



Wimbledon College

Special Educational Needs Policy

Agreed by the Governing Body September 2016

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

Our work with children who have special educational needs is in line with the Code of Practice 2014 on the Identification and Assessment of Special Educational Needs. The Code, issued by The Department for Education, aims to enable pupils with special educational needs to benefit as fully as possible from an inclusive education, and to help the school and parents make effective decisions alongside pupils with special educational needs. Schools must use their best endeavours to make provision for pupils with special educational needs.

Our aim is to identify children with special educational needs, assess those needs in consultation with the parents 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 pupil. Progress will be reviewed regularly and parents will be consulted and kept informed.

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
- long term absences
- difficulty in accessing the curriculum because English is not the pupil's first language.

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.

Wimbledon College will liaise with Local Authorities who may assess to decide whether or not a Education Health Care Plan [EHCP] is required to meet the needs of the child. This must be done in accordance with the prescribed time limits. If an EHCP is deemed necessary, then Local Authorities are responsible for drafting the plan, setting out the pupil's educational and health care needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

Wimbledon College will host an annual review of the EHCP and report back to Local Authorities, in accordance with the Code of Practice.

Wimbledon College will use their best endeavours to take into account the ascertainable wishes of the pupil concerned, considered in the light of his understanding.

Wimbledon College will ensure there is close co-operation between all the agencies concerned and employ a multi-disciplinary approach to the resolution of issues, calling upon specialist advice to inform the school's strategies to meet the pupil's special educational needs.

Wimbledon College has a strong ethos of pastoral care which we feel is exemplified through our High and Low Line Year Group system. Where it has been identified that additional support for social and emotional needs is required, the Panel Team can refer to either internal or external specialist services.

Where a pupil has social, mental health or emotional issues, the school can refer them to internal support agencies, such as ELSA mentors or Key workers within the SEN Department, which seeks to support pupils with those difficulties. In addition to this, Wimbledon College also uses external support agencies if the need is greater than we can support.

In the rare instance where we consider a pupil's needs to be such that they cannot be met in a mainstream school, we will engage in early discussion, primarily with the parents and pupil and with the relevant Local Authority in order to seek the best specialist provision on behalf of the pupil.

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 the longer term.
- Provide the necessary support to enable pupils to maximise their achievements.
- Work actively with parents and external agencies to support pupils 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.
- Raise the awareness of need and remove any stigma attached to it.
- Give support in such a way that pupils are happy and not embarrassed to receive it.
- Ensure that all pupils feel valued and good about themselves and their achievements.

2.1 The SENDCo

The role of Wimbledon College's Special Educational Needs and Disabilities Coordinator (SENDCo) is to oversee the day to day provision for pupils with SEN.

The responsibilities of the SENDCo are:

- To maintain the SEN Register
- To maintain pupil SEN records
- To liaise with parents, staff, governors and external agencies
- To ensure that the objectives within Statement/EHCPs are met.
- To arrange Annual Reviews of pupils with Statement/EHCPs.
- To ensure that IEPs are written for all pupils with SEN and that these are regularly reviewed.
- To communicate the needs of pupils to staff and to provide support for staff in meeting those needs.
- To ensure that baseline assessments of pupils are undertaken on entry and that this information is disseminated to staff.
- To undertake individual assessment where requested, or deemed necessary.
- To set up individual and group sessions where necessary.
- To identify pupils who require input from specialist intervention.
- To ensure that recommendations from outside agencies are carried out.
- To meet with SEN staff weekly to obtain feedback on pupils.
- To review programmes of work constantly and to adjust to suit amended needs of pupils.
- To support SEN teaching staff and LSAs in developing areas of expertise.
- To conduct assessment for Access Arrangements for external examinations.
- To coordinate access arrangements for internal and external examinations.
- To update staff and Senior Leadership Team on developments in SEN.
- To organise INSET for school staff, including specialist talks from outside agencies on particular aspects of SEN.
- Meeting with PGCE pupils to inform them of SEN policies & provision in the school.

2.2 Staffing

In addition to the SENDCo, there are three SEN teachers. There is a SEN Admin Officer and there are 30 Learning Support Assistants [LSA], including one Senior Learning Support Assistant [SLSA].

