

Woolton High School 2019-20

Special Educational Needs and Disabilities (SEND) Policy

Woolton High School values each young person as an individual and we recognise our responsibility to provide a relevant, worthwhile and accessible education. We endeavour to provide a positive and supportive learning environment to enable our young people to access a broad and balanced curriculum.

Our mission is to ensure that we keep pupils in our care 'safe, happy, healthy and learning.'

Our Values are underpinned by the premise that "Woolton High C.A.R.E.S."

Commitment – Achievement – Respect – Enrichment - Safety

We work closely with other agencies to provide appropriate support and interventions in recognition and support of the individual needs of our young people. All staff are responsible for the children with Special Educational Needs.

Definition of Special Educational Needs and Disabilities

This document serves as a summary of the provision we offer at Woolton High School for young people with Special Educational Needs or Disabilities (SEND). They will need support **additional to** and **different from** what is provided for the majority of pupils.

The definition of SEND is derived from the Code of Practice updated 2015:

"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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

Aims and objectives of provision at Woolton High School

At Woolton High School we believe that the young people we teach are entitled to an education that enables them to make progress so that they:

- Achieve their best*
- Become confident individuals living fulfilling lives*
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.*

Our aim is to ensure that these things happen. In order to achieve this aim, we will:

- Use our best endeavours to make sure that our young people get the support they need*

- Ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and provided for within the school and make the best possible progress
- Foster attitudes of self-worth in all young people
- Provide an environment in which individuals feel safe and are respected and encouraged to reach their full potential
- Improve outcomes for some vulnerable children and their families so that they can achieve more
- Designate staff to be responsible for co-ordinating SEN & safeguarding provision
- Disseminate information to staff about the needs of our young people to enable them to maximise learning.
- Inform parents/carers when special educational provision is being made for their child
- Produce an annual SEN information report

Areas of Special Educational Need

Under the SEND Code of Practice pupils identified as having a special educational need will be considered within one or more of the following categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Communication and Interaction needs

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may need help and support in acquiring literacy skills; using augmentative and alternative means of communication; developing language for a range of purposes; and organising and coordinating spoken and written English. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. 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. Young people with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on their education and how they relate to others.

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will struggle with one of the following:

- Dyslexia (reading and spelling)
- Dyscalculia (maths)

- Dyspraxia (co-ordination)
- Dysgraphia (writing)

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Some young people are likely to need support in all areas of the curriculum; have difficulties with mobility and communication; have severe and complex learning difficulties; have a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Social, Emotional and Mental Health Difficulties (SEMHD) is an umbrella term to describe a range of complex and chronic difficulties experienced by many children and young people.

Some features of SEMHD are:

- Being withdrawn or isolated
- Displaying a disruptive and disturbing nature
- Being hyperactive and lacking concentration
- Having immature social skills
- Presenting challenging behaviours arising from other complex special needs

Some less obvious SEMHD difficulties are:

- those with anxiety
- who self-harm
- have school phobia or depression

Sensory and/or physical needs include:

There is a wide spectrum of sensory, multisensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties, some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue.

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)

Promoting inclusion education

All staff are encouraged to recognise their responsibility for the education of our young people regardless of their learning needs. They recognise the importance of planning their lessons in ways that will encourage participation and progression. We recognise that young people learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and

maturity. We understand that some young people, at different times in their school career, may experience difficulties which affect their learning and behaviour. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background.

Responsibilities for coordination of SEND provision

- Overseeing the day to day operation of the SEND policy
- Ensuring that all staff are aware of the specific outcomes each child has from their Education Health Care Plan or Statement.
- Liaising with and advising all colleagues through staff briefing and regularly updated AEN (Additional Educational Needs) register.
- Liaising with and advising staff giving clear guidelines for procedure when needed
- Liaising with Literacy co-ordinator to ensure all areas of learning have appropriate support for pupils with SEN.
- In-service training of staff
- Building the school's capacity for developing an inclusive approach through ensuring that staff are aware of individual needs and circumstances of pupils.
- Liaising with external agencies including the Educational Psychology Service, CAMHS and other SEN support services, medical and social services and voluntary bodies.
- Reporting progress of vulnerable groups to governors together with regular safeguarding updates
- Contributing to whole school CPD/ training particularly the induction of new staff.
- Working with SMT to assess the progress of pupils with SEND (using all available data)
- Ensuring that the progress of vulnerable groups is carefully monitored
- Supporting the head teacher, leadership team and governors to evaluate the effectiveness of the school's SEND policy
- Ensuring a smooth transition across key stages and phases through liaising with SEN for new intake and Connexions for post 16 transition
- Ensuring that all additional interventions are monitored for their impact

