

The Warwick School

GOVERNORS' POLICY ON SPECIAL EDUCATIONAL NEEDS

Students with special educational needs are those who at any time during their school career need additional support with their learning or with physical, social or emotional problems that may impact on their learning. Included amongst them are the gifted and talented who need extension activities, those with specific learning difficulties and those with permanent or temporary physical, social or emotional disabilities. Included amongst them are those with specific or more generalised learning difficulties and those with permanent or temporary physical, social or emotional difficulties.

The School welcomes all students who can benefit from a broad, balanced mainstream education and aims to integrate all its students without discrimination. We recognise, however, that in order to derive maximum benefit from our curriculum, students with special/additional educational needs must be identified, supported, assessed and monitored. Such students are the responsibility of all teachers in the School and we work with parents and outside agencies to make provision for them. The Governors monitor and review the provision and outcomes for students with Special Educational Needs on a termly basis.

Special Educational Needs - Procedures

The Co-ordination of SEND

The teacher responsible for overseeing the provision of education for students with special educational needs at the School is the Special Educational Needs Co-ordinator (SENCO). The arrangements for overseeing this provision are in line with the recommendations made in the SEND Code of Practice (COP) on Special Educational Needs & Disabilities (SEND) 2014.

Admission Arrangements for students with SEND

All students joining the School in Year 7 are tested soon after entry for literacy levels by the SENCO to ensure they can be placed in teaching groups appropriate to their ability, are placed on the school's SEND Register as appropriate and receive any additional provision needed. Pre-transfer visits, Key Stage 2 results and tests on entry to the school are used to identify strengths and weaknesses in all curriculum areas.

All students joining the School during the school year are tested pre- entry for literacy levels by the SEND Team to ensure similarly they can be placed in teaching groups appropriate to their ability. School files are requested by the Student Services Manager. The SEND Team liaises closely with the SEND teams of the students' previous schools to ensure effective transfer of information.

The School provides for SEND in the following ways:

1. Setting

Students are set according to ability in most subjects, see [grouping for learning policy](#). There are two populations in each year (X and Y) with setting within each population. There is an extension set for the most able students in each year. The lower sets are usually smaller in size.

2. In-class support

Within the constraints of its resources, the School employs Teaching Assistants (TAs) to support students with special educational needs in class. TAs at the school have one or two main roles, often held at the same time: either as a stated support TA or as a faculty based TA to support students.

3. Modified Timetables

Modified timetables may be followed by students in exceptional circumstances and these are negotiated by the SENCO, Heads of Year, Heads of Department, Senior Management team, parents and students, as appropriate.

4. Provision for Gifted and Talented Students

Provision for Gifted and Talented Students is identified in a separate policy.

5. Literacy & Numeracy Support

As far as the School's resources allow, in Year 7 the lowest English and Mathematics sets in each population are split and extra teaching staff are allocated in order to provide literacy & numeracy catch-up programmes. Students in Years 7 – 9 who are sufficiently behind with their reading or spelling are invited to attend registration time reading and spelling workshops, as well as numeracy workshops co-ordinated and overseen by the Mathematics faculty. The SENCO and Deputy SENCO are specialist SEN teachers who assess and give additional tuition on a withdrawal basis to identified students, mainly in Key Stage 3. Parents' support in assisting their child with reading and the learning of spelling at home is very important.

Allocation of resources

The Governors' Finance Committee monitors the budget delegated to the School to meet the needs of students with SEND.

Facilities and Resources available to students with SEND

All students have full access to all facilities within the School. In addition, those students with SEND have priority access to the resources of the Learning Support Department.

How students with SEND are identified and their needs determined and reviewed

(a) Identification

- The SENCO, Head of Year and/or Assistant Headteacher visit primary schools prior to transfer and liaise with primary school teachers.
- Primary School files and reports are reviewed by the SENCO.
- Key Stage 2 (KS2) National Curriculum attainment results are made available to all Heads of Department
- Where possible, the SENCO attends the final annual review of students with EHCPs/Statements before transfer.
- Screening tests are carried out by the SEND faculty when the student is first admitted.
- All departments test the ability of new students during the first half term of Year 7.
- Parents, the Health Authority, the student or teachers may raise concerns at any point in the child's time in the School.

(b) Review

All students are reviewed termly and grade sheets and reports to parents follow the same procedure for all students. The progress of students with SEND is reviewed in the light of their Individual Provision Plan (IPP). IPPs are reviewed 3 times a year for all students on the SEND Register, and more often as required in some cases. All staff contribute with written comments on progress towards IPP targets prior to the IPP Review. Individual appointments are made with the student and parents. Interviews are conducted by the SEND team. In addition, any student who has a One Page Profile (SEND 2014) will review that regularly. One-Page Profiles are shared by the young person, the parents/s and the student's teachers.

