

SEN Policy

Wigmore School

How this policy has been developed

This new SEN Policy has been developed following consultation with stakeholders, including pupils and their families, and in response to the Children & Families Act 2014, which takes forward the reform programme set out in [Support and Aspiration : A new approach to special educational needs and disability](#), and the new [SEN Code of Practice 2014](#). The framework for this policy is based on *Everyone Included* (Nasen 2014).

The following documents provide a comprehensive overview of provision and other related policies:

- The School SEN Information Report (Appendix A)
- EAL Policy
- Equality Policy
- Learning and Teaching Policy
- The Safeguarding and Child Protection Policy

Aim

Wigmore School is an inclusive learning community. We want every one of our children to achieve the best possible educational and personal outcomes to become happy, healthy and fulfilled adults that are able to make a contribution to Society.

We have high aspirations for all pupils in Wigmore School and none more so than those with Special Educational Needs or disabilities.

The SENCo is Amanda Townsend. Mrs Townsend is Assistant Head (Inclusion) and has the National Award for SEN Co-ordination.

Objectives

- To identify and provide for all pupils who have Special Educational Needs and Additional Needs.

- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs.
- To provide a SENCo who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with young people with Special Educational Needs and Disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

Identifying Special Educational Needs

The [SEN Code of Practice](#) (2014) describes a child or young person as having SEN if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEN CoP 2014).

This provision is defined as any education or training provision which is additional to or different from that generally made for other of the same age in mainstream schools, or Post-16 institutions in England (C&F 2014 20).

What is SEN Support?

The new SEN Code of Practice (2014) refers to a single group of children or young people who have SEN as receiving '**SEN Support**'. This replaces the two previous categories of 'School Action' and 'School Action Plus'.

What are Education, Health and Care Plans?

Over the next three years existing **Statements** of Special Educational Need will be gradually replaced by Education, Health and Care Plans (**EHCP**) through the Local Authority. It is likely that in the intervening period any new requests for Statutory Assessment that are successful will result in an EHCP rather than a Statement. Additional information about these plans can be found at [Herefordshire Council SEN](#).

What are the categories of need?

The SEN Code of Practice describes four broad categories of need:

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

Many children and young people have difficulties that fit clearly into one of these areas, while others have needs that fall into two or more categories. For some the precise nature of their

need may not be clear at the outset. Therefore timely individual assessments are vital in identifying a young person's needs (SEN CoP 2014).

Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic skills to support both their thinking and communication skills. Specific learning difficulties (SpLD) such as Dyslexia or Dyspraxia, or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Children and Young People with Speech, Language and Communication Needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Condition (ASC) have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-

help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range.

Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Social, emotional and mental health (SEMH)

This category was previously covered aspects behavioural need (BESD). It is no longer appropriate to identify "behaviour" as a need as this does not describe a Special Educational Need.

Behaviour is an underlying response to a need which requires identification and recognition along with other areas of need. Broadly these are:

- difficulties in emotional and social development which may lead to immature social skills and difficulties in sustaining healthy relationships. A child or young person may become withdrawn or isolated, demonstrate disruptive or disturbing behaviour.
- mental health problems that manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.
- other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

A young person will remain on the SEN register unless something changes for them individually which means that they no longer need Special Educational Provision.

We consider the needs of the whole child, not just the Special Educational Needs.

Others factors that may have an impact on progress and attainment include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Child Looked After (CLA)
- Being a child of service personnel

Our approach to SEN support

Quality First Teaching (QFT) is the effective inclusion of all pupils in high-quality everyday personalised teaching. Examples of QFT include clear objectives that are shared with the children and returned to at the end of the lesson, new vocabulary that is explained, the use of lively, interactive teaching and learning styles. QFT is the best way to reduce the number of children who need extra help with their learning or development.

Pupils are identified as having Special Educational Needs if they have had intervention, adjustments and good personalised teaching and do not make adequate progress.