The LSAs work in faculty areas and liaise with teaching staff in their subject areas. They support generally in the classroom, whilst working closely with those highlighted with need. Occasionally pupils have dedicated support. Some of the LSAs help with running small groups in the SEN department, for which they have had extensive training.

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

These include:

- The SEN Department, now known as Brackenbury, consists of a suite of rooms. This is on two levels in Brackenbury, with the Awards Room and SEN Office upstairs. These two rooms double up as classrooms.
Downstairs there is a large teaching area and two smaller teaching rooms.
A treatment room for pupils with physical needs. There is a bed for physiotherapy, a toilet and a hoist to facilitate the use of these.
A kitchen.
Seating for boys who have their lunch in the department.
SENDCo's office and SLSA's Office
There are an additional three rooms in X Block [The Lodge]
- The following courses are provided in Brackenbury:
Corrective Reading Programme.
Corrective Comprehension Programme.
Corrective Maths Programme.
Social Skills course.
ELSA.
Study Skills course.
Motor Skills course.
Drawing & Talking Therapy.
Anger Management course.
ADHD/ADD programme.
Specialist dyslexia support
Dyslexia Workshop.
Speech and Language groups
Dyspraxia support
Mentoring.
Sixth Form mentoring.
- The Year 7 Initiative.
Pupils with weak reading ability come for intensive lessons in Brackenbury's at the beginning of Year 7 instead of attending mainstream lessons. Usually, there are about 26 pupils each year who need this high level of support. They are taught in small groups, on three levels, according to ability, using a structured Reading programme. They also a lesson which is either a spelling lesson, motor skills / handwriting lesson, Circle Time, Talk Time or whatever is applicable for the group. Assessment is done regularly and pupils move between the groups when necessary. As soon as sufficient progress is made the pupils leave the groups and are sent into mainstream classes fulltime.
- Assessments.
Assessment tools available:
WRIT, WRAT 4, CTOPP, BPVS, DRA, Lucid Exact, TALC, DASH
- Intervention from outside 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
- Speech and Language Therapists
- Sensory Impairment Service
- MAOS – Merton Autism Outreach Service
- School Nurse
- Child and Adolescent Mental Health Service [The school has a TAMHS worker]
- Youth Offending Service
- Local Authority Special Educational Needs Team
- Occupational Therapy
- Social Care
- Voluntary

4. IDENTIFICATION, ASSESSMENT, DISSEMINATION AND PROVISION

4.1 Identification

There are five ways in which educational needs can be identified.

- Parental concern
- Teaching staff concerns.
- A pupil's own concern
- Records forwarded from feeder school (IEPs & reports)
- Assessment on entry. Abnormal CAT test results indicate learning difficulties, or a need for further investigation. Pupils are also given reading and spelling tests on entry. These show weaknesses which need addressing. Discrepancies between these indicate further testing is needed, as does a discrepancy between these scores and the VR test of the CAT.

4.2 Dissemination

From the information provided by the feeder schools and as a result of testing and consultation with parents, the SENDCo formulates the new SEN Register each year.

The Individual Education Plans are written and are available for staff on the Shared Folder before the start of the new school year. The IEPs give a description of need, provision available, strategies for teachers and targets to be met. Test data is also put on the IEP.

Potted summaries of new boys with EHCPs are also available.

In addition, results of all testing is to be made available to staff.

4.3 Provision

The stages on the register are in line with London Borough of Merton's SEN policy.

SEN SUPPORT (K): Where it has been identified that a pupil is not making progress, the teacher alongside the SENDCO will make a full assessment of their needs, drawing on outside agencies for support as appropriate. Part of the assessment process will take into account both the parent/carers and pupil concerns.

Following the assessment, the school will follow a cycle of intervention, which will be regularly reviewed with parents/carers and the pupil. There will be a record of outcomes, action and support agreed which will be shared with parents/carers, pupils and appropriate school staff. This process of review will also evaluate the effectiveness of the intervention for the individual pupil.

Learning Support Assistants (LSAs) are deployed as additional adults in the classroom to support the teacher with the learning of pupils with SEN; some LSAs may also be deployed to deliver sessions 1:1; in small groups; or to enable pupils who might not otherwise be able to participate in Physical Education.