The Code of Practice

In order to help students with special educational needs the School follows a graduated response that includes a wide range of strategies. The SENCO is responsible for maintaining the SEND Register.

The School SEN Register

Children are placed on the SEN Register at different stages dependent on their need. Children can be removed from the register at any time based on their progress.

From September 2014, there has been a single category of 'School Support' [K]. The emphasis is firmly on what is being put in place via the school's own resources to respond to an identified need and to close the learning gap. School-based support is grouped into 'waves of provision' and the codes W1, W2 and W3 on the SEND Register will indicate which forms of support a student is currently receiving.

Wave 1

These are universal provisions which every student is able to access, regardless of additional needs. They are nothing 'over and above', or 'additional to or different from' what would be available to any other learner. There is a clear emphasis in the new Code of Practice on the development of excellent Wave 1 provisions using Quality First Teaching within the classroom, to prevent many learning 'hiccups' from becoming more ingrained difficulties.

Wave 2

These are provisions available from in-school resources, over and above Wave 1, which are used to boost progress and close the gap. They will be targeted at an identified need. It may well be that Wave 2 provisions are more likely to be short-term. These provisions are a whole-school responsibility and take place within each faculty or pastoral area. Some may include interventions funded by SEND-budget provision.

Wave 3

These are provisions available from both in-school specific SEND-budget funding and external agencies, as part of the graduated response in meeting more complex additional needs. These provisions and programmes may well be far more long-term and will typically be those that the school's SEND team are mostly closely involved with planning, delivering and monitoring, together with pastoral and faculty colleagues. It may also include off-site provisions. By Sept 2017, all Statements of SEN should have been converted into Education, Health & Care Plans (EHCPs) but this transfer process is controlled by the LA, not the school.

Referral for Statutory Assessment

At this stage a request is made to the LA for the student to be assessed for the provision of an Education, Health & Care Plan. This request may be initiated by the School and/or the parent(s) and will involve a high level of co-production between all stakeholders involved. The SENCO co-ordinates the collection of information for submission with the request for assessment.

Education, Health & Care Plan

At this stage the student has been assessed formally by the LA and has been issued with an Education, Health & Care Plan (EHCP). All information is shared between the student, parents/carers and teachers. The SENCO ensures that the parents and the student are involved in decisions made. EHCPs are reviewed formally once a year but may be reviewed within this time, should a need be identified, shared and agreed.

How students with SEND are integrated within the School

Students with SEND are fully integrated into the life of the School and are placed in a mixed ability Tutor group. They are encouraged to participate in extra curricular activities, join clubs, teams and societies and many hold positions of responsibility and represent the School in music, drama, sports etc.

The use made of teachers and facilities from outside the School

The support given by outside agencies to individual students is co-ordinated by the SENCO and/or the Deputy Headteacher.

Staff Development and Partnership

Staff development in SEND issues is an ongoing process and is open to all teachers, TAs and Governors. The SENCO and outside agencies may also provide advice and training for colleagues. All staff benefit from an induction programme on joining the school including a session on SEND.

Parents are encouraged at all times to take an active part in the development of their child and are invited to participate in reviews of their child.

Evaluation of success with SEN students

The success of the SEND policy is monitored and evaluated in a variety of ways. The key indicators used include:

- Number of students making significant progress in reading and spelling in the course of the year
- Evidence of student achievement at KS3
- Evidence of student achievement at GCSE
- Number of targets achieved by students on their IPPs/PSPs
- Number of students moving down a stage or being removed from the SEN Register
- Number of SEN students staying on to post 16 education and employment
- Evidence from external inspection by OFSTED
- Evidence from Internal Department Reviews

Arrangements for considering complaints

The Governing Body makes the following arrangements for dealing with any complaint from parents of students with SEND concerning the provision made by the School:

1. In the first instance complaints will be directed to the SENCO.
2. If the complaint is not resolved to the satisfaction of the parent or SENCO, it should be directed to the Headteacher.
3. If a complaint is still not resolved it may be necessary - and the parents have the right to ask for - an examination of the complaint by the Governing Body.

Additionally, the SEN Tribunal considers appeals against the decisions of the LA about a student's Statement of SEN (pre-transfer to EHCP):

SEN Tribunal
71 Victoria St
London SW1 0HW
Tel: 020 7925 6925

Since September 2014 and the updated SEND legislation, it is envisaged that SEN Tribunals will be extremely rare, given that the business process for agreeing the award of an Education, Health & Care Plan has involved closer direct involvement of the young person, parents/carers, schools and consulting agencies.