We promote a graduated response to SEN applying the following cycle:



Figure 1 The graduated response cycle

Assessing

A clear understanding of a child's needs is essential in the creation of effective provision. A holistic approach helps to identify quickly when a pupil is not making adequate progress, despite Quality First Teaching. We do this through:

- Pupil's own views and experiences
- Views and experiences of parents
- Views and experiences of teachers and Teaching Assistants e.g. at weekly dedicated Pupil Briefings
- Teacher assessment and experience of the pupil
- Assessment of pupil progress, attainment and behaviour
- Comparing individual development with that of peers
- Consulting external support services

Commonly, it will then be necessary to explore the precise nature of gaps in learning and development in order to clarify barriers to learning and development. This in turn enhances Quality First Teaching and indicates where additional provision may be required.

We do this through:

- Standardised tests
- Criterion-referenced assessments and checklists
- Screen assessments e.g. dyslexia, dyscalculia
- Profiling tools
- Observations
- Questionnaires for pupils
- Questionnaires for parents
- Outside Agency referral e.g. Educational Psychologist, CAMHs, Occupational Therapist

An indicative list of assessments commonly used in our School can be found in Appendix B.

Planning

Inclusive Quality First Teaching is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching, that is differentiated, is accessible for individual pupils. This requires an understanding of the significance of assessments and the impact that a need might have on the learning of a pupil.

The SENCO will make the teachers and Teaching Assistants aware of needs through a variety of avenues including Provision Maps, SIMs, Inclusion Register, bespoke Inclusion Registers for specific classes as well as weekly pupil update meetings and staff development sessions.

The SENCO will support the subject teacher with effective adjustments to teaching, support and resources.

Once specific areas of need and gaps in learning are identified, and with effective Quality First Teaching in place, any provision that is additional or different can be planned.

To enhance the effectiveness of interventions we make sure that:

- Training is provided for staff involved in delivering and monitoring targeted provision
- The Student Support Centre is the established place for targeted interventions
- Opportunities for skills developed out of the classroom are practised back in the classroom
- Feedback systems are in place for teachers and Teaching Assistants
- Time is available to prepare resources
- Parents agree to the intervention and understand the expected impact
- Pupils are aware of the objectives of the intervention
- Target setting is linked to targeted provision

Doing

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. Teachers work closely with Teaching Assistants and other specialists to plan and assess the impact of targeted interventions.

To facilitate this, Teachers and Teaching Assistants are provided with opportunities for joint planning. This is vital for TA preparedness.

Teaching Assistants are paid to join meetings outside the school day.

Reviewing

Teachers have the responsibility of evidencing progress of all pupils, including those with SEN. Progress data is reviewed in relation to the outcomes described in Statement, EHCP or Provision Map.

Aside from on-going review processes (e.g. observations, work scrutiny, discussion with pupil, department meetings, mentoring updates, pupil concerns meetings, staff meetings) progress is reviewed across the whole school termly as part of the cycle of Graduated Response described. At this stage impact of provision is evaluated. The key question is has the gap in attainment and progress narrowing? The response to this could result in any combination of:

- New target setting
- Modification to existing provision
- New provision
- Further assessment
- Outside Agency or other specialist referral

Parents are informed termly of progress towards targets and consent would always be sought when referring to an outside agency or other specialist.

Training and resources

How much funding does the school or college have to support my child?

National SEN funding is split into three elements as follows:

Element 1: in mainstream schools and colleges, all students bring a basic funding entitlement. In schools this is called the Age Weighted Pupil Unit (AWPU) and applies whether or not a pupil has high needs to pay for e.g. an element of a teacher, an element of premises etc.

Element 2: all mainstream schools are delegated funding to make further provision of up to £6,000 per pupil with special educational needs (SEN). This is in addition to Element 1.

Element 3: SEN costs above this £6,000 are met from top-up funding from the Local Authority. The top up funding is to meet the assessed need of the pupil and is in addition to Elements 1 and 2. A High Needs Matrix is used to make decisions about the level of top-up funding.

For further information on funding visit: <https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/special-educational-needs-assessment/funding-in-school-or-college-for-special-educational-needs>

How are training needs of staff identified and planned for?

