribbenhall School’s complaint procedure is followed. The following stages describe what you should do if you need to complain about SEN provision at the school:

Stage 1 – Complaint heard by a staff member/Proprietor

Stage 2 – Governors’ complaints panel meeting arranged.

Stage 3 - Independent complaints panel.

Stage 4 – review by the Local Authority.

Stage 5 – Referral to the DfE

If the complaint relates to a decision made by the Local Authority, then parents are advised to contact SEND Information, Advice and Support Service Worcestershire Tel: 01905 768153 Web: [www.SENDworcestershire.co.uk](http://www.SENDworcestershire.co.uk) Email: [Sendiass@worcestershire.gov.uk](mailto:Sendiass@worcestershire.gov.uk)