



Wimbledon College

SEN Policy [Including the Information Report]

Agreed by the Governing Body: June 2024

Last reviewed June 2024

Next review June 2025

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our aim is to identify children with special educational needs, assess those needs in consultation with the parents/carers and the children themselves and plan an appropriate graduated response.

We will seek to meet children's needs in stages, matching the level of help to the needs of the child. Progress will be reviewed regularly and parents will be consulted and kept informed.

There are termly data collections which are communicated home through Arbor in addition to a yearly parents' evening. Data collections are turned into reports which highlight whether a child is making progress or not.

For some children the school will want to seek advice from outside the school; for example, we might ask for an assessment by an educational psychologist. This would be discussed with parents/carers and they would be kept fully informed of any advice the school might receive.

Jesuit Schools

Jesuit Schools encourage pupils to find God in all things, to contribute to the building up of a Christian community which in turn cares for and values them. It encourages excellence in all they do for the greater glory of God and the common good, and seeks to broaden their horizons so they engage with the wider world and ultimately change it for the better.

2. Legislation and guidance

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

3. Definitions

A pupil has SEN 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. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Ms Lesley Denton - lesley.denton@wimbledoncollege.org.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties
- Physical disabilities

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

TRANSITION TO SECONDARY FROM YEAR 6 TO YEAR 7 is supported through a number of mechanisms:

- Visits to primary schools
- Testing day
- Induction Day for all pupils

Pupils with identified needs are entitled to the following:

- Additional Induction Day
- Additional visits to primary school

TRANSITION FROM KS3 TO KS4 IN YEAR 9 is supported by:

- Curriculum evening for parents and pupils:
- A presentation from Pierre Cargill - overview of the KS4 Core and Option curriculum as well as the options process
- Individual subject presentations (parents have the flexibility to choose which presentations they wished to attend)
- KS4 Curriculum/Options booklet emailed to parents and made available to parents/pupils in Google Classroom
- All option choices reviewed and interviews for pupils where we have concerns
- Careers guidance for pupils with an EHCP

Pupils with identified needs are entitled to the following:

- Group discussion to ensure pupils' understanding of process
- A staff advocate at the pupil interview if applicable

TRANSITION FROM KS4 TO POST-16 for pupils with identified needs is supported by:

- Support to complete college or university application forms/CVs
- Careers advice and guidance
- Interview practice

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Corrective Reading Programme
- Corrective Comprehension Programme
- Inferencing Programme
- Dyslexia Support Programme
- LEXIA
- Handwriting Programme
- Corrective Math Programme
- Social Skills Programme
- Emotional Literacy Programme

- ELSA
- Anger Management
- Speed - Up Handwriting Programme
- ASD Support Programme
- Attention & Listening intervention
- The Princes Trust Achieve Programme
- Functional Skills English/Math

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of a treatment room for physiotherapy

Please see additional information in the Accessibility Plan

5.8 Additional support for learning

We have 24 full/part time learning support assistants some of whom are trained to deliver interventions such as corrective reading/comprehension/math, LEXIA and social & emotional support, social skills, emotional literacy groups and ELSA.

Learning support assistants will support pupils on a 1:1 basis when stipulated in their EHCP.

Learning support assistants will support pupils in small groups when in the classroom.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- Sensory Impairment Service
- Virtual Behaviour Support Team
- MAOS - Merton Autism Outreach Service
- Child and Adolescent Mental Health Service
- Wellbeing Outreach Service
- Social Workers in Schools (SWIS) Team
- Youth Offending Service

5.9 Expertise and training of staff

Our SENDCO has 18 years' experience in this role and has worked in education for over 25 years.

SEN teachers have a reduced teaching timetable to enable SEN provision.

We have a team of 24 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision; in addition to 2 SEN teachers

In the last academic year, staff have been trained in Access Arrangements, Invigilator Training, ASD Support, Safeguarding, SKTM (Secondary Teaching Assistant Programme) Maths along with medical training in First Aid, Defib Training, Diabetic Training, and Sickle Cell and Thalassemia.

We use specialist staff for Dyslexia Support, Corrective Math, Inferencing and ASD support along with our alternative provision The Princes Trust Achieve Programme, Functional Skills English and Math.

5.10 Securing equipment and facilities

The SEN Department is allocated a budget to finance the day to day expenses of the department, books and equipment etc. larger items such as specialist equipment for physically disabled pupils are funded in negotiation with the Local Authority.

5.11 Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 18 weeks for literacy 6 weeks ELSA
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips - skiing, choir tour and MFL exchanges

All pupils are encouraged to take part in sports day and school plays, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Wimbledon College has provision to allow for the admission of 2 wheelchair users at any one time. Students with physical disabilities will be admitted following formal consultation as to whether we can meet their needs as set out in their EHCP as per the Code of Practice and that we have placement availability.
- Wimbledon College has a number of facilities with disabled access including a treatment room with hoist and physiotherapy bed and specialised disabled toilet.
- The schools Accessibility Plan is available on the school website:
www.wimbledoncollege.org.uk

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Lego/Model Railway clubs as well as a swimming group to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school and governing body recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychology Service
- Sensory Impairment Service
- MAOS – Merton Autism Outreach Service
- School Nurse
- Child and Adolescent Mental Health Service
- Wellbeing Outreach Service
- Youth Offending Service
- Special Educational Needs Team
- Social Workers in Schools (SWIS) Team
- Social Care
- Speech & Language Services
- Occupational Therapy Services

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Wimbledon College offer can be found on the school website: www.wimbledoncollege.org.uk

There are local organisations who parents can contact if they require support:

Merton Special Educational Needs Information, Advice and Support Service (MIASS)

Fran Turko / Shazia Khan 020 8543 8854 or via e-mail: miass@merton.gov.uk

Wandsworth Special Educational Needs Information, Advice and Support Service:

Thrive Wandsworth:

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/results.page?familychannel=8-11>

Contact a Family - 020 8640 5525



5.17 Contact details for raising concerns

In the first instance any concerns should be directed to the Heads of Year

5.18 The local authority local offer

The London Borough of Merton's Local Offer can be found on the borough website:
www.merton.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions