

**WIMBLEDON COLLEGE**

**SPECIAL EDUCATIONAL NEEDS  
POLICY**

**Summer 2004**

## INTRODUCTION

The **Mission Statement** of Wimbledon College includes the following principles:

- We seek to live the Gospel, to do everything for the greater glory of God and to find the presence of God in all things
- We recognise that everything we have comes from God and so we seek to educate the whole person
- We aim to achieve the most for each individual so that we may work with Christ in building God's kingdom in the world
- We encourage all to be generous
- We value each person as an individual created in the image of God.

Nowhere is this mission statement more important than in the management of special educational needs . We aim to ensure that:

- Those with special educational needs are valued as highly as others
- We adopt inclusive practice within and outside the curriculum
- We allow all to make their contribution to the community of the school, and prepare them to make a contribution to the wider world
- Pupils with special educational needs do not encounter unjust criticism or discrimination

## 1. A WHOLE SCHOOL APPROACH

**"All teachers are teachers of pupils with special educational needs" *SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs - July 2000***

All teachers have a responsibility for identifying and meeting the educational needs of all pupils, whatever their learning difficulty. These needs are seen as the responsibility of the whole school for two reasons:

- pupils must as far as possible be included in the life of the whole school
- support must be maximised by giving all classroom teachers a responsibility for promoting the achievement of pupils with special educational needs

Every pupil is recognised as an individual, developing at his own pace, academically, socially, emotionally and spiritually. However, many children will at some time experience needs arising from one or more of the following:

- learning difficulties
- emotional/behavioural difficulties
- sensory or physical difficulties or other medical conditions
- long term absences
- difficulty in accessing the curriculum because English is not the pupil's first language; although EAL pupils should not be placed on the SEN register as a result solely of having EAL.

The main objective of SEN provision is to enable pupils to access a broad and balanced curriculum which is seen as an entitlement regardless of ability.

All pupils are encouraged to join in Third Sessions; the College has a considerable variety of these, many of which are accessed by pupils with special educational needs .

## 2. THE SPECIAL EDUCATIONAL NEEDS DEPARTMENT

### **2.1 Objectives**

The task of the Special Educational Needs Department at Wimbledon College is to:

- identify these pupils through testing, assessment and reporting
- monitor these pupils either in the short term or in the longer term
- provide the necessary support to enable pupils to maximise their achievements
- work actively with parents and external agencies to support students in raising achievement;
- develop practices and procedures in line with the "Code of Practice for the identification and assessment of pupils with SEN";
- give the opportunity for all pupils to have their particular needs met in teaching groups with their peers where possible
- monitor and evaluate pupils' academic progress
- ensure that relevant pupils have an Individual Education Plan (IEP) and that this is reviewed as appropriate

### **2.2 The SENCo**

The role of Wimbledon College's Special Educational Needs Co-ordinators (SENCo) is to oversee the day to day provision for pupils with SEN. The Governor for SEN can be contacted via the school.

The responsibilities of the SENCo are:

- to maintain the SEN register
- to maintain pupil SEN records
- to liaise with parents, staff, governors and external agencies
- to arrange annual reviews of pupils with statements
- to arrange IEP reviews for pupils on 'School Support' and above in line with Merton's policy on Special Educational Needs and their supporting document "Achievement Plus".
- to coordinate special arrangements for internal and external examinations
- to ensure students are assessed on entry and providing staff with baseline information such as reading age and spelling age
- to communicate the needs of students to staff
- to update staff and Senior Management Team on developments in SEN.
- to organise INSET for school staff, including briefings on new pupils and talks by specialists to teachers of specific pupils
- Ensure that the provisions of the SEN and Disability Act 2001 are adhered to with regard to pupils with learning disabilities.

### **2.3 Staffing**

The college undertakes to maintain staffing appropriate to the level of support 3, required by pupils identified as having Special Educational Needs.

