

## WILMSLOW HIGH SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

**Policy Type:** Governing Body  
**Managed by:** Director of Teaching, Learning and Assessment  
**Governors' Link Committee:** Learning and Student Support Committee  
**Designated Governor:**  
**Designated lead teacher:** SENCo  
**Date of Policy:** October 2015  
**Review schedule:** Summer 2016

### Review records:

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## Context

Wilmslow High School is a large 11-18 comprehensive school with a catchment area of Wilmslow and the surrounding villages. Students who attend the school are from a variety of socio-economic backgrounds and come from homes where aspirations for, and support of, education and career development vary widely. The school hosts a Hearing Impaired Resource Base and an Autistic Spectrum Condition Resource Base which accommodate students from within and beyond the school's normal catchment area. A number of students with Statements of SEN or Education, Health and Care Plan, (EHCP) also attend the school from outside the normal catchment area.

## Values

The school's core belief is that every young person is of equal value. This school aims to meet the needs of all those attending the school, no matter what their ability, gender, socio-economic background, disability or race (see Equality Policy). We aim to provide every student with high quality teaching and extensive learning opportunities both within and beyond the classroom. We will make arrangements to maximise academic progress and personal development for all students, responding to their individual needs and removing barriers to their learning.

## Policy development

The policy has been developed by the SENCo, Learning Support Team Leaders, SEN Governor and Director of Learning & Curriculum with reference to the SEND Code of Practice, 0-25 guidance 2014. Governors (LSS committee) were briefed about the thinking which has influenced the development of this policy during the 2014-15 academic year by the Director of Learning & Curriculum.

## Aims

Our long-term aims are:

- To maximise academic progress and personal development for all students
- To reduce and, where possible, close achievement and progress gaps between different groups of students
- To ensure that vulnerable or disadvantaged students are given the support they need to remove the barriers to their learning and personal development
- To ensure that all our staff understand their role in relation to these aims and, in particular that ***every teacher is a teacher of every student including those with SEN.***

A student is considered to have special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other students of about the same age.

Many children will have special educational needs of some kind during their education. At Wilmslow High School, we can help most students overcome the barriers their difficulties present quickly and easily but a few will need extra help for some or all of their time in school.

The Code of Practice states that "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

The process of identifying suitable support for pupils therefore starts with the assumption that if normal classroom provision is of high quality it will meet the needs of most students including those who have been in receipt of SEN provision at earlier stages in their education. Where classroom provision appears not to be of sufficient quality to meet the needs of some pupils the SENCo and Director of Learning & Curriculum will seek to address this through the school's line management, appraisal, CPD, quality assurance and learning evaluation processes.

Where it is felt that a young people may need special educational provision, the code sets out the principle of a graduated response. This acknowledges that a student may need specific support from the school or may need further bespoke support which may include external experts. This approach is designed to focus on individual need and outcomes and raise the aspirations of and expectations for all students with SEN.

## Objectives for SEN support in Wilmslow High School

Teachers will:

1. Make regular assessments of progress for all pupils
2. Identify pupils making less than expected progress given their age and individual circumstances. That is, progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - is slower than the student's previous rate of progress
  - fails to close the attainment gap between the student and their peers
  - widens the attainment gap
3. Adapt their teaching to address the needs of students identified as making less than expected progress
4. Apply school behaviour and reward systems to ensure students complete the work set for them to the best of their ability so as to make good progress
5. Give regular feedback to students on their work and cultivate students' reflection and response to this feedback
6. Refer students to the SENCo through the *Additional Provision Referral Process* where students in their class may require provision which is additional to and different from that which is offered through the school's curriculum

The Senior Leadership Team will:

1. Work within the guidance provided in the SEND Code of Practice, 2014
2. Provide a suitably skilled and qualified SENCo
3. Monitor the work of the SENCo and Learning Support Team
4. Provide a clear framework within which the SENCo and Learning Support Team operate as part of whole school provision for all students
5. Provide suitable funding, staffing and support to enable the SENCo and Learning Support Team to operate effectively
6. Hold the SENCo and Learning Support Team to account for providing effective, value for money support for students which supports the school's strategic aims and meets the school's statutory obligations

The SENCo and Learning Support Leadership Team will:

