



# WADHAM SCHOOL

## Special Educational Needs Policy

Who is Responsible?	Governing Body
Statutory Policy?	Yes
Review Timescale	Every year
Approval Date	July 2023
Next Review	July 2024

Signed .....

Date: .....

## Statement of Intent



Our school is shaped by key values which flow from our Christian foundation as represented in the wheel above.



At its centre is "Hope". Without hope we and our students will not flourish. Our Special Educational Needs policy draws on these values and underpin our approach to supporting our Students.

## Additional Learning needs



## Mission Statement

Wadham welcomes students with Special Educational Needs.

- We are an inclusive setting and our aim is to enable each student, whatever their challenges, to access an appropriate curriculum so that they can reach their full potential and enhance their self-esteem, wherever the starting point.
- We aim to stimulate and maintain our students' curiosity, interest and enjoyment in their own education through personalising the provision for each student to meet their need.



- We aim to create a supportive environment, identifying individual needs, valuing differences and recognising the achievements of all young people whilst assessing and providing the most effective support for them, involving staff, parents and students throughout.
- We will encourage students to discover their own learning style and therefore take some responsibility for their learning; teaching staff will use a variety of teaching styles, providing full access to the curriculum through differentiation for each young person, according to their need.

Our special educational provision is made in accordance with part 3 of the Children's and Families Act 2014, the equality act 2010 and the Special Educational Needs and Disability code of practice: (0-25 years, January 2015)

- All students will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- The special educational needs of students will normally be met at Wadham but in some cases the needs may be met using alternative settings where appropriate.
- The views of the student will always be sought and taken into account
- A relevant graduated response to the students need ( the Assess, Plan, Do, Review cycle as set out in the SEN code of practice)



### Aims:

- To provide equality of opportunity for pupils to participate fully in school activities
- To have early identification of students with SEN and effective assessment and monitoring of needs
- To ensure that all staff have detailed information regarding students with SEN and work collaboratively to support their education
- To provide students with access to all areas of the National Curriculum
- To remove barriers to learning and achievement
- To create an inclusive environment throughout school providing maximum independence as appropriate to their needs
- To enable students to reach their full potential
- To ensure that pupils with SEN engage in activities in school, alongside other pupils
- To encourage parental involvement in supporting their child's education and maintain close and effective partnerships between parents, our setting and outside agencies



- To enable individual students to express their views, value them and ensure that they participate fully in the decision-making processes

## Admission arrangements for students with EHCPs

Wadham's SENCO and Deputy SENCOs are involved in annual reviews for students in their primary schools in Year 6 who have a Statement of SEN/Educational Health Care Plan and those who have additional funding. In some cases, the SENCO will attend reviews in Year 6 depending on the complexities of the students.



Visits are made to middle schools  
prior to entry.

- SEND Team visit SEN students in their primary schools, to work with them and to observe within the classroom.
- Additional visits can be made during the summer term.
- Additional meetings to discuss complex issues are arranged.
- All students including those with SEN take part in Cognitive Ability Tests in the first half term at Wadham and also 2 days of induction classes.
- For students who transfer during the school year, the SENCO will contact the previous school to ensure that SEN documentation is forwarded.
- Parents are kept fully informed in decisions relating to their child's Special Educational Needs.
- Parents are encouraged to attend all parental evenings. If they do not attend they are informed either by telephone or letter.
- The SENCO/Deputy SENCO are available at all parents evenings and at options evening.



### Students from settings outside the Crewkerne and Ilminster School's Partnership (CISP)

- Students and their families are offered a tour of the school and an initial visit. *You can also view a virtual tour of Wadham school on our website.*
- Students and the family will meet with the Deputy Head to ask and answer any questions and ascertain the needs and suitability of their placement at Wadham.
- The Deputy Head will ensure that the necessary arrangements are made for a smooth transition.

### Links with common Outside Agencies:

- *EP – Educational Psychologist*
- *LSS – Learning Support Service*  
*Statutory SEND team.*
- *CAMHS – Child and Adolescent Mental Health Service*
- *ESO - Education Safeguarding Officer*
- *PIMS – Physical Impairment Service*
- *Hearing Support Advisor*
- *SENATAS – IT support*
- *Integrated Services – OT, Physiotherapy and Speech and Language*
- *PFSA - Parent and Family Support Adviser*
- *YOT - Youth Offending Team*
- *SSPS – South Somerset Partnership Schools*
- *ASD – Autistic Spectrum/Language & Communication Team*
- *Traveller Education*
- *School Nurse/Health Visitors*
- *YFF – Yeovil For Families*
- *Children’s Social Care*
- *Family Intervention Service (FIS)*
- *Dan Palmer – REACH*

To refer to the majority of the above outside agencies, an Early Help Assessment (EHA) needs to be completed on the young person/family. A person with parental responsibility must give permission for this to go ahead, except in Safeguarding circumstances.

### **Responsibility of Governors:**



The Governing Body will appoint a governor with responsibility for SEN, who will meet regularly with the SEN Coordinator to review and discuss SEN provision. Periodic reports will be made on the SEN provision in the school by the SENCO and the Governing Body as a whole.

