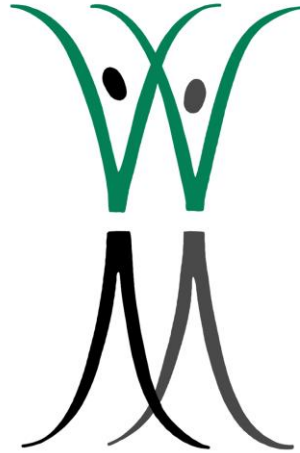


WE GROW SUCCESS!



Wavendon Gate School

SEND Policy

Date of last review:	September 2024
Date of next review:	September 2025
Type of policy:	Statutory/WGS
Frequency of review:	1 year
Governor committee:	Curriculum Committee

1. Aims

Our SEN policy and information report aims to:

- > Set out how our school will support and make provision for pupils with special educational needs (SEN)
- > Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure appropriate high levels of achievement for all target groups
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with parents, Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To prepare pupils with SEND for the next stage of education and their adult lives.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo). For the purposes of this policy, we use the term SENCo as this is a recognised term within the various statutory documents.

The SENCo is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- > [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- > [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- > A significantly greater difficulty in learning than the majority of the others of the same age, or
- > A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational 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 schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Michael Scott.

They will:

- > Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- > Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- > Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- > Advise on the graduated approach to providing SEN support
- > Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- > Be the point of contact for external agencies, especially the local authority and its support services
- > Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- > Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- > Help to raise awareness of SEN issues at governing board meetings
- > Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- > Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- > Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- > Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- > The progress and development of every pupil in their class
- > Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- > Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- > Work closely with parents, providing them with a review meeting at the beginning of each half term to inform them of actions taken and next steps.
- > Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- > Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- > Cognition and learning, for example, dyslexia, dyspraxia
- > Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- > Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- > Moderate/severe/profound and multiple learning difficulties
- >

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- > Is significantly slower than that of their peers starting from the same baseline
- > Fails to match or better the child's previous rate of progress
- > Fails to close the attainment gap between the child and their peers
- > Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- > Everyone develops a good understanding of the pupil's areas of strength and difficulty
- > We take into account the parents' concerns
- > Everyone understands the agreed outcomes sought for the child
- > Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- > The teacher's assessment and experience of the pupil
- > Their previous progress and attainment or behaviour
- > Other teachers' assessments, where relevant
- > The individual's development in comparison to their peers and national data
- > The views and experience of parents
- > The pupil's own views
- > Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This is formally reviewed at the end of each half term.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- > In writing, reading and maths
- > SEMH (social emotional and mental health)
- > Pastoral
- > Linked to EHCP (Education health care plan)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- > Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- > Adapting our resources and staffing
- > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- > Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have:

- > Teaching assistant for each class who can deliver interventions.
- > Teaching assistants who provide support to pupils on a 1:1 basis
- > Teaching assistants who support pupils in small groups
- > We work with the local authority and other agencies to provide additional SEN support

5.9 Expertise and training of staff

Our SENCO, who is also the assistant headteacher, is a very experienced teacher and has expert knowledge of SEN.

They are non-classed based so can focus on SEN throughout the week.

We have a team of 13 teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have had CPD in the Graduated Approach, speech and language, behavior and SEMH.

5.10 Securing equipment and facilities

We use our school budget for additional resources. If requiring specialised equipment we would liaise with the local authority to help secure this.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- > Reviewing pupils' individual progress towards their goals each term
- > Reviewing the impact of interventions after 6 weeks
- > Using pupil questionnaires
- > Monitoring by the SENCO
- > Using provision maps to measure progress
- > Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

See accessibility plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- > Pupils with SEN are encouraged to be part of the school council
- > Pupils with SEN are also encouraged to be a lunch time helper and play leader.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

If a child has been identified as having additional needs, the school will act in accordance with the Local Authority guidance.

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

If the school feels that they need more expert advice in order to best support a child, referrals to outside agencies can be made. During the referral process, the school will work with the parent to collect evidence to support the need for referral.

Before a referral is made to an outside agency, the parent will be invited in to speak to their child's teacher and/or school SENCo to discuss the process. At this meeting, the reasons for the referral will be explained and there will be a space on the referral form for the parent to add their comments.

Once the parent has given permission for the referral to take place, the referral form will be sent to the appropriate agency and they will contact the parent at home with details of their involvement including dates of meetings. The school will receive this as well

Additional services and expertise:

- Educational psychologist
- Early years support team
- Family support worker
- Speech and Language therapy
- Occupational therapy
- Community paediatricians
- School nurse

5.15 Complaints about SEN provision

Complaints about SEN provision should be made to the SENCo or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. A parent can make a claim about alleged discrimination regarding:

- > Exclusions
- > Provision of education and associated services
- > Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Contact numbers for the most frequently requested services:

SEND Support – MK Council SEND Support Line **01908 657825** or email:

SENDSupport@milton-keynes.gov.uk

Milton Keynes SEND Local Offer

The website contains information about the Education Health and Care Plan process, local services and organisations.

MK SEND Local Offer website

www.facebook.com/mksend

MK SENDIAS

MK Special Educational Needs and Disability Information, Advice and Support Service, provide impartial advice and have several resources on their website: **www.milton-keynes.gov.uk/mksendias**

MK SENDIAS Service Advice Line 10:00–3:00 Monday – Friday

01908 254518

mksendias@milton-keynes.gov.uk

www.facebook.com/MKSENDIAS

Carers MK

Provides information and support to unpaid carers in Milton Keynes.

01908 231703

mail@carersmiltonkeynes.org

www.carersmiltonkeynes.org

Contact – for families with disabled children

Free helpline 0808 808 3555

www.contact.org.uk/advice-and-support/education-learning/

Council for Disabled Children (CDC)

Council for Disabled Children (CDC) has produced a number of resources and fact sheets available to download **www.councilfordisabledchildren.org.uk/our-work/education-learning**

IPSEA

Independent Parental Special Education Advice

Advice Line: 0800 018 4016 **www.ipsea.org.uk/**

5.17 Contact details for raising concerns

Michael Scott (SENCo) or Kerry Jarman (Headteacher)

You can contact either of the above people by telephoning the school on 01908586394 or emailing admin@wavendongateschool.co.uk

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.wavendongateschool.co.uk/send-information/>

Our local authority's local offer is published here: <https://www.mksendlocaloffer.co.uk/education-and-send/schools-and-settings-send-information>

6. Monitoring arrangements

This policy and information report will be reviewed by Michael Scott **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- > Accessibility plan
- > Behaviour
- > Equality information and objectives
- > Supporting pupils with medical conditions

This policy will be reviewed every year

Date Agreed:	
Signed:	
Review Date:	September 2025