1. Work within the guidance provided in the SEND Code of Practice, 2014
2. Monitor **on a termly basis** the academic performance, attendance and social development (as recorded in termly Indicator levels/grades, effort grades, achievement and behaviour logs, Wilmslow Way points and other school information) of students on the SEN register.
3. Assess promptly any students who are brought to their attention as possibly having special educational and/or additional needs, and add them to the SEN register as appropriate
4. Seek to integrate students within the whole school ensuring that they access as much of the mainstream curriculum and extra-curricular provision as possible
5. Accommodate the needs of the "whole pupil"; recognising that a student's personal, social and physical development are as important as their academic progress
6. Lead an effective team of professionals trained and equipped to meet the needs of our students
7. Administer and oversee access to all intervention programmes in school ensuring that the objectives for the intervention are clearly stated and students performance in relation to those objectives is

8. Develop monitoring, support and intervention systems which seek to identify poor progress and the causes of poor progress, address these and enable students to succeed within mainstream provision as far as possible
9. To regularly review progress of any students with SEN and to adapt intervention and provision as appropriate, identifying Special Educational and additional needs

The Student Services Team (in particular, Heads of House and the Head of Inclusion) will:

1. Monitor **on a termly basis** the academic performance, attendance and social development (as recorded in termly Indicator levels/ grades, effort grades, achievement and behaviour logs, Wilmslow Way points and other school information) of students within their house or the year group of which they have oversight.
2. Refer students to the Learning Support team through the *Additional Provision Referral Process* where they may need access to provision which is additional to and different from that which is offered through the school's curriculum

Curriculum Team Leaders will:

1. Monitor **on a at least a termly basis** the academic performance of students within their subject areas
2. Ensure that teachers within their team are assessing meaningfully and accurately
3. Ensure that teachers within their team are identifying any pupils making less than expected progress and responding accordingly; this will be evident in teachers' use of SISRA and the logging of wave 1 interventions in the Interventions for Success marksheets in SIMS
4. Ensure that, where poor pupil progress is identified, teachers deliver high quality teaching designed to address students' areas of weakness

### Identifying Special Educational Needs

Students will be considered for identification as having special educational needs where they:

- a. Have academic achievement which is below the national expectation for their age (i.e. currently, for students joining at the start of Year 7, those who achieve below level 4 in either English or mathematics in Key Stage 2 national tests or teacher assessments; or where this data is not available are judged to be operating at that level on the basis of other assessment such as CAT4 assessments)
- b. Are identified by their previous school as having special educational needs
- c. Are consistently making less progress than is expected for a student of their age in spite of effective provision in the normal school curriculum (Quality First Teaching)
- d. Are thought to be facing a particular difficulty which is affecting their learning (such as, but not limited to: dyslexia, physical disability or a mental health condition)

When identifying need, the four broad categories shown below (as referred to in the Code Of Practice, 2014), are used to give an overview of the range of needs which can be identified as special educational needs:

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

However, categorisation is relatively unimportant: the purpose of identifying students with special educational needs is to work out what action needs to be taken to remove barriers to learning and maximise a pupil's personal and academic development.

The following may also impact on progress and attainment but are not in themselves considered to be special educational needs:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current disability Equality legislation-these alone do not constitute SEN)
- Poor attendance and punctuality
- Poor health or welfare
- Speaking English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child

Students with the above characteristics should be considered for identification as having special educational needs when it seems likely that additional provision which is additional to and different from that which is offered through the school's curriculum might help to address any deficit in their personal or academic progress.

### The SEN register

The SEN register records the names and needs of students who experience barriers to learning that the school seeks to address with provision which is additional to and different from that which is offered through the school's curriculum.

There is no statutory obligation to maintain a register of SEN, and this term is not used in the code of practice. Wilmslow High School maintains an SEN register so as to be clear about which students are currently in receipt of provision which is additional to and different from that which is offered through the school's curriculum. In order to support any possible future applications for an EHCP it is necessary to have good records of the provision that has already been made to address students' needs. As a school we also wish to become increasingly structured and rigorous in the way we administer, evaluate and apply additional provision and the maintenance of an SEN register is expected to support this. All students who access additional provision will therefore be recorded on the SEN register, though many will be on the register only until the intervention or other measure is complete and has been shown to have successfully addressed the difficulty identified.

The SEN register and accompanying notes are regularly updated. Staff will be given access to this in an appropriate form. There is a clear challenge in providing easy access for all relevant staff to useful and detailed but confidential information about young people. The SENCo and Learning Support team will work to develop increasingly efficient ways of communicating this information whilst safeguarding the privacy of the students whose information is shared.

Students will be routinely removed from the SEN register when their achievement is maintained at or above the expectation for their age without the need for *ongoing* support from the Learning Support team. A student's place on the SEN register will be reviewed at least annually but often decisions will be made on a termly basis following data reviews.

### The Learning Support team's role in special provision

The Learning Support team takes responsibility for

- Developing intervention programmes and other provision that meet the needs identified
- Monitoring the impact of this provision
- Recording the use of this provision for each student (provision mapping)
- Managing access to the provision through the *Additional Provision Referral Process*, so as to ensure that resources are distributed fairly and effectively and students' experience of the school's curriculum is maintained while additional provision is made.

Not all such additional provision will be provided by the Learning Support team directly. For example, teachers of English may be commissioned to provide additional literacy support

programmes, members of the Student Services team may be commissioned to provide behaviour or social support programmes and members of the PE team may be commissioned to provide extra-curricular sport which is shaped to accommodate students with special needs.

### Graduated response to SEN Support

In accordance with the Code of Practice, 2014 and LA policy, Wilmslow High School follows a graduated response approach of assessment and recording, in order to match provision to need. This approach is designed to ensure support is focused on individual need and personal outcomes. The SEN Register details areas of need of any students who fall into the following categories:

<p>Initial Support “Wave 1 intervention”</p>	<p>The class teacher, form tutor or Head of House recognises that a student has difficulties and provides differentiated learning activities or personal support, advice or guidance. This may include help with work outside lessons, use of study support, application of the Wilmslow Way behaviour system (both for achievement rewards and behaviour sanctions).</p>	<p>At this point the student is not recorded on the SEN register; many students will receive support such as this.</p>
<p>School Support “Wave 2 intervention”</p>	<p>A student has additional provision, designed to support their access to the school curriculum. This will normally be in the form of an intervention programme which takes place over a duration of between 6 weeks and a school term.</p>	<p>At this point the student is recorded as code “K” on the SEN register; approximately 5-10% of Year 7 to 11 students will receive support such as this at some point in their school career.</p> <p>The student is re-assessed 4 to 6 weeks after completion of the intervention and if their learning difficulties have been successfully addressed they will be removed from the SEN register.</p>
<p>School Focus Plan (SFP) “Wave 3 intervention”</p>	<p>In spite of additional temporary provision a student continues to make less than expected progress. QFT measures and additional provision are made in consultation with parents and student. Advice, support and additional provision may be sought from external agencies.</p>	<p>Student is maintained as Code “K” on the SEN register.</p> <p>Where a student continues to make less than expected progress, an application for an EHCP may be initiated.</p>
<p>Education, Health and Care Plan (EHCP)</p>	<p>For those with the most complex needs, following assessment by the LA, a</p>	<p>Student is recorded as Code “E” on the SEN register.</p>

	<p>Statement or EHCP may be issued. The documentation describes the student's needs and the provision that the school must arrange. The transition to EHCPs will be complete by September 2018. The creation and delivery of these plans will be led by the LA but schools will be involved in developing, delivering and reviewing these plans working closely with parents.</p>	<p>The EHCP is reviewed annually and may be removed if the student is no longer in need of this level of support to maintain good progress.</p> <p>In most cases the EHCP will continue to the age of 25 and will support long-term planning for both educational and broader welfare provision.</p>
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### The Assess-Plan-Do Review cycle.

All teachers review students' learning and adapt teaching approaches on a lesson-by-lesson basis. During team briefings, team meetings and PPA time teachers review assessments, analyse Indicator grades with data-analysis tools such as SISRA and Excel, and record the wave 1 interventions they are applying in the school MIS.

At the classroom level this meets the statutory requirement of the *Assess, Plan, Do, Review cycle*.

This process is strengthened by CTL's scrutiny of progress data at a whole subject/ year group level, scrutiny of teachers' records of interventions and scrutiny of students' work.

