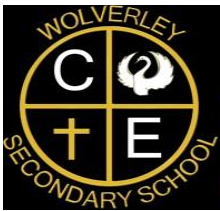


<b>WCESS POLICY</b>		School Offer for Special Education Needs and Disabilities
Governor Sub Committee		Full Governing Body
Senior Leadership Team Lead		Assistant Headteacher – TCL
Date of last review		2 <sup>nd</sup> July 2019
Review Frequency		Annually
Online		Yes



## Wolverley CE Secondary School Offer for Special Educational Needs and Disabilities (SEND)

### Introduction

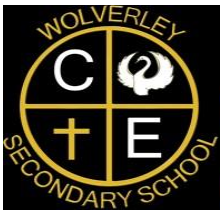
Wolverley C E Secondary School is an inclusive school that aims to provide a broad, balanced and relevant curriculum of the highest quality for all students. We do this by taking into account our students' varied life experiences and needs to ensure that all students flourish both academically and socially. Our educational aims and expectations for students with SEND are the same as those for all students. We recognise that SEND may be experienced throughout, or at any time during a student's school career and as such we are able to be flexible in our approach.

All staff at Wolverley believe that every teacher is a teacher of every child, including students with SEND.

This document is intended to outline the ways in which we ensure we support our students who are identified as having a Special Educational Need or Disability (SEND) in order that they realise their full potential. All Worcestershire Maintained schools have a similar approach to meeting the needs of students with SEND and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with SEND being met in a mainstream setting, wherever possible and where families want this to happen. This document takes into account the 'Worcestershire Local Offer and Ordinarily Available' document.

### What is 'Ordinarily Available' at WCESS?

"Ordinarily Available" is a framework which describes the entitlement of students in Worcestershire mainstream schools. It assists us to develop our provision for students with SEND and has a greater focus on teaching and learning which should reduce the focus on levels of support from Learning Support Assistants (LSAs). We follow the Worcestershire guidance on 'Ordinarily Available' provision.



## Stages of Intervention

Intervention at WCESS is described as 'waves of support' which enables students with SEND to fully participate in the mainstream curriculum.

Wave 1 (Monitoring): Quality first teaching which considers the needs of each individual student in their classroom. This may include providing differentiated work and creating an inclusive learning environment.

Wave 2 (Concern): Specific, additional and time-limited interventions which are provided to students who need some additional support to access the curriculum or to accelerate their progress in identified subject areas. This may include time out of the mainstream classroom for specific targeted support.

Wave 3 (SEND Support): Targeted provision for a minority of students with SEND. This may include interventions that are highly tailored to the needs of the individual student in order for them to achieve their full potential. It may also include extended periods accessing additional interventions or alternative provision where available and appropriate.

Wave 4 (SEND Support): Continued targeted provision for students at SEN Support (Wave 3) who through agreement of parent/carer, WCESS leadership team and external agencies (including specialists) are referred for Statutory Assessment with a view to acquiring an Educational Health Care Plan – this process can take up to three academic terms to complete and during this time, SEN Support (W3) measures continue to apply.

Wave 5 (SEND Support): Continued and specific targeted provision for students who have an active EHCP or Statement of SEN which outlines the provision to be implemented by the school and external agencies.

## Stages of Intervention & Expected Outcomes

<b><u>Wave 1 - Monitoring</u></b>	<b><u>Wave 2 - Concern</u></b>
<ul style="list-style-type: none"> <li>• Mainstream class/set where staff meet the Teacher Standards &amp; where Quality First Teaching is embedded across the curriculum.</li> <li>• Regular reviews of class setting.</li> <li>• Differentiation of curriculum &amp; learning materials where appropriate to enable students to learn effectively and develop potential.</li> <li>• Physical organisation of school environment adapted to support the needs of SEND to meet the criteria in the Equality Act (2010) and the Disability Discrimination Act.</li> <li>• Classroom methodically organised and conducive to good learning.</li> <li>• Observations &amp; skill assessments used to identify possible SEND students, tracked to ensure student progress &amp; shared with staff.</li> <li>• Analytical assessment of student's barriers and needs to result in Individual Provision Maps.</li> <li>• Effective planning, preparation &amp; administration of transition is in place to provide for the needs of all students.</li> <li>• A proactive system to record student absence is in place.</li> <li>• Have access to SENDCo where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of social communication to reinforce expectations and to develop learning &amp; social &amp; emotional skills.</li> <li>• Access to teacher, student &amp; outside mentoring programmes.</li> <li>• Access to outside agencies for formal assessments &amp; examination support.</li> <li>• Effective and targeted Catch-Up Intervention and Individualised teaching programmes delivered in addition to mainstream lessons &amp; with a clear focus on under achieving students.</li> <li>• Targeted use of LSAs to support with access to the mainstream curriculum &amp; support in unstructured times of the day.</li> <li>• A coherent pastoral support policy is in place for the whole school with roles &amp; procedures well defined. In addition to this the use of Pastoral Support Plans are introduced, tightly managed and regularly reviewed.</li> <li>• Updated staff training in all areas of SEND</li> <li>• Links with other educational establishments and enhanced learning provisions for advice and support.</li> </ul>

