



WADHAM SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY 2024-2025

Who is responsible?	Governing Body
Statutory Policy?	Yes
Review Timescale	Annual
Approval Date	July 2024
New Review	July 2025

Wadham School is a learning community in which all young people are supported and encouraged to work to the best of their abilities and fulfil their potential.

Our Mission Statement

Our aim as a school is to enable each student, no matter their challenges, to access a rich and broad curriculum that will support them to reach their full potential and enhance their self-esteem.

We aim to cultivate interest, curiosity and enjoyment in our students with regards to their education. We aim to adapt provision when required to meet the learning or medical needs of the individual and help them make progress.

We will identify needs and assess student progress, then plan and provide the most effective support for individual students. The team of staff, parents and students will help us in assessment and understanding of need. We will encourage students to take responsibility for their education and empower themselves using the support available in school. Teaching staff will deliver high quality teaching with adaptive strategies to support learning needs and engage in continued professional development to further this. Support staff will also provide high quality support for students who need it and follow a programme of continued professional development to allow reflection and improvement.

THE DEFINITION OF SEND

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of the facilities provided for others of the same age in the Wadham.

Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with chronic health conditions do not necessarily have SEND, but may have individual learning needs. There is also a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

AIMS & OBJECTIVES

- To raise the aspirations of and expectations for all children with SEND and disabilities to enable them to achieve their best.
- To provide a focus on high expectations of students with SEND and to ensure that they are well prepared for all stages of development throughout their lives including Primary- into Secondary transition and then subsequently into further education; including training, employment and independent living as appropriate.
- To ensure high quality provision for children with SEND which revolves around inclusive practice and the removal of barriers to learning.
- To ensure that the SEND of children are identified, assessed and provided for.
- To make clear the expectations of all stakeholders.
- To identify the roles and responsibilities of staff in providing for children’s SEND.
- To enable all children to have full access to all elements of the school and National curriculum.
- To ensure that parents and carers are actively involved in supporting their child’s education.
- To identify and provide for children who have a greater difficulty in learning than others of the same age.
- To work with the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole child, whole school” approach to the management and provision of support for SEND.
- To provide a SEND Co-ordinator (SENDCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with SEND children.
- To provide children with opportunities to voice their opinions about their own needs.

ROLES AND RESPONSIBILITIES

Headteacher	To ensure the policy is adhered to and ensure strategies are effective. To work with the SENDCo to ensure efficient use of resources and that every child's needs are addressed.
Governing Body	Use 'best endeavours' to ensure that pupils with SEND get the support they need. Ensure that relevant policies have been approved and monitor their effectiveness. Ensure the necessary SEND information is published on the school/trust website. Ensure that adequate resources are allocated to provision for pupils with SEND. Ensure a suitably qualified or experienced special educational needs coordinator (SENCO) has been appointed and is working effectively.
SLT	To ensure the policy is adhered to and strategies are effective. To regularly evaluate how expertise and resources used to address SEND are used to build the quality of whole-school provision as an integral element of school improvement. To appoint and fulfil the role of SENDCo and ensure statutory and additional training is provided. Fulfil role of Designated Safeguarding Lead. Fulfil role of Designated Lead for Looked After Children. Line Management of the SENDCo. To ensure that all teachers are aware of the importance of providing for children with SEND. To ensure the quality of teaching for students with SEND, and the progress made by students, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. To ensure that reasonable adjustments are made for disabled children, to support medical conditions.
School SENDCo and Deputy SENDCos	To ensure that all legal and statutory requirements are met for students with SEND. To ensure that details are published of what SEND provision is available through the Information Report and co-operate with the local authority in drawing up and reviewing the Local Offer. To manage the day-to-day operation of the school's, SEND policy and manage a range of resources, both human and material, to enable appropriate provision to be made for children with SEND. To co-ordinate the provision for and manage the responses to children's special need, by ensuring the appropriate levels of funding are allocated to each student. To support and advise colleagues, contributing to the professional development of all staff. To ensure that parents and carers are notified of any decision by the school that SEND provision is to be made for their child. To act as an advocate for children with SEND and their families. To liaise with external agencies and other professionals to ensure the best support for students with SEND. To oversee the records of all children with SEND.

	<p>To evaluate the SEND provision and report to the governing body as appropriate.</p> <p>To oversee transition arrangements at all important Key Stage/Transition points for a student.</p> <p>To oversee and organise any necessary assessments that are required either to assist with identification of need for a student or removal of barriers to facilitate full access to examinations.</p>
Head of Departments and Teaching Staff	<p>To meet the requirements within the Teachers' Standards; every teacher is a teacher of every child, including those with SEND. Where intervention is assessed as necessary, this could involve group or one-to-one teaching away from the main class or subject teacher. Where this is the case the teacher should still retain responsibility for the student. They should work closely with any Teaching Assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset; this must also involve parents and carers, so as to allow implementation of a joint learning approach at home.</p> <p>These include:</p> <ul style="list-style-type: none"> • providing support for children who need help with communication, language and literacy; • planning to develop children's understanding through the use of all their senses and of varied experiences; • helping children to manage their behaviour and to take part in learning effectively and safely; • helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning; <p>Lessons should be planned to address any potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND will be able to study the full Curriculum.</p>
Heads of Year, Assistant Head of Years and Tutors	<p>To oversee the personal, emotional and social development of the students, ensuring their full participation in all enrichment and extra-curricular activities.</p> <p>To report on the progress of children identified with SEND to parents and carers in conjunction with the SENDCo.</p> <p>Identify needs through the assessment process as part of the monitoring of student progress.</p>
Support Staff (KS3 onwards)	<p>Students from Year 7 until Year 13 are provided with independent careers guidance.</p>
Parents and carers	<p>Parents and carers are required to engage in the production of a Learning Passport and support their child to progress towards agreed recommendations.</p>
Children & Young People	<p>Children are required to engage in the Assess-Plan-Do-Review cycle (at an appropriate level for their age and development) and provide evidence of their progress towards agreed recommendations.</p>

WORKING WITH OTHER AGENCIES

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. The student's parents and carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and carers and teaching staff supporting the child in the same way as other SEND support. Every effort will be made to access external advice and support swiftly. The Local Offer, published by Somerset County Council and available through the Somerset Choices website, details the range of support available both within the school and in the local area.

COMPLAINTS

Initially any complaint about the level of provision for any child with SEND should be addressed to the SENDCo. If the issue is not resolved then the complaint should be raised with the Headteacher. The School Complaints Procedure, available from the school office, gives details of the process if there is a need to escalate to Governors. Parents and carers of children in receipt of an EHCP also have the right to go to the local authority if they consider the school is not meeting their child's needs as set out within this plan.

Appendix 1

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people. It states that:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they

plan to increase access for disabled students to the curriculum, the physical environment and to any information that requires to be shared with all/any stakeholders