Once students are successfully referred for intervention the *Assess, Plan, Do, Review cycle* is further supported by a process operated by the Learning Support team which assesses whether the interventions or other provision made for a student have successfully addressed the difficulties identified in the *Additional Provision Referral Process*. How this assessment is made depends on the nature of the difficulty identified. Where possible the assessment will be independent of the staff who have provided the additional support/ intervention and will use an established measurement structure such as Standardised Reading Age, formal assessment materials (e.g National Curriculum or GCSE assessment material), Wilmslow Way behaviour points over a period of time, effort or assessment grades compared between preceding and subsequent Indicator reports.

For students who have a Statement of SEN/ EHCP, the *Assess, Plan, Do, Review cycle* is further supplemented by reviews held at least once a year between parents/carers, student, SENCo or Higher level Teaching Assistant and any other professionals who work alongside the student. At these meetings objectives or desired outcomes are reviewed and/or set which aim to address the needs of a student.

### Stage 1: Assess

#### *For students joining at the start of Year 7:*

- Prior to transfer, the partner primary schools provide information for those students with SEN. These students are added to the SEN register pending assessment of their need in Year 7. In addition to the school's Year 6 to 7 transition programme, the SENCo will invite students with a Statement/ EHCP and some of the more vulnerable students, to extra transition days which will be spent within the Learning Support department. As well as aiming to settle the students, these days give us the opportunity to get to know more about the students who will join in Year 7. Our transition staff visit each of the feeder primary schools during the summer term to discuss prospective Year 7 students and their individual needs.

- Key stage 2 results are analysed. The expected standard for a student at the age of 11 is National Curriculum level 4. All students whose attainment falls below this level in English or mathematics at entry will be assessed by the Learning Support team in partnership with the relevant subject teachers.
- Literacy screening (assessment of Standardised Reading and Spelling Ages) for Year 7 students takes place early in the Autumn term and helps to identify those who will need extra literacy support.
- Year 7 students also take Cognitive Ability Tests which provide the school with information on strengths and weaknesses in verbal, quantitative non-verbal reasoning. Where students have low scores (most scores at stanine 4 or below) in this assessment they will be considered for additional provision.

*For students joining at other times, including the start of Year 12:*

Information about students' SEN is communicated to school via the admissions process and passed on to the Learning Support Team. Where appropriate the Learning Support Team will contact the school of origin for more information about the provision that has been made for the student in the past.

*Ongoing monitoring of students:*

Needs can become apparent at any stage in a student's development. Throughout Years 7 to 13, queries regarding possible SEN are followed up in response to concerns raised by parents/carers, members of curriculum teams or Student Services and, where appropriate, students will be referred via the *Additional Provision Referral Process*

*Additional Provision Referral Process*

The *Additional Provision Referral Process* is started at the point where a colleague believes a student may benefit from additional provision or intervention.

The process of referral is structured with a standard referral form, although the type of need being referred will vary widely. All relevant information about the student is considered and, where appropriate, additional assessments of various forms may be commissioned. Assessments that support referral may be as simple as a written assessment to measure handwriting speed or clarity or could involve observation of the student in lessons or assessment by an outside agent such as a Speech and Language Therapist or an Educational Psychologist.

The SENCo and her Team Leaders will systematically review all referrals and one make one of the following decisions:

1. Refer the student back to a specific Curriculum Team, Head of House or Form Tutor for further support within the standard process and curriculum of the school, with advice about what criteria will need to be met to justify additional provision
2. Request further information to clarify the type of provision being requested or provide better evidence of need
3. Approve the referral and move to stage 2

**Stage 2: Plan**

When a student has been successfully referred for additional support, a member of the Learning Support team will consider what provision might help to address the student's difficulties and when and how this can be provided.

Crucially the exact difficulty or learning gap which is to be addressed and clear success criteria are established and, along with the nature of the provision to be made, are recorded on the referral form which is uploaded to the student's file in the school MIS (Management Information System – currently SIMS). A brief note to record that an additional intervention is planned, together with the dates over which it will take place is recorded in the MIS so that it is clear which interventions are in place for any student at any given time.

The student and, where appropriate, parents/ carers should be involved in the planning of the intervention or additional provision.

