

SEND Policy



WILMSLOW
HIGH SCHOOL

Managed by: Senior Deputy Headteacher - Standards
Policy Approval: Governing Board
Governor link committee: Student Success and Wellbeing
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1. Aims

Our SEND policy aims to meet the principles outlined in:

the SEND Code of Practice
the EEF Guidance report on special educational needs in mainstream schools

- To create a positive and supportive environment for our young people with SEND in which inclusive practices are embedded
- To build an ongoing, holistic understanding of our young people and their needs, including through effective systems to allow early identification of special educational needs
- In line with the pursuit of excellence for every student every day: to have high ambitions and set stretching targets for our young people with SEND with a focus on removing barriers to learning

- To ensure high quality provision to allow our young people with SEND to achieve their best including ensuring that they have access to high quality teaching
- To complement high quality teaching with carefully selected interventions, ensuring that the approaches used are based on the best possible evidence and are having the required impact on progress
- To promote positive outcomes in the wider areas of personal and social development, ensuring that our young people with SEND can become confident individuals living fulfilling lives and making a successful transition into adulthood
- To work closely and collaboratively across school teams, with external professionals and with young people with SEND and their parents/ carers to ensure that we are most effectively meeting the needs of the student

Whole Curriculum vision

Our vision for all our students, including those with a special education need, within:

- The Formal Curriculum
- The Wider Curriculum
- The Wilmslow Way

can be found at this link: [What we Teach at Wilmslow High School: The Whole Curriculum](#)

Quality of Education

At Wilmslow High School we believe that every student should be supported to gain at least **substantial** knowledge of a broad, ambitious and knowledge-rich curriculum.

The end result of a good, well-taught curriculum is that students, including those with a special educational need, are able to know more and are able to do more. The positive results of students' learning can then be seen in the standards they achieve.

At Wilmslow this is delivered through:

- [What we Teach](#)
- [How we Teach](#)
- [That Students Learn](#)

2. Roles and responsibilities

All will be expected to work within the guidance provided in the [SEND Code of Practice](#), 2014

A. Teachers will

- Take responsibility for the progress and development of every student in their classes
- Set high expectations and ambitious targets for all students, whatever their prior attainment
- Provide high quality teaching using our routines of excellence including **additional scaffolding and support** for SEND students
In line with our [Staff Handbook section 4.2a](#)
- Provide appropriate independent practice for students including **additional scaffolding and support** for SEND students
In line with our [Staff Handbook section 4.2c](#)
- Make routine checks for understanding in lessons and use appropriate and accurate assessment with all students
In line with our [Staff Handbook section 4.3a](#)

- Use accurate assessment formatively to inform planning and teaching, including addressing potential areas of difficulty and removing barriers to student achievement and keep appropriate records in [formative mark books](#)
- Engage with guidance as outlined in individual Student Passports for SEND students and contribute to these with effective teaching and learning strategies that support students to make progress
- Identify students making less than expected academic or developmental progress given their age and individual circumstances. That is, progress which:
 - Is **significantly** slower than their peers starting from the same baseline and/ or fails to close, or widens the attainment gap
 - Fails to match the student's previous rate of progress
- Flag concerns where students are making less than expected academic or developmental progress through:
 - i. Referrals to the SENDCO using our [internal referral system](#)
 - ii. Half-termly progress reviews
 In line with our [Staff Handbook section 4.3c](#)
- Follow the SEND policy

B. Formal Curriculum Leaders will

- Ensure a climate of high expectations and ambitious targets across the Formal Curriculum including not inadvertently narrowing the curriculum offered to SEND students
- Implement and quality assure the processes above in line with the SEND policy In line with [Staff Handbook section 4.9](#)
- Ensure appropriate high quality additional support is provided, in particular [Building Fluency curricular provision](#) in English, mathematics, science and reading to support students' academic progress In line with [Staff Handbook section 4.5](#)
- Ensure high quality professional learning is provided to support scaffolded teaching of SEND students [Professional Learning at Wilmslow High School](#)
- Implement progress reviews and Evidence Informed Action cycles to analyse the academic progress and performance of SEND students and put in place focused plans to address gaps In line with [Staff Handbook section 4.3c](#)