Outcomes: Monitoring, Evaluation & Review

- Evidence of differentiation within the classroom
- Up to date Accessibility Plan with evidence of accessibility to school environment.
- Evidence of monitoring and evaluation of intervention sessions that have made impact.
- Evidence that support resources have been deployed effectively.
- Systematic monitoring of students' progress through the Clip report to identify students who require additional support.
- Outcomes of intervention programmes are recorded, monitored and adapted.
- Whole school policies evaluated regularly to ensure inclusion and progress for students identified as having SEND.
- Access to teaching and learning for SEND students which is monitored through the school's self-evaluation processes.

**Wave 3- SEND Support**

- Access to the Learning Centre to reduce anxieties, small group teaching and 1 to 1 intervention.
- Access to flexible teaching arrangements which may include off site learning where available and appropriate.
- Appropriate environment for Specialist Teacher advice, support and review e.g. Educational Psychology & Speech & Language therapist.
- Access to Learning Support Assistants (LSAs) across subject areas where appropriate.
- Alternative arrangements in place in the classroom and for examinations where appropriate and following Examination Boards guidance.
- Use of specialist equipment where deemed necessary.

Outcomes: Monitoring, Evaluation & Review

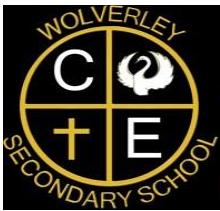
- Support & advice is sought & implemented from external agencies to ensure any barriers to success are fully identified and responded to.
- Evidence of increasingly personalised provision which is regularly monitored and adapted to the individual student's needs.
- All school related activities are evaluated in terms of their impact upon the learning, success and inclusion of SEND students.
- Internal monitoring and parent/carer views are regularly sought to track progress.

<p><b><u>Wave 4 – SEND Support</u></b></p> <ul style="list-style-type: none"> <li>• Students who have been identified as meeting the need for an EHCP and paperwork is being prepared or has been submitted to Worcester SEN Services for assessment for an EHCP.</li> <li>• Access to the Learning Centre and its resources as per Wave 3 provision.</li> </ul>	<p>Outcomes: Monitoring, Evaluation &amp; Review</p> <ul style="list-style-type: none"> <li>• As per wave 3 unless EHCP granted then change to Wave 5 where specific and targeted provision is sourced as set out in EHCP paperwork.</li> </ul>
<p><b><u>Wave 5 – SEND Support with EHCP</u></b></p> <ul style="list-style-type: none"> <li>• Implementation of recommendations within the EHCP.</li> <li>• Access to the Learning Centre and its resources as per Wave 3.</li> </ul>	<p>Outcomes: Monitoring, Evaluation &amp; Review</p> <ul style="list-style-type: none"> <li>• As per wave 3 but with specific and targeted provision as set out within the EHCP paperwork.</li> </ul>

**WCESS School offer for SEND areas of Need**

- Special Educational Needs & Provision can be considered as falling into four broad areas:
- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & or Physical

Some students have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.



# AMBITION UNLIMITED

You will find below a more detailed description of the support that is available at WCESS for these four areas of need.

## **Communication & Interaction**

Students with SEND may have difficulties in one or more of the areas of speech, language & communication. Those with speech, language & communication needs (SLCN) cover the whole ability range. They may find it more difficult to communicate with others, have problems taking part in conversations, or may not be able to understand a word meaning which leads to words being used incorrectly or out of context. These difficulties may become increasingly apparent as the language they need to understand becomes more complex.