Teachers and Teaching Assistants benefit from the whole school CPD programme. Individual training needs are identified through skills audits, lesson observations and direct requests. These are then catered for through our [Hereteach](#) Teaching Schools CPD Programme, other training providers and through in-house twilight sessions. We actively promote the sharing of good practice in school and between schools and have strong links with schools across the region and beyond.

Roles and Responsibilities

Role	Primary School	High School
SEN Governor	Mrs C Woolley	Mrs C Woolley
SENCo Teaching Assistant Line Manager	Mrs A Townsend	Mrs A Townsend
Designated teacher for Child Protection	Mrs A Townsend	Mrs A Townsend
People responsible for disadvantaged children (previously Pupil Premium)	Mrs A Townsend Mrs A MacArthur	Mrs A Townsend Mrs A MacArthur

Person responsible for Children in Care (Previous Looked After Children/ Children Looked After	Mrs A Townsend	Mrs A Townsend
--	----------------	----------------

Storing and managing information

SEN Information is kept for a minimum of 30 years from the date of birth of a pupil.

Dealing with complaints

Please refer to the Complaints Policy.

Reviewing the policy

The SEN policy will be reviewed annually. This is done through consultation with stakeholders. Policies are ratified by Governors before publication.

Date of this policy: September 2015

Date for review: September 2016

Common abbreviations

<i>ADD</i>	Attention Deficit Disorder
<i>ADHD</i>	Attention Deficit Hyperactivity Disorder
<i>CAMHS</i>	Child and Adolescent Mental Health Services
<i>CLA</i>	Child Looked After (now Child in Care)
<i>CoP</i>	SEN Code of Practice
<i>EAL</i>	English as an Additional Language
<i>EHCP</i>	Education, Health and Care Plan
<i>HI</i>	Hearing Impairment
<i>LAC</i>	Looked After Child (now Child in Care)
<i>MLD</i>	Moderate Learning Difficulties
<i>MSI</i>	Multiple Sensory Impairment
<i>OT</i>	Occupational Therapist
<i>QFT</i>	Quality First Teaching
<i>PD</i>	Physical Disability
<i>PMLD</i>	Profound and Multiple Learning Difficulties
<i>PP</i>	Pupil Premium (now Disadvantaged)
<i>SEMH</i>	Social, Emotional and Mental Health difficulties
<i>SEN</i>	Special Educational Need/s
<i>SENCo</i>	Special Educational Needs Co-ordinator
<i>SLD</i>	Severe Learning Difficulty
<i>SpLD</i>	Specific Learning Difficulty
<i>VI</i>	Visual Impairment

Further information

- *The Children & Families Act (2014)*
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- *The Equality Act (2010)*
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- Herefordshire Council. *Funding for children with special educational needs or disability.*
<https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/special-educational-needs-assessment/funding-in-school-or-college-for-special-educational-needs>
- Hereteach Alliance Teaching School. <http://hereteach.org.uk/>
- Herefordshire Council . *Assessing Special Educational Needs (SEN).*
<https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/special-educational-needs-assessment>
- Nasen (2014). *Everybody Included: The SEN Code of Practice Explained.* Tamworth: Nasen.
- SEN CoP (2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEN_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- SEND Information, Advice and Support Service (SENDIASS)
<https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/sendiaass>
- Wigmore School SEN Offer <http://www.wigmoreschool.org.uk/school-sen-offer/>

Appendix A

How are parents involved in the School?

There are many opportunities for parents to be involved in our School including:

- Open evenings
- Parents evenings
- PTA
- Parent Governors
- Concerts, productions and exhibitions
- Sports days

This document is available on the Wigmore School website:

<http://www.wigmoreschool.org.uk/school-sen-offer/>

Who can you contact for further information?

At the Primary School:

- Oak Class Mrs S Paton
- Beech Class Mr T Evans
- Elm Class Mrs R Williams
- Laurel Class Mrs E Edwards
- Willow Class Miss M Hamer
- Cherry Class Miss L Bright
- Sycamore Class Mr D Sallis
- Mrs A Townsend Assistant Headteacher for Inclusion (SENCO)

At the High School

Mrs A Townsend Assistant Headteacher for Inclusion (SENCo)