### 3. FACILITIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AT WIMBLEDON COLLEGE.

These include:

- SEN Office (Room 113). This is used for administration and annual review meetings
- Learning Opportunities Base (Room 111). This is used for pupils returning from exclusion or sick leave, for new pupils arriving during the year in need of intensive support, and for those requiring intensive support at any time. The long term aim of the LOB will be to provide sufficient books and IT resources to facilitate these needs adequately.
- Touch Type Read and Spell system. (Room 44) This is recommended by the British Dyslexia Association, and is designed to speed up typing and to improve spelling. The system serves as half of Option Support, in which a group of around 10 GCSE students is given extra close support with coursework in the library instead of a GCSE course.

We make available differentiated academic and vocational pathways. Participation is negotiated in discussion with the pupil, his parents and other agencies as appropriate.

### 4. ADMISSIONS

Pupils with special educational needs have the same rights of admission as all other prospective pupils who meet Wimbledon College's admissions criteria, provided that we are able to meet their needs and their admission would not have a deleterious effect upon other pupils. The SEN Department makes contact with feeder schools and arranges to visit them for the purposes of gaining information about SEN pupils transferring to Wimbledon College. If possible, statemented pupils are encouraged to visit Wimbledon College with their parents or a member of the feeder school's staff in the summer term prior to transfer.

### 5. FUNDING, IDENTIFICATION, ASSESSMENT, DISSEMINATION AND PROVISION

#### **5.1. Funding**

The resources for SEN are included within the overall budget as delegated to the school by the LEA. The Special Educational Needs Department receives an annual budget. The teaching staff are welcome to borrow resources for a limited period to complement their lesson planning and to provide differentiated material for their pupils. The school has also made provision from its own resources to fund the Touch Type Read and Spell system, some smaller classes and the Work-Related Learning Programme.

The College is committed to using the devolved budget for SEN provision, and statement funding for those pupils for whom it is intended.

#### **5.2 Identification**

There are five ways in which special educational needs can be identified:

- Parental concern
- A pupil's concern
- Concerns of teaching staff
- Records forwarded from the feeder school

- Abnormal test scores on admission.

The feeder schools supply Wimbledon College with their SEN register, individual pupil records, pupil profiles, SATs results and reports.

Where a pupil develops special needs during his time at Wimbledon College in a particular subject area the subject teacher will discuss the pupil's needs with the SENCo. A casual transfer pupil who has English as an Additional Language (EAL) is assessed on his proficiency in English by our EAL teacher. If appropriate, he is supported and monitored by the EAL teacher. The SENCo is also closely involved with Heads of Year with identifying and placing SEN pupils in the appropriate population, form and set.

### **5.3 Dissemination**

From this information and contact with feeder schools the SENCo formulates the SEN register, which includes:

- statistics for reading comprehension and spelling ages from the NFER context comprehension test and the Vernon spelling test.
- Names, dates of birth and stage on the register
- A brief description of the pupil's needs

In addition, there is a handbook with a list of all pupils who have IEPs. For each, there is a list of targets and strategies. This documentation means that teaching staff do not require the IEP unless and until they are reviewing the IEP.

This means that:

- Resources are used more effectively because far less photocopying is required
- Where pupils change classes during the year, the new class teacher can access the pupil's needs much more quickly and easily.

In addition, pupils are given sticky labels with their targets and strategies printed on them. These are stuck inside the covers of exercise books and files and give the pupil, his parents and teaching staff constant reminders of the targets.

Staff are informed immediately when important information comes to hand about a pupil, by memo, by announcement on the staff notice board, or in the weekly staff briefing.

### **5.4 Provision**

The stages on the register are in line with Merton London Borough of Merton's SEN policy as set out in their document "Achievement Plus":

#### **“School Action”**

The pupil is given an Individual Education Plan, which contains targets and strategies for progress. All staff are informed of the pupil's needs, and of the targets for progress. They are also expected to note the pupil's needs in the Teacher's Planner, and to implement the recommended strategies. The IEP is reviewed in the spring and summer terms, and staff are expected to contribute to this. There will be a yearly review with the tutor. Parents and the pupil will be consulted about the pupil's needs, and will receive a copy of the IEP.

#### **“School Action Plus”**

Formal support by staff outside the school is required. This may include the Educational Psychologist, Speech and Language Therapist, Child and Adolescent Psychiatrist, Sensory Team, Integrated Support

Service and so on. The IEP remains in place, and staff act as above. The SENCo disseminates recommendations to the staff.

#### “Assessment”

The school requires extra resources to provide properly for the pupil, and applies for statutory assessment.

#### “Statement”

The application for statutory assessment is successful. The school receives extra funding to provide support for the needs identified in the statement. The statement prescribes provision and strategies. The London Borough of Merton holds an annual review meeting.

#### “Achievement”

The pupil has reached the targets set in the statement, and the extra resources are withdrawn. The statement remains in place for the time being.

#### “Achievement Plus”

The statement ceases.

#### Awareness

At Wimbledon College, we maintain an awareness register at a level of need lower than that formally recognised in the SEN Code of Practice. This is to advise staff of more minor problems. There is no formal support and no IEP. Obviously, a pupil can be moved onto the main register where necessary.

Each pupil on the register has a file which is kept in a filing cabinet in the SENCo’s office. The provision made for the pupil is documented in his file.

### **5.5 Pupil support**

Pupils are supported as far as possible within the mainstream classroom, which may include the Touch-Type Read and Spell system and Option Support. However, other options are available:

- Withdrawal support. This can be with individual pupils or small groups.
- Self-support. This includes, for example, spelling exercise programmes.
- Resources, including photocopying cards.

### **5.6 The assessment and review process**

- IEPs are rewritten for September, in consultation with the pupil and parents, and using suggestions for new targets from the previous review.
- In the Spring and summer terms, progress against targets is measured by all subject teachers using a simple grid on the back of the IEP. Tutors discuss progress with pupils.
- Early in the summer term, tutors meet the SENCo to discuss boys in their tutor groups.
- Assessment of literacy and numeracy skills takes place periodically.

Reviews of statements take place annually as follows:

- Years 7 and 8 in the Summer term.
- Year 9 In February along with option choices and a careers interview (transitional review)

- Year 10 In January to consider progress made at the start of the GCSE course
- Year 11 In November or December after work experience and before mock examinations
- Sixth Form In January to review the transition

Parents, pupils and relevant adults are invited to the reviews as appropriate.

## 6. EXAMINATION ARRANGEMENTS.

Some pupils will be allowed special examination arrangements as a result of learning difficulties or medical or sensory problems.

### **6.1 Criteria**

In general, pupils will be granted special concessions only where:

- There is a documented history of SEN provision over a considerable period, and certainly since before the year in which examinations are taken or
- There is documentary evidence from a qualified person of a specific learning difficulty such as dyspraxia or dyslexia, or evidence of illegible handwriting, or medical evidence of a disability.

### **6.2 Reasons for granting concessions**

The following are examples of reasons for which special arrangements may be given.

- A specific learning difficulty such as dyslexia extra time or a reader
- A medical problem rest breaks
- Hearing impairment a small room or a reader
- Visual impairment enlarged examination papers
- Illegible handwriting, severe dyspraxia a scribe or amanuensis, or word processor

### **6.3 The timetable**

The timetable is as follows:

In September the SENCo writes a letter to parents of all boys in Years 9, 11, 12 and 13 requesting written notification that concessions may be necessary. The deadline for notification will be the last day before half term. Staff are consulted.

SENCo collates responses from parents and staff and reviews the SEN Register to create a list of possible applicants.