Students with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome, have difficulty in making sense of the world in the same way others do. They may have difficulties with communication, social interaction & imagination. In addition to this 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 skills.

## **Cognition & Learning**

Students with learning difficulties will learn at a slower pace than their peers. They may find it more difficult to acquire basic literacy & numeracy skills or in understanding concepts. They may also have other difficulties such as speech & language delay, low self-esteem, low levels of concentration and under-developed social skills. Students 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. Students with a learning difficulty are at increased risk of developing mental health issues and they may need additional support with their social development, self-esteem & emotional wellbeing.

Students with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum.

Students 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

Students with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. Included within the term SpLD are conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (difficulties with maths); dyspraxia (difficulties with coordination) and dysgraphia (difficulties with 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.

### **Social, Mental & Emotional Health**

For some students, difficulties in their emotional and social development, can mean that they require additional and different provision for them to achieve their full potential. Students who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as anxiety, depression, self-harming, substance abuse or eating disorders. Some students may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder or autism.

### **Sensory & or Physical Needs**

There is a wide range of sensory and physical difficulties that can affect students across the ability range. Many students require minor adaptations to the curriculum or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Some students require special educational provision and they should be identified as having SEND. Students may have a visual impairment (VI), hearing impairment (HI), Multi-Sensory Impairment (MSI) (combination of visual and hearing difficulties) or a physical disability (PD).



## WCESS School Offer for Communication & Interaction

Autistic Spectrum Disorder (ASD), including Asperger's Syndrome

Speech, Language & Communication Needs (SLCN)

- Use of the Oracle (student information sheets) to guide staff to a range of successful teaching strategies. The Oracle identifies individual student need and outlines strategies to support this. The student, parents/carers & staff are all involved in the formulation, review & implementation of the sheets through regular meetings and termly Tea Parties.
- These are shared with all staff via the secure area on the secure staff drive.
- Students have access to differentiated material including visual aids to support learning. Tasks are differentiated, where necessary, by the class teacher or LSA.
- Within the classroom students are able to work individually, in pairs and groups to promote social interaction & language use.
- ICT access is available with specialist resources and programmes available from the Learning Centre.
- Students have access to professionals such as an Educational Psychologist, Complex Communications Team (CCN), and Speech & Language Therapist (SaLT) where appropriate.
- Access to intervention sessions with an LSA which target social communication skills.
- Access to Teacher or LSA to monitor organisational skills & provide resources to support this.
- Peer mentoring system in place to support vulnerable students.
- Access to Information, advice and Guidance (IAG) when making decisions about Key Stage 4 options and Post 16 Placements.
- Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Communication & Interaction & how best to support students identified with difficulties in this area.
- Communication Friendly Environment Audit undertaken, and adaptations made.
- A lead practitioner in school is to be trained to Autism Education Trust (AET) Level 2

## WCESS School Offer for Cognition & Learning

Severe Learning Difficulties (SLD)

Profound & Multiple Learning Difficulties (PMLD)

Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia, dyspraxia & dysgraphia

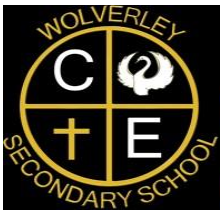
- Use of the Oracle (student information sheets) to guide staff to a range of successful teaching strategies. The Oracle identifies individual student need and outlines strategies to support this. The student, parents/carers & staff are all involved in the formulation, review & implementation of the sheets through regular meetings and termly Tea Parties.
- Students have access to specialist teaching & learning programmes through the Learning Centre.
- Staff in mainstream lessons will use multi-sensory teaching where appropriate.
- ICT equipment available that supports learning e.g. recording of work.
- The school has access to and follows the Worcestershire Dyslexia Pathway.
- Students have access to professionals such as an Educational Psychologist and Learning Support Team where appropriate.
- Access arrangements are implemented where appropriate and following the Examination Board criteria.
- Students have access to LSAs, where appropriate in mainstream lessons.
- Students have access to specialist equipment to support learning.
- Access to Information, advice and Guidance (IAG) when making decisions about Key Stage 4 options and Post 16 Placements.
- Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Cognition & Learning & how best to support students identified with difficulties in this area.

