



Sponsor	DHA/Head of Learning Enhancement
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Governor	Alexandra Maule
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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Definition of special educational needs and disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special provision to be made for her.

A child or young person has a learning difficulty/disability if:

- they have a greater difficulty in learning than the majority of pupils of the same age; or
- they have a disability which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

AIMS AND OBJECTIVES

- To ensure that all pupils have access to a broad and balanced curriculum suitably differentiated to meet their individual needs and to support students – particularly those with SEND - in becoming confident, independent learners who are able to achieve their individual potential.
- To work with students, parents and staff to ensure early identification, assessment and appropriate provision for students with SEND
- To involve students and parents in decision-making and planning by providing opportunities to self review, identify own needs, discuss interventions and actions, set high and realistic targets and also self monitor and review progress in order to increase independence as learners.
- To monitor and record individual pupils' progress through assessment, target setting, review and liaison with pupils, parents and staff.
- To liaise, consult and work with staff to enable them to take responsibility and provide appropriately for pupils with SEND.

- To encourage and foster effective partnership, working with parents.
- To ensure that students requiring access arrangements for examinations are identified and catered for as early as possible. Where the School has insufficient evidence, assessments by outside agencies, such as Educational Psychologist (EP), Speech and Language Therapists (SLT) and/or medical professionals, may be advised.
- The Learning Enhancement Department has an 'open referral' system and all students can self-refer to discuss concerns re their learning.
- To follow the SEN Code of Practice 2015, Equality Act 2010, Children and Families Act 2014 and Disability and Discrimination Act 2005.

DATA PROTECTION

Woldingham School takes its responsibilities for personal data very seriously and has policy in place to ensure compliance with the Data Protection Act 2018 incorporating the General Data Protection Regulations [GDPR].

The data collected when dealing with SEN and disabilities will contain data that is defined by the Data Protection Act 2018 as 'special category' data. This is the most sensitive category of data and as such it is essential that every care is taken to keep the data secure.

If there is any possibility that the data has been lost then it must be reported immediately to the Privacy Officer (privacy@woldinghamschool.co.uk) for investigation. Any confirmed loss of special category data is reportable to the Information Commissioner's Office and may result in an external investigation.

All staff involved in collecting and processing data relating to SEN and disabilities must ensure they have read, understand and operate according to the school's Data Protection Policy. They must also be familiar with the school's Privacy Notice to ensure any processing required that is not covered by the Privacy Notice is reported to the Privacy Officer (privacy@woldinghamschool.co.uk).

ADMISSIONS

Woldingham School selects pupils on academic merit and can cater for pupils with mild special educational needs/disabilities. Some pupils enter the School having previously been assessed as having SEND and by qualified professionals, e.g.: EPs, SLTs, medical professionals.

Each pupil with special educational needs/disabilities is considered for admission on an individual basis. Discussions, and a face-to-face meeting, with the Head of Learning Enhancement are positively encouraged.

Prior to sitting our entrance examination, we advise parents of children with special educational needs/disabilities to discuss their daughter's requirements with the Headmistress and the Registrar and to complete the Additional Needs section of the Registration Form so

that we can make adequate provision for her during the entrance examination. Parents should provide a copy of an Educational Psychologist’s report or a medical report to support their request, for example, extra time or other exam access arrangements. Ideally, these professional reports should not be more than 26 months old (in keeping with the Joint Council of Qualifications (JCQ) guidelines if it is to give an accurate profile of the learner’s needs.

LEARNING ENHANCEMENT DEPARTMENT AND SYSTEMS

How the system works and who is responsible for what.

Stage 1: Identification, assessment and recommendations		
If the pupil is joining the School		If the pupil is already at the School
Step 1	Parents answer “yes” to the additional needs question on the application form.	A parent/HoY raises concerns about the pupil.
Step 2	The registry sends parents the form to gather further information on existing reports etc.	The parent/staff/pupil takes their concern to the HoY.
Step 3	Information sent to Head of Learning Enhancement	HoY refers concern to Head of Learning Enhancement Pupil self refers to Head of Learning Enhancement
Step 4	Head of Learning Enhancement reviews reports and information about prospective pupil and advises whether the school is able to cater for the pupil’s additional educational needs with reasonable adaptations. If needed, with parental permission the Head of Learning Enhancement may contact the previous school to get further information and conduct further assessments (if necessary).	Head of Learning Enhancement collects relevant information from parents, staff, other professionals eg EP/SLT/Medical and the pupil themselves
Step 5	Initial assessments are carried out on joining the school (if accepted)	Head of Learning Enhancement interviews the pupil – selects and applies appropriate assessments Findings are shared with parents, pupil and HoY, tutor and staff as appropriate.
Step 6	Head of Learning Enhancement draws up an Individual Education Profile (IEP) with recommendations for support if appropriate. The School will provide support within its resources in accordance with its “Reasonable adjustments policy”.	