How appropriate parental contact is depends on the significance and cost of the intervention in terms of how serious the need is, how much curriculum time and money will be required to conduct the intervention and how long it is expected to take to resolve the difficulty. Where a quick provision can be made which addresses a difficulty (e.g. providing a piece of equipment or some simple advice) then it will not always be necessary to discuss this with parents/ carers. Where an intervention will require a change to a student's curriculum in the short term then parents/ carers should be informed and should normally be involved in the decision about what kind of provision will be most effective. Where a long term change is being made then it is essential that all stakeholders are properly informed and consulted before a decision is made.

### Stage 3: Do

Firstly, a "pre" measurement of performance in the identified area (literacy / numeracy / cognition / handwriting etc.) is conducted before any intervention is made.

Then the intervention or additional provision is made, and progress against the agreed success criteria is reviewed on a weekly basis. If success is achieved before the completion of the planned provision then the student can be removed from the provision as appropriate.

Finally, a "post" measurement of performance is conducted in a similar manner to the "pre" measurement.

### Stage 4: Review

At the end of a programme a comparison is made between the pre and post measurements, and the key worker and student's subjective assessments of the effectiveness the intervention is recorded.

If it is immediately obvious that the intervention has not successfully addressed the student's difficulties then the student's needs will be re-assessed and a new plan devised to address their needs (back to stage 1 of the cycle).

If it seems that the student's difficulties have been successfully addressed then the case will be queued for medium-term impact assessment in the following half term. This means that approximately 6-8 weeks after the completion the intervention the student's performance will be reviewed again to confirm that there has been a lasting benefit from the intervention. This may take the form of a brief consultation with a subject teacher (e.g. "Is the student now performing within expectation for a student of their age in your subject?") or require another assessment process to be undertaken. The outcome should then be recorded in the referral record form and uploaded to the student's MIS record.

If the medium-term review shows that there remains a deficit in the student's performance which needs to be addressed then the student's needs will be re-assessed and a new plan devised to address their needs (back to stage 1 of the cycle).

## Supporting students and their families

### The Local Offer

Information about the LA Local Offer is provided for students and their families at

[http://www.cheshireeast.gov.uk/children\\_and\\_families/special\\_educational\\_needs/local\\_offer/local\\_offer.aspx](http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx)

<https://ice.cheshireeast.gov.uk/Services/166/Wilmslow-High-School>

## Contacting school

Students on the school's SEN register and their families are supported by the Learning Support team. This provides an additional layer of pastoral support and route for communication in addition to that provided by the Student Services team and the school's pastoral structure.

## Admissions

Cheshire East Local Authority manages the admission arrangements for the school, in the first instance. Full information is available here:

<http://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx>

The admissions policy is based on criteria that are designed to accommodate a parental preference-led system.

The arrangements differ for students seeking a place in either the Hearing Impaired or Autistic Spectrum Condition Resource Base.

If the student meets the LA's criteria for a resourced place, the school will be named on the student's Statement of Special Educational needs (or Education, Health and Care Plan, EHCP). This usually happens after the Year 5 Annual review.

## Access arrangements for examinations

A small number of students experience difficulties which could affect their ability to access examinations and assessments.

We attempt to identify these students through the SEN register and they are normally assessed to provide evidence for eligibility for reasonable adjustments towards the end of Year 9.

Prior to that teachers are encouraged to make appropriate arrangements when assessing students with special educational needs. This includes routinely allowing students with Statements of SEN / EHCPs up to 25% additional time for assessments

## Liaison with outside agencies

Specialists from within school and external agencies are asked for advice as and when necessary to further identify a student's needs. These may include dyslexia teachers, Speech and Language therapist, family support worker, educational psychologist, CAMHS, Autism teams etc.

When the evidence reviewed in the *Assess* stage of the cycle suggests that the school is unable to meet the needs of a student with our existing provision then the SENCo will consult with the Local Authority and seek advice about how the student's needs can best be met. This negotiation is likely to form part of the Annual Review cycle and so will involve parents/ carers and representatives of the local authority. The resource required to meet the student's needs will be established as part of this process, as will any additional financial or other support that the LA is to provide.

## Supporting Students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010.

Some may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as their educational provision, and the SEND Code of practice 2014 is followed.

