Walthamstow School For Girls

"Neglect not the gift that is in thee"

Policy Document

Special Educational Needs and Disabilities (SEND) Policy

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Ratification Date:	**October 2023**
Next Review Date:	**October 2026**
Reference:	**SEND_POLICY_V1.0**

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1.	Aims

SEND Provision at WSFG is co-ordinated through the Language & Learning Development Faculty (LLD). There is no additional specialist resource provision at WSFG. Through our SEND provision we aim to ensure that:

- WSfG fully implements the national legislation and guidance regarding students with SEND.
- The SEND policy is understood and implemented consistently by all staff.
- Students with SEND are able to access a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND have access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND.
- Students with SEND are educated, wherever possible, in the mainstream classroom environment alongside their peers to enable each student to reach their full potential.
- Additional support for learning is matched to the wide variety of individual learning difficulties, while enhancing self-esteem and developing self-confidence.
- We help students to fulfil their aspirations and achieve their best and support them to make a successful transition into post-16 and beyond.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, as well as in discussions and decisions about support and provision.
- We strive for close co-operation between all the relevant agencies concerned, both within and outside of the school.
- We meet the needs of students with SEND by offering appropriate educational provision, by the most efficient use of all of the resources available to us.
- We maintain up-to-date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

2.	Vision and Values

Walthamstow School for Girls (WSfG) is an inclusive, 11-16, mainstream LA maintained school which values each of the nine hundred students equally and recognises them as individuals.

High expectations, inspirational teaching and learning and extra-curricular experiences are underpinned by the school's vision and values (courage, compassion, aspiration, integrity) and the school's motto of 'Neglect not the gift that is in thee'. Staff work hard to provide opportunities for all students to succeed and to maximise their potential and we aim to equip students with the skills needed to become confident and independent learners.

This policy is the over-arching framework for SEND provision at Walthamstow School for Girls and should be read in conjunction with the SEND Information Report, which is updated annually.

3.	LEGISLATION AND GUIDANCE

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4.   DEFINITIONS

4.1 Special Education Needs

A student has a **special educational need** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The Four Areas of Need

The needs of students with SEND are grouped into four broad areas. Pupils can have needs across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	
Communication & Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition & Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating

	disorder
	• Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder
	• Suffered adverse childhood experiences
	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Our school currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction
- Cognition and learning including specific learning difficulties and moderate learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5.   ROLES AND RESPONSIBILITIES

5.1 The SENCO

The SENCO at our school is Sarah Wallis. The SENCO will:
- Inform parents/carers that their child may have a special educational need and then liaise with them about the student's needs and any provision made.
- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up-to-date and accurate.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.2 The SEND Link Governor

The SEND Link Governor is Rukaiya Moola. The SEND Governor will:
- help to raise awareness of SEND issues at Governing Body meetings
- monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this
- work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Headteacher

The Headteacher will:
- work with the SENCO and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class Teachers

Each class teacher is responsible for:
- the progress and development of every student in their class
- working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENCO to review each student's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

6. SEND INFORMATION REPORT

A SEND Information Report must be published by all schools. It is based on the requirements set out in Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

These include:
- The types of SEND that are provided for
- Policies for identifying students with SEND and assessing their needs, including the name and contact details of the Special Educational Needs Co-ordinator (SENCO)
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements for assessing and reviewing students' progress towards outcomes
- This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting students moving between phases of education and preparing for adulthood
- The approach to teaching students with SEND
- How adaptations are made to the curriculum and the learning environment of students with SEND
- Additional support for learning that is available for students with SEND

7. OUR APPROACH TO SEND SUPPORT

7.1 Identifying pupils with SEND and assessing their needs

The decision to place a student on the SEND register is discussed with parents/carers. Students are identified as having SEND in a variety of ways, including:
- liaison with primary or previous school
- baseline assessment for numeracy and literacy; KS2 SATs results; data captures throughout the year
- communication with parents/carers
- the student is worried about accessing learning and raises concerns with a member of staff
- the student is performing significantly below expected levels
- concerns raised by a teacher or another adult at the school
- liaison with outside agencies
- using a range of screening tools
- referral to another professional, with parental consent

7.2 Communication with parents/carers and a child-centred approach

The SENDCo will endeavour to resolve any parental concerns or complaints in the first instance. Working in partnership with parents/carers is very important to us. The school's complaints policy is available on the website.

Student voice is extremely important at WSfG and students are encouraged to take an active role in school life and in their own learning. Student voice is gathered in a number of ways, including through student voice groups.

We create an Inclusive Teaching & Learning Student Passport with the student, parents/carers that details the student's strengths and likes, what they find difficult, and how teachers should support them in the classroom. This is reviewed regularly.

Students on the SEND register have access to a Key Worker. The Key Worker provides the student with an adult they can go to if they have any worries or concerns, and it provides enhanced communication between home and school.

7.3 The Graduated Approach to SEND Support

Subject teachers are responsible for the progress and development of students in their classes. High quality, adaptive teaching is the first step to responding to students who may have SEND. Subject teachers informally and formally assess throughout the term and follow the Graduated Approach. Parents receive feedback on their child's progress three times per year. Students with SEND and their parents/carers have the opportunity to discuss progress or any concerns with the Key Worker or SENDCo throughout the year.

8. EXPERTISE AND TRAINING OF STAFF

Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary, the school will work with external support services. See the SEND Information Report for a list of up-to-date external support agencies used by the school.

10. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Local Offer
  https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2
- Accessibility Plan
- Positive Behaviour for Learning
- Equality Statement
- Supporting Students with Medical Conditions