*Governor responsible for SEN:*  
**Mrs K Bryant**

### **Complaints about the Special Education Provision in the school.**

Complaints should be addressed in the first instance to the SEN Coordinator. If the problem is unresolved, parents will be referred to the Deputy Head teacher for further discussion and thereafter, if necessary, to the Governor for SEN who will inform the Governing Body.

### **Arrangements for Coordinating the SEN Department:**

The name of the *SEN Coordinator* responsible for day-to-day operation of the policy is **Mrs Sarah Coombe**

The *SENCO and Deputy SENCO* is responsible for: -

- *The day-to-day operation of the schools SEN Policy*
- *Liaising with and advising teachers*
- *Coordinating provision for students with SEN*
- *Managing and deploying the work of the Teaching Assistants*
- *Maintaining individual records and profiles for all students with SEN*
- *Monitoring and reviewing pupil progress*
- *Reviewing statutory Annual Reviews*
- *Liaising with parents*
- *Liaising with outside agencies*
- *Liaising with middle schools*
- *Working closely with all members of the SLT*

### **Identification, assessment and provision for all students with SEN.**

In order to facilitate the early identification of students with SEN, there is close liaison with the primary schools before transfer, students identified as having difficulties are closely monitored and schools work together to ensure a smooth transition is in place.

All records are transferred and Learning Passports are created to meet the changing curriculum from middle school to upper school.

Within Wadham regular meetings are held with SEN staff to discuss the needs of students and to identify any students who may have not been identified in primary schools or whose progress has changed and is now a cause for concern.



### **Basic school entitlement**

Basic School Entitlement relates to all students who should have a broad, balanced and differentiated curriculum.

- Some students will also need literacy and numeracy interventions and/or Social and Emotional interventions, using differentiated materials to meet their needs.
- They may work within the classroom or in small groups or on occasions on an individual basis.
- These students may have a Learning passport, which will be used to inform staff of the needs and strategies to help the student.
- Outside agencies/professionals may need to be involved and both parents and students will be informed if this support is necessary.
- Involvement of parents is also important and they will be invited in to discuss progress with the SENCO or key learning support staff and be encouraged to work closely with school.

### **Educational Health Care Plans**

- An Educational Health Care Plans is a statutory assessment for those students that the LEA has judged in need of careful monitoring and specific provision that should be put in place as set out in the EHCP.



- A parent or carer can request a statutory assessment.
- Once the necessary paper work is completed the panel at the LEA decide whether the needs of the student require this legal assessment, if it is deemed appropriate they will contact all outside agencies and school, who will create a report which will be included in the EHCP.
- Not all students with an Education Healthcare Plan have additional funding; they still have to go through the audit process.
- Once an Education Healthcare Plan has been written this has to be reviewed each year and copies sent to the LEA as the Statement is a legal document.

### **Additional Provision and Pastoral Support**

- On the rare occasions where students' needs cannot be met in the classroom, some students, regular withdrawal from normal subjects, for either one or two lessons per week is undertaken in order for them to receive the specialist tuition for their individual needs, in addition to the ongoing support in the normal classroom.
- For some students who need social and emotional support, they will be directed to the pastoral hub in the first instance. If significant interventions are needed, this will be triaged by the SENCo and Deputy SENCo.
- Wadham School is a MHST School and our Mental Health Lead is Mrs Nicola Finch.
- Some students may take part in activities, away from school such as REACH. This gives them the opportunity to explore different activities and to build their self-esteem and to work as part of a team.



Andrew Hutchings Learning Centre.

This was an exciting development for 2022, to provide our young people, that are working below age related expectations, with additional opportunities to develop skills in core subjects and life skills. The enhanced learning centre is run by Mr Keith Allington and supported by Miss Scarlett Wells.

For some students in Year 10 and 11 the opportunity of extended work experience is appropriate and they can attend a work placement for up to two days per week,

giving them the opportunity to understand the world and work and become more motivated and interested in their future.

### **Continued support**

In the event of whole or partial school closure, students with an EHCP will be contacted by a member of their SEN team, ideally their keyworker.

The SEN team member will check that students are able to access their learning, answer any questions about their work and check on their wellbeing. If there are concerns about a student's wellbeing it may be necessary for a member of the team to do a doorstep visit.

Finally, students will be provided by the SEN team with some work that is specific to their needs and helps to further develop their learning and understanding.

### **Staffing September 2022**



Miss Alexandra Davidson – Assistant Headteacher and SENDCo

Mrs Emma Charles – Deputy SENDCo

Mrs Melanie Guppy – Deputy SENDCo

Mr Keith Allington- Enhanced Learning Centre Teacher

Mrs Scarlett Wells – Enhanced Learning Centre Teacher

### **Teaching Assistants:**

#### **Teaching Assistants:**

Mrs Liz Webb

Mrs Kathy Hayden

Mrs Jo Carvell

Mrs Nicola Salter

Miss Cara Panter



Miss Nicola Brown

Miss Amy Gray

Mrs Sarah Baker

Mrs Jodie Blackmore

Mrs Hayley Rich

Mrs Clare Durrant

Miss Abigail MacKay

Miss Emma Storey

Mrs Isabelle Coombes Mrs Charlotte Brennan

Mrs Jessie Vowles