The school has a Medical Needs Coordinator who works alongside the student, parents/carers and the learning support team to address a student's needs in relation to accessing a full curriculum. (Please see also the school's Medical needs Policy).

## Diagnosis

School staff never diagnose medical, ophthalmological or mental health conditions. Where diagnosis of such conditions has been made by a suitably qualified professional we will make use of this information in guiding how we best accommodate a student's needs.

## Irlens / Scotopic Sensitivity Syndrome / Visual Stress

The school notes that there is no medical or scientific consensus about the existence of such a syndrome or condition and that there is little high quality research that suggests that the use of coloured overlays, coloured paper or tinted lenses is of measurable benefit to those who experience difficulties with reading. Whilst in the past school employees have promoted the existence of such a condition and provided students with resources related to it, our most recent review of the available literature has led to a change of policy. Where students find coloured overlays or coloured paper helpful we will permit them to use these methods but we make no undertaking to supporting students in this way through providing resources printed on a particular shade of paper or providing overlays. Where students have an existing examination access arrangement that includes the copying of examination papers on to coloured paper we will sustain this arrangement provided that the student finds it helpful and makes use of it. Future plans for access arrangements are very unlikely to include coloured paper unless this has been specifically requested by a qualified ophthalmologist in writing in advance. Students are welcome to use coloured overlays and tinted spectacle lenses in examinations where this is their normal way of working in school.

In some cases students and staff find it helpful to change the colours used in computer images such as PowerPoint slide shows in order to reduce the contrast/ glare which can make reading more difficult; this is entirely reasonable and all members of the school are encouraged to do so where it is of benefit.

## Monitoring and evaluation of SEND

The Learning Support team is subject to annual learning evaluation reviews in the same way as other teams in school. Please refer to the school's learning evaluation handbook for further information on this.

The performance of students with special educational needs is scrutinised closely as part of the school's annual Assessment and Qualifications Report, and as part of the school's Self Evaluation Form.

Student and parental feedback is gathered via the annual Kirkland Rowell questionnaire and informally on an ongoing basis.

## Training and resources

### Funding

SEN Funding comes from the Local Authority.

Funding for most students is calculated by a formula based on the number of students performing below expectation in national tests on entry to the school. For students with higher needs whose statements of SEN or EHCPs specify more than 12 hours of support, additional funding is obtained from the local authority. For most students there is no direct link between the amount of support specified in the annual review and the amount of funding the school receives. As a result the school often has to put more funding into provision for students with SEN than it receives. The school has a duty to provide value for money so efficiency and effectiveness are both important in deciding what provision should be made for students.

### Training for members of the Learning Support Team

The professional development members of the Learning Support team makes a significant difference to their effectiveness for our students.

- CPD is provided for all members of the Learning Support team and time is made for this by withdrawing staff from their duties at times when it will least affect the students they support.
- The SENCo and Director of Learning and Curriculum work together to develop training/ CPD which advances the professional effectiveness of the team, keeping them up to date with the latest research and providing them with skills that help them to maximise the progress of our students.
- Where possible members of the team are encouraged to develop specialised skills which support them in their particular role; CPD is a professional responsibility of all colleagues
- The leadership provided by teachers in the classroom is also highly significant in maximising the effectiveness of members of the learning support team who support the delivery of the mainstream curriculum and is one important source of CPD for teaching assistants

### Supporting classroom teachers in meeting the needs of students with SEN

Learning Support Committee representatives from each curriculum area meet regularly to discuss concerns and to share QFT strategies to identify and support vulnerable students.

CPD is provided for teachers by members of the Learning Support team through the school's Annual CPD Programme. The SENCo also ensures that staff are briefed on their statutory and school-policy obligations through staff meetings and INSET day training.

The SENCo, Leadership Group and middle leaders communicate clear expectations about how teachers should deploy and direct teaching assistants through staff meetings and through feedback given after lesson observations.

### Roles and Responsibilities

#### SEN Coordinator

The school's SENCo is not a member of the Leadership Group but is line-managed and closely supported by the Director of Learning & Curriculum who is the advocate for SEN and the Learning Support team on the Leadership Group.