Interventions/Meetings to support SEND

- LAC, CIN, EHCP Annual Reviews, PEP, and EHAT meetings are timetabled throughout the year. They enable parents/pupils to share their views and provide the most up-to-date information necessary so we can provide the best possible provision for the child's individual needs.
- We aim to ensure from the meetings outlined above that parents will be confident that their views and contributions are valued and will be acted upon.
- High quality teaching that is differentiated and personalised is the first step to ensuring that all our young people make maximum progress each lesson.
- All teachers have access to the AEN register on our secure school system. The register includes pen portraits of each young person's learning needs.

- The school has access to a number of volunteers who provide targeted Literacy and numeracy interventions.
- A number of additional individual interventions also take place in lesson time. These provisions include those to help support Literacy needs.
- We have a teaching assistant in each classroom working under the direction of the class teacher. This support will focus on specific educational targets and short-term goals, in order to maximise the young person's progress.
- We have dedicated form time sessions where pupils are mentored in relation to their EHCP outcomes. Form tutors and teaching assistants regularly review the outcomes and teaching staff make judgements in relation to each individual pupil. This information is fed back to parents on the termly reports, via telephone calls/text messages home.

Support available to help a child's social and emotional needs

Our school offers excellent support for all young people by having:

- A strong senior management team
- A Head of Pastoral Care
- An attendance and education welfare officer
- A SENCO team
- Form tutors to provide guidance and a social base
- Engagement Centres with specialised staff

In addition

- Those children who need more support will benefit for individual interventions and will access additional care and guidance on a regular basis.
- We have a house system with captains / vice-captains chosen to lead their peer group.
- We are developing particular expertise in ASD due to the increase in numbers of young people who have a diagnosis, or are on the ASD spectrum. All staff have participated in ASD training during INSET.
- We also run ADHD clinics where specialist staff from Alder Hey Children's Hospital come into school to do assessments.
- School staff are trained and will administer medication for some pupils.
- All staff have regular training to use de-escalation techniques and behaviour management strategies.
- All staff are trained to use physical intervention (DCRT).

Progress and Achievement

Throughout the year, the progress of all young people is assessed in each subject area. This data and information is analysed by senior staff. Class teachers will track the progress as part of their ongoing assessment. They use a 3 weekly progress system to identify underachiever much earlier in order to intervene with the necessary support. If any child is falling behind expected progress according to their targets, a strategy for accelerating progress will be planned and reviewed. Parental feedback is also used to assess progress, in particular during Annual Reviews and PEP's. We operate an open door policy where parents can contact our staff about any concerns they may have about their child, at any point in the school year. Staff regularly ring home or text parents if any problems arise or if they want to praise a pupil for good work or behaviour.

Pupil Voice is valued highly at Woolton High School; it is a key part of the process by which we review the effectiveness of our provision. Pupils are encouraged to attend School Council meetings and share their views. We now have online systems such as Facebook where pupils, parents/carers, and staff can post comments. This feedback will also be an important part of the Annual Review process to inform the new EHCP's.

Enrichment Provision

All pupils are able to take part in the wide range of trips and activities, as long as it is safe to do so, and behaviour permits. Some of the activities include: Catch-up lessons; Football, Badminton, Trampoline and ICT Club. The school aim is to provide a complete educational experience where possible.

Statutory Assessment

All pupils at Woolton High School have an EHCP. Any changes to the ECHP must be addressed through an Annual Review which can be called by school, SEN or parents/carers at any time. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements to be put in place.

Transfer of SEND child to new school / Alternative Provision or FE College or other post-16 destination

In the event that a child is transferring to a new school or AEP/ college all information relating to that child will be shared with the new placement. This provides a better transition experience for the child and enables that child's next destination to put the most appropriate support in place.

This policy was ratified by Governors in October 2019

This policy will be reviewed in September 20120