The following tests are conducted in order to screen out inappropriate applications:

- Copying speed writing test.
- Vernon spelling test
- Pupil's self-evaluation of performance and need.

The SENCo notifies parents of boys screened out, giving reasons. A revised list is prepared and forwarded to the Examinations Secretary.

A consultant with a Diploma in Specific Learning Difficulties starts to conduct formal testing and to write reports. The College's educational psychologist conducts formal tests of pupils with Statements and writes reports.

By the end of January, reports are passed to the Examinations Secretary, who is responsible for making application to the London Borough of Merton in respect of Key Stage 3 and the examinations boards in respect of GCSE, GNVQ and GCE.

In December, pupils likely to be given special arrangements are allowed these in mock examinations.

## 7. A SUMMARY OF THE RESPONSIBILITIES OF TEACHERS AND TUTORS

### **7.1 Teachers**

Classroom teachers must ensure that they

- Have a copy of the SEN register, make appropriate notes in the planners and keep the register confidential
- Note the list of targets and strategies in the SEN handbook
- Differentiate appropriately, with the help of the SENCo and support staff where necessary
- Liaise with support staff and provide materials for pre-teaching where required
- Review IEPs in the spring and summer terms
- Contribute to documentation for annual reviews

### **7.2 Tutors**

Form tutors must ensure that they

- Meet with the SENCo in the summer term to discuss boys' progress
- Review IEPs with pupils in the spring and summer terms and return these to the SENCo
- Contribute to documentation for Annual reviews

## 8. CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEN POLICY

Methods for evaluating success include:

- The London Borough of Merton audit
- School based monitoring and review, usually attended by Borough personnel – the JAR
- SEN liaison meetings with ISS
- Feedback from pupils and parents
- School based assessment of targets and outcomes

## 9. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEN PROVISION WITHIN THE SCHOOL

At Wimbledon College parents and pupils are informed and consulted at every stage of the education of the pupil, particularly if they have SEN. In cases where the parents are unhappy with the provision, they are invited initially to approach the SENCo, Head of Year Head of Department or Head of Faculty, depending on the nature of their concern. Parents are also invited to ask the Parent Partnership Officer, Mr Chris Wilson, on 8687 0085 for advice and support. Formal complaints should be addressed to the Headmaster and/or SEN Governor. A parent may ask the LONDON BOROUGH OF MERTON to conduct a formal Statutory Assessment on their daughter and if they disagree with the outcome, they can appeal to the Special Educational Needs Tribunal.

## 10. STAFF DEVELOPMENT

The SENCo and Learning Support Team have access to the London Borough of Merton's in-service training courses. The school invites experts in from time to time to provide INSET to the staff on different aspects of SEN. The school provides part-time counsellors for those pupils who have behavioural and emotional difficulties and who would benefit from counselling.

## 11. SUPPORT SERVICES

The school makes use of the London Borough of Merton Integrated Support Services (ISS) and may have contact with the following agencies:

- Educational psychologist
- SEN link support adviser (learning and behaviour)
- Visual impairment service
- Hearing impairment service
- Speech and Language service
- Special Educational Needs Administration Team (SENAT)
- Statement Monitoring Team
- Parent Partnership Officer
- Social Services
- Educational Welfare Officer
- Youth Awareness Project Counsellors
- SEARCH Careers Services
- Bi-lingual support services
- Social Inclusion officer

## 12. ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS

Parents are consulted and informed at every stage of their child's education.

Contact is maintained via parents evenings, telephone calls, letters, annual review meetings and the school diary

Links with other mainstream schools. When pupils change schools or leave school SEN documents are transferred to the next school phase and contact is made by the SENCo, wherever possible. The school works closely with the careers service to ensure effective post-school arrangements including drawing up a transition plan where necessary. The school works informally with other schools and the London Borough of Merton to maximise support, knowledge, skills and expertise. This occurs in In-Service Training meetings, and termly Borough SENCo meetings.

Wimbledon College  
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