## WCESS School Offer for Social, Mental & Emotional Health

<p>Anxiety/depression</p> <p>Problems of conduct</p> <p>Attention Deficit Disorder (ADD)</p> <p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Attachment Disorder</p> <p>Autism</p> <p>Pervasive Development Disorder</p>	<ul style="list-style-type: none"> <li>• Use of the Oracle (student information sheets) to guide staff to a range of successful teaching strategies. The Oracle identifies individual student need and outlines strategies to support this. The student, parents/carers &amp; staff are all involved in the formulation, review &amp; implementation of the sheets through regular meetings and termly Tea Parties. These are shared with all staff via the secure area on the Staff drive.</li> <li>• Small group work focussing on social &amp; emotional skills.</li> <li>• Small group work for identified students for support with anxiety.</li> <li>• LSA support &amp; access to the Learning Centre during unstructured times such as break and lunchtimes.</li> <li>• The use of Pastoral Support Plans (PSPs) where appropriate to support behaviour change.</li> <li>• Peer mentoring system in place to support students.</li> <li>• Support for students across the school from the Pastoral Team Heads of College (HoCs) and Assistant Heads of College (AHoCs), Attendance Officer, Safeguarding Team, Mental Health First-Aiders, Time 4U, Reach Out, school nurse, Learning Support Team (LSAs) and Tutors.</li> <li>• Students have access to outside specialists where appropriate.</li> <li>• Referrals to the Early Help Hub &amp; subsequently close liaison with external health professionals such as CAMHS.</li> <li>• Referral to the Medical Education Team (MET), where medical evidence supports this.</li> <li>• Managed Moves used where appropriate and through agreement with the Fair Access Panel (FAP).</li> <li>• Alternative provision through the ContinU Plus Academy (CPA) particularly for those students who are at risk of permanent exclusion.</li> <li>• Risk Assessments are completed where necessary to ensure student safety on the school site.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Access to Information, advice and Guidance (IAG) when making decisions about Key Stage 4 options and Post 16 Placements.</li> <li>• Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Social, Mental &amp; Emotional Health &amp; how best to support students identified with difficulties in this area.</li> </ul>
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<b>WCESS School Offer for Sensory and/or Physical Needs</b>	
<p>Visual Impairment (VI)</p> <p>Hearing Impairment (HI)</p> <p>Multi-sensory Impairment (MSI)</p> <p>Physical Disability (PD)</p>	<ul style="list-style-type: none"> <li>• Use of student passports to inform staff of successful teaching strategies. The profiles identify student need and strategies to support this. The student, parents/carers &amp; staff are all involved in the formulation, review &amp; implementation of the passports.</li> <li>• These are shared with all staff via the secure area on the secure staff drive.</li> <li>• Students have access to the school site including after school activities &amp; school trips.</li> <li>• Teaching staff adapt teaching resources to support students with sensory and or physical needs.</li> <li>• Access arrangements are implemented where appropriate and following the Examination Board criteria.</li> <li>• Accessibility Plans &amp; the Equality Policy are reviewed regularly.</li> <li>• Risk Assessments are completed where necessary to ensure student safety on the school site.</li> <li>• The advice and guidance of external specialists is sought and implemented.</li> <li>• ICT programmes and equipment used to support students' access to the curriculum.</li> <li>• Access to Information, advice and Guidance (IAG) when making decisions about Key Stage 4 options and Post 16 Placements.</li> <li>• Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Sensory &amp; Physical Needs &amp; how best to support students identified with difficulties in this area.</li> </ul>



**AMBITION UNLIMITED**

For further information regarding special educational needs, visit the Worcestershire County Council SEN page at:

[http://www.worcestershire.gov.uk/info/20416/special\\_educational\\_needs\\_and\\_disabilities\\_send\\_and\\_local\\_offer](http://www.worcestershire.gov.uk/info/20416/special_educational_needs_and_disabilities_send_and_local_offer)

You may also want to look at the Graduated Response Document for Worcestershire [http://www.worcestershire.gov.uk/info/20613/send\\_school\\_provision\\_and\\_education\\_health\\_care\\_plans\\_ehcp/1798/send\\_education\\_provision/3](http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp/1798/send_education_provision/3)

If you would like any further information about what we offer here at Wolverley CE Secondary School please do not hesitate to contact us directly.