Step 7	Head of Learning Enhancement draws up a draft IEP, which is sent home for parental input. Once finalised, the IEP is then published (on Firefly/iSAMS) for staff to access. Staff are notified by email that a new/updated IEP has been published.
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Stage 2: Learning Enhancement Provision	
<p>The Head of Learning Enhancement monitor and arranges support for individual pupils as appropriate to their needs. This could range from termly “catch up” to group sessions to one to one support, and/or in class observation/support of pupil.</p> <p>Head of Learning Enhancement keeps relevant staff notified of any developments such as a new/updated IEP.</p> <p>Parents are also informed of IEPs and can also contribute to the process.</p>	<p>Most of the support takes place within the classroom by staff who implement the agreed IEP recommendations. Pupils themselves are also actively involved in following and developing strategies/actions suggested to improve their own learning. Staff, parents and pupils then feedback to Head of Learning Enhancement and a review may lead to an updated IEP or decision that pupil no longer needs to be on the Learning Enhancement Register.</p>
	<p>The pupil must put their IEP in their study diary so that they can refer to it regularly. Pupils have a responsibility to contribute to their own IEP by carrying out agreed actions, self-monitoring and discussing progress with staff and parents.</p>
	<p>The member of staff copies/prints out the IEP, studies its recommendations and keeps it somewhere suitable such as their planner. Staff and Head of Learning Enhancement discuss implementation of IEP when required. Members of staff and parents should review IEPs with individual pupils at identified times and keep Head of Learning Enhancement informed of any amendments.</p>
	<p>The subject HoD should use some of their department meeting time for the Learning Enhancement link staff to discuss important Learning Enhancement issues.</p> <p>The Deputy Head Academic and Head of Learning Enhancement arrange IEP shadowing days where they, together with the HOYs follow a student with an IEP, observing their lessons.</p>

Learning Enhancement Framework

- Some identified pupils are supported by Learning Enhancement Staff either in small groups or on a short term or regular one to one basis. Programmes can include study

skills, literacy support, touch typing skills, exam and revision techniques, improving organisation and time management. Frequency and duration of support is identified in the student's Individual Education Profile (IEP) and is timetabled in sessions freed up by a reduction in timetable, e.g. where pupils in Year 7 may be asked/request to drop a language from their curriculum in order to attend Learning Enhancement classes. For pupils who have a full timetable, sessions may be planned during registration, lunch or after school if appropriate. All pupils are monitored at least twice yearly at their IEP interview, once after the PTM and at the end of the year. Pupils, staff and parents can contact the Head of Learning Enhancement at any time should needs arise.

- The Learning Enhancement Department maintains a register for pupils with identified SEND. This register which is updated on a termly basis, includes a brief description of need and access arrangements required is circulated to all teaching staff as well as being stored on the School's database. Pupils are identified for the register using a number of sources: EP/SLT/medical reports, information from parents, school assessments including MIDYIS, YELLIS, literacy screening and school exams. Student progress is closely monitored by form tutors, Head of Year, Deputy Head Academic, subject staff and Head of Learning Enhancement. Further in-house individual screening can be carried out by the Learning Enhancement staff. If needed, referrals are made for further assessment by an educational psychologist or other such professionals.
- Individual Education Profiles (IEPS) are reviewed usually twice a year for pupils with identified SEND. These IEPs are prepared at an individual review meeting with the student, with parents and staff contributing to process. Pupils keep a copy of their IEPs in their personal study diaries for reference. Copies are stored on the School's intranet and parents and teachers are also sent individual copies of the IEPs.
- All teachers have a responsibility to be aware of pupils with SEND and to follow guidance as recommended in the IEP and statutory requirements under the DDA 2005. Further support and advice is available from the Head of Learning Enhancement.

This policy has regard to The Special Educational Needs Code of Practice, 2015, The Disability Discrimination Act (DDA) 2005, The Children and Families Act 2014 and the Equality Act 2010.

This policy should be read in conjunction with other school policies, in particular, Equal Opportunities, Reasonable adjustments, Admissions, Child Protection, Assessment, Accessibility Plan, Safeguarding Policy, Disability Plan and Data Protection Policy.

PHYSICAL ACCESSIBILITY

We recognise that some children with special education needs may also have physical disabilities. We have already made provision for wheelchair users to access all necessary parts of the School to take advantage of the full curriculum. Woldingham School has an active monitoring policy and will do its best to make reasonable adjustments to take account of an individual pupil's needs, within the constraints imposed by our buildings and our site.