EHCP (E): Having carried out a formal assessment, Local Authorities considers the evidence for an EHCP and, if appropriate, issues a plan outlining the special educational provision the pupil is entitled to, subject to annual review.

Wimbledon College will make their best endeavours to meet the needs of the pupil, as outlined in the EHCP. We will follow the same review process as SEN support, meeting with parents/carers and pupils on a termly basis.

Record of Concern (Z).

At Wimbledon College, we maintain an awareness register at a level lower than that formally recognised in the SEN Code of Practice. This is to advise staff of minor problems, e.g. health issues, recent bereavement, difficulties in the past. There is no formal support for these pupils and no IEP. They come up as 'Z' on SIMS. Pupils with EAL are also listed on this Record of Concern (L), as they are not eligible for the SEN Register unless they also have a learning need, although we do offer support.

4.4 Pupil Support

Pupils are supported as far as possible within the mainstream classroom. Wimbledon College has a large team of support assistants who are aware of the individual pupils' needs and work with them in class.

Pupils needing specialist support are withdrawn for individual or small group work in Brackenbury. This support is given by teaching staff, support assistants and outside agencies.

Brackenbury is open all day from early in the morning till late in the afternoon. Pupils can 'drop in' at any time for advice and support. Those pupils who do not wish to be in the playground can stay in at break times and read, chat quietly, play chess or do some homework. A few pupils eat their lunch in the reception area of the department.

There is a bed in the treatment room and trained staff give physio to pupils who use wheelchairs and a few of the boys with cerebral palsy. There is also a small swimming group once a week for boys with physical/emotional difficulties, where support staff swim with the boys and a member of the PE staff is poolside to teach.

Teaching staff are given regular updates on changes to pupil circumstance by email.

4.5 The Review Process.

- IEPs are updated throughout the year.
- IEPs for new pupils are available before the beginning of the new school year.
- IEPs are reviewed once a year in late May.
- Statement/EHCP Reviews take place annually. Dates are agreed with parents and these dates are made generally available.
- Staff are sent a questionnaire prior to a review asking for feedback.
- Heads of Line are invited to attend Annual Reviews of pupils in their year group. They are sent all the paperwork.

5 EXAMINATION ARRANGEMENTS

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

Access Arrangements for exams can be in the form of extra time, readers, scribes, prompts, rest-breaks, use of laptops or language modifiers. Pupils are supported by LSAs where appropriate.

5.1 Criteria

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

- There is a documented history of SEN provision over a period of time and they meet the criteria, established by testing.
- There is documentary evidence from a qualified person of a specific learning difficulty, such as dyslexia, dyspraxia, or evidence of illegible handwriting, or medical evidence of a disability.
- The support is the pupil's normal way of working.

Testing of all pupils begins in the spring term of Year 9 to see if they qualify for Access Arrangements.

6. A SUMMARY OF THE RESPONSIBILITIES OF TEACHERS

Classroom teachers must ensure that they

- Have read the IEPs of the pupils in their classes.
- Make a note of suggested strategies and include these in their planning.
- Differentiate appropriately, with help of SENDCo & support staff where necessary.
- Liaise with support staff & provide materials for pre-teaching where required.
- Suggest ways of utilising support staff to best advantage.
- Check targets and ensure that pupils are meeting them.
- Alert SENDCo of any concerns.
- Review IEP at appropriate time.
- Complete feedback questionnaire for Statement/EHCP Annual Reviews.

7. TRANSITION

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

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

Students with identified needs are entitled to the following:

- Additional Induction Day
- Additional visits to primary school

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

- Options evening and talk
- Subject specific information on school website
- Student interview with Senior staff

Students with identified needs are supported by the following:

- Group discussion to ensure students' understanding of process
- A staff advocate at the student interview if required

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

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

ADDITIONAL INFORMATION

The SENDCo at Wimbledon College is Ms L Denton, who can be contacted at the school by email:
SENDCO@wimbledoncollege.org.uk

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

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

8. Review of Policy

The Policy will be reviewed by Governors on an annual basis.

The next review should take place in September 2017