C. The SENDCO and Deputy SENDCO will

- Set high expectations and ambitious targets for all SEND students including not inadvertently narrowing the curriculum offered to SEND students
- Implement the SEND policy and SEND Information Report
- Implement a clear and well-communicated approach to identifying and responding to SEND, responding swiftly to concerns raised and working with the AHT Formal Curriculum and Assessment
 - to ensure that, where appropriate, high quality specialised assessment supports identification of special educational need and the additional support required
 - to assess each student's current skills and levels of attainment as part of the Year 6-7 transition process
 In line with [Staff Handbook section 4.3a](#)
- Provide:
 - high quality individual Student Passports for SEN students
 - professional learning on the special educational needs most frequently encountered
 - information on supporting SEND students through the [Staff Handbook section 4.6](#) Which support high quality teaching
- Coordinate effective high-quality curriculum provision for all SEND students ensuring effective Formal Curriculum and Learning Support programmes to support:
 - Communication and interaction
 - Cognition and learning
 - Social and emotional health difficulties (working with the Student Services Lead for Learning and Achievement)
 - Sensory and/ or physical needs

In line with our curricular provision model below and [Staff Handbook section 4.5](#)



- Ensure rigorous high-quality interventions are provided by the Learning Support Team that are based on the best possible evidence and which close identified learning gaps In line with [Staff Handbook section 4.5](#)
- Ensure efficient and effective deployment of learning support staff (HLTAs, ELSAs and LSAs) to positively impact on student progress
- Engage in progress reviews and Evidence Informed Action cycles to analyse:
 - i. the academic progress and performance of SEND students in comparison to their peers and national data
 - ii. the impact of interventions provided by the Learning Support Team
 And put in place focused plans to address any gaps
[In line with Staff Handbook section 4.3c](#)
- Monitor the progress of SEND students with regards to:
 - Attendance
 - Behaviour
 - Successful transition into adulthood including appropriate careers guidance
 - Personal Development and Wellbeing
- Implement monitoring programmes for all SEND students (including the EHCP Annual Review and Assess, Plan, Do, Review processes) in an efficient and timely manner to:
 - Identify and overcome barriers to learning
 - Put effective special educational provision in place which is matched to need
 - Ensure that the impact of this provision is regularly reviewed for impact
 - Escalate action in line with the [SEND Code of Practice](#) (pages 102-104) where a student continues to make little or no progress or to work at levels substantially below those expected So that SEND students are supported to make good progress and secure good outcomes
- Ensure that the Learning Support Team work within our Quality of Education guidelines [In line with the Staff Handbook section 4](#)
- Ensure close working relationships across the Learning Support Team with other school teams, students, parents/ carers and other professionals and agencies, including in ensuring that SEND students receive appropriate support and high-quality teaching within the Local Offer Including supporting school contact with families [in line with the Staff Handbook section 4.4](#)
- Work with the Senior Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- Use their best endeavours to make sure that every child with SEND gets the support they need whilst ensuring efficient and effective staffing and timetabling within the Learning Support Team, and deployment of the school's delegated budget

D. The Senior Leadership Team will

- Provide a suitably skilled SENDCO with a NASENCO qualification
- Ensure that the SENDCOs have sufficient time and resources to carry out the functions above including providing administrative support and time away from teaching

- Work with the governing body and the SENDCOs in determining the strategic direction of policy and provision in the school
- Set high expectations and ambitious targets for all SEND students including not inadvertently narrowing the curriculum offered to SEND students
- Ensure that a clear approach is in place for identifying and responding to SEND
- Ensure that the provision made for SEND students is recorded accurately and kept up to date
- Monitor the progress and development of all students
- Ensure that quality of teaching of SEND students, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional learning
- Use their best endeavours to make sure that every child with SEND gets the support they need whilst ensuring efficient and effective staffing and timetabling within the Learning Support Team, and deployment of the school's delegated budget
- Monitor and support the work of the SENDCO and Learning Support Team through line management processes
- Work with the SENDCOs and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- Monitor the implementation of the SEND Policy
- Regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement

E. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Keep up to date with relevant school and national information related to SEND
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Senior Leadership Team and SENDCOs to determine the strategic development of the SEND policy and provision in the school

3. Legislation and guidance

This policy 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 students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

4. Definitions

A student has SEND if they have a learning difficulty or disability that 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 the 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.