Parents and prospective parents of disabled children may wish to obtain copies of Woldingham School's Accessibility Plan from the School. This shows the ways in which we

plan to make our buildings, the presentation of information, and the curriculum progressively more accessible to disabled pupils, parents and visitors.

STAFF TRAINING

Members of our teaching staff receive training on the learning needs of pupils with special education needs/disabilities. All staff (including teaching and support staff) would be provided with regular training, as required, on working with SEND pupils.

CRITICAL SUCCESS FACTORS

The culture, practice, management and deployment of resources are designed to ensure all learners' needs are met.

The School will endeavour to ensure that:

- Needs are identified early, and the appropriate provision put in place.
- Best practice is followed.
- The wishes of the learner are taken in to account.
- The School works in partnership with the learner's parents.
- Support for each learner is reviewed regularly.

PUPIL PARTICIPATION

- Actively encouraging learners to track their own progress and record achievement within a programme of action designed to meet their particular learning or behavioural difficulty contributes to improved confidence and self-image.
- Learners' and parents' views are sought and recorded as part of the statutory annual review process where possible, as well as within the IEP and any other assessment and review.

IDENTIFICATION, ASSESSMENT AND PROVISION

All teachers are teachers of pupils with SEND. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response.

Coordinating the planning of the learner's IEP, especially setting appropriate recommendations, is the responsibility of the School Head of Learning Enhancement. On the other hand, devising strategies and identifying appropriate methods of access to the curriculum lies within the area of expertise and responsibility of the individual subject teachers. All staff are therefore involved in providing further help to the learner.

ENGLISH AS AN ADDITIONAL LANGUAGE

Lack of competence in English must not be equated with learning difficulties. At the same time, when learners who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. If this is the case the appropriate provision will be made.

We may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language.

IDENTIFICATION

The triggers for intervention will be the teacher's or parents' concern, underpinned by evidence, about a learner who, despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly in a learner's identified area of weakness.
- Shows signs of difficulty in developing language or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the School.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

A register of learners who have been so identified will be maintained by the Head of Learning Enhancement and shared with staff.

INDIVIDUAL EDUCATION PROFILES

Strategies employed to enable the pupil to progress are recorded within an Individual Education Profile (IEP). The IEP includes information about:

- Exam access arrangements
- Strategies students should employ
- Recommendations for teachers
- Students' comments
- Parents' comments
- Comments from the Head of Learning Enhancement

The IEP only records that which is additional to or different from the differentiated curriculum provision, which is in place as part of the provision for all pupils.

REVIEWING IEPS

The learner and parents take part in the review process and is involved in making recommendations about appropriate strategies.

ACCESS ARRANGEMENTS

The intention behind an access arrangement is to meet the particular need/s of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality act 2010 to make 'reasonable adjustments.'

Access arrangements are granted when a candidate has a professional report recommending that particular access arrangement (eg extra time, use of a word processor, separate invigilation, prompter to name few) and this is the candidate's normal way of working within the school. In order for an access arrangement to be valid, the school must show that the candidate does not have an unfair advantage and must hence have available evidence which clearly shows that the access arrangement is needed.

In line with the JCQ Access Arrangements and Reasonable Adjustments guidelines, the Centre cannot simply grant the use of word processors to a candidate because she now wants to type rather than write in examinations, or can work faster on a keyboard, or because she uses a laptop in the classroom or at home.

The Centre may grant the use of a word processor on the following grounds:

a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand and poor hand writing.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use laptop computers in classes, prompters, separate invigilation, rest breaks and can be given large print or documents printed on colour paper if required.

Menus can be devised to cater for special dietary requirements. Other adjustments can be made as required, for example, uniform can be adapted in the Linen Room.

SCOPE OF FREE PROVISION WITH REGARD TO SPECIAL EDUCATIONAL NEEDS

Woldingham School is set up to provide what might be defined as 'light touch' provision, such as is suitable for students with a range needs such as dyslexia or slow cognitive processing. All such provision, whether small group lessons in Years 7-9 (in place of a language), or fortnightly one-on-one support sessions in any year, is free of charge. As part of our admissions process we would always make it clear to parents – if the requisite information is available – whether their child's particular set of needs are such that ours would not be the best school for them. If a parent feels at any point during their daughter's time at Woldingham that extra Learning Enhancement sessions beyond the standard (fortnightly tutorials or small group sessions in place of another subject) would be helpful, this is something we would aim to provide, but on a chargeable basis.