Status in relation to the National Award for SEN (NASENCo Award): The school's SENCo is highly experienced and, as such, not obliged to hold the NASENCo Award. The school's judgement is that this award does not meet the development needs of the current SENCo but may be a useful professional development route for other members of the team now or in the future.

#### Director of Learning & Curriculum

The Director of Learning & Curriculum oversees the way the school delivers learning to all students. Part of this responsibility includes line management of the SENCo and the Learning Support Team, oversight of the SEN Policy, and development of the way that interventions are used to improve learning.

#### SEN Governor

The SEN governor should be a critical friend in the development and application of SEN policy. They should provide a route of communication between parents and the school in relation to how the school develops its provision for students with SEN.

#### SEN Team leaders

As the school has a substantial SEN team we employ two Team Leaders who assist the SENCo in leading the Learning Support team to enact the SEN policy.

#### SEN teachers

SEN teachers are employed to provide specialist teaching for students with dyslexia, hearing impairment or autistic spectrum condition. They also line manage teaching assistants / HLTAs.

## Higher-level Teaching Assistants

HLTAs are responsible for leading small group provision and intervention for students. They also line manage teaching assistants.

## Teaching Assistants

Teaching assistants are responsible for assisting teachers in maximising student progress. They should help students to think and explain their thinking (developing student's metacognitive skills). They should help students to understand the feedback that teachers have given and help to ensure that students respond to it. They should prompt students to listen to and follow teachers' instructions and be careful to avoid becoming an unwitting barrier to learning by dominating the student's attention or restricting the communication between teacher and student. Teaching assistants should always seek to maximise students' independence: ironically, they are doing their job most effectively when the student is moving rapidly towards needing less assistance.

## The designated teacher with specific safeguarding responsibility

This is the Director of Student Service: Simon Mackintosh. In his absence safeguarding concerns should be communicated directly to the relevant Head of House.

## Pupil Premium Funding

This is managed by the Director of Learning and Curriculum in collaboration with the Director of Student Services and the Director of Community.

## Looked After Children Funding

This is managed by the Director of Student Services

## Medical needs

The school employs two medical needs coordinators who manage the school's responsibility for meeting the medical needs of students: please see the school's Medical Needs Policy

## Accessibility

The school continues to work to provide physical access to all parts of school for all students, visitors and staff. Following the provision of a ramp to provide access to a music room this year all classrooms and other learning spaces are accessible to users of wheelchairs. Access to learning is also improved through improved ICT provision with, amongst other things, iPads and reading accessibility software being used with students for the first time recently.

The new Learning Support building includes a lot of new provision for students with individual needs, including more appropriate toilet and washroom facilities, more appropriate space for students with different needs and thereby significantly increasing the quality of our provision.

## Dealing with Complaints

Parents/ carers, colleagues, students or other stakeholders with concerns or complaints should find that all members of staff listen to their concerns and respond reasonably. In the case of concerns relating to the school's SEN provision the best person to contact in the first instance will be the SENCo.

The school's complaints policy provides full details on how the school handles complaints and can be found on the following page of the school website:

<http://www.wilmslowhigh.com/about-us/resolving-issues/>

## Bullying

Bullying is taken very seriously at Wilmslow High School and the possibility of vulnerable students becoming victims of bullying is recognised. As part of their responsibilities all members of the Learning Support team are vigilant to detect any possibility of students with special educational needs becoming victims of bullying.

We seek to minimise the risk by

- Establishing and maintaining a culture in which everyone is of equal value and mutual respect is paramount
- Communicating and enforcing clear rules about behaviour that all are expected to follow through the Wilmslow Way behaviour policy
- The effective induction of new students
- The provision of social education for those who are vulnerable or less confident about social rules and human relationships
- Providing supervised “play” or social spaces for certain groups of students at unstructured parts of the school day (before school, during break times and after school)
- Monitoring closely students who are identified as being particularly at risk during unstructured parts of the school day, whilst not restricting their opportunities for social interaction

Students or their families or friends who believe that bullying is taking place can report it to the SENCo or a team leader within the Learning Support Team, the student’s Form Tutor, Head of House or Student Manager. Alternatively the Sharp system can be used to alert the school of a concern via the link at the bottom of the homepage of the school website or <http://wilmslowhigh.thesharpsystem.com/>