



WILSON'S SCHOOL

Special Educational Needs and Disabilities Policy

Approved by Trustees: Autumn 2023

Wilson's School Special Educational Needs and Disabilities Policy

Contacts

The SENCO at Wilson's School is Tom Gore who has the National Award for SEN Coordination (in accordance with Clause 64 of the Children and Families Bill, 2014).

The Pupil Support Manager for Key Stage 3 is Virginie Renaut and Zoe Wells-Cole.
For Key Stage 4 it is Kathryn Schofield and Eleanor Golland and for Key Stage 5 it is Christine Welby.
The Pupil Wellbeing Lead is Samantha Banner.

The SLT link for SEND matters is Tim Lissimore.

The Lead Trustee for SEN is Liz Nash.

The Designated Safeguarding Lead at Wilson's School is Gavin Englefield.
Cover is provided for this role by Samantha Banner and David Alderson.

0.0 Introduction

0.1 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act 2010: advice for schools (2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Teachers Standards (2012)
- SEND in Mainstream School – guidance for inspectors (2010)
- SEND review: right support, right place, right time (2022)

A summary of the 2015 Code of Practice: [SEND Code of Practice](#)

0.2 Definitions

1. A child or young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Children and Families Act 2014 Part 3, Section 20

0.3 Inclusion Statement

Wilson's School believes strongly in meeting the individual needs of pupils within its diverse community, and takes a robust, strategic approach to doing so.

- Induction, regular staff training, and performance management routines are used to ensure that teachers provide differentiated learning opportunities for all pupils within the school and make use of materials appropriate to each individual's interests and abilities in order to ensure that all pupils have a full access to the school curriculum.
- Teachers, Heads of Department, Heads of Year and Senior Leaders make every effort to make sure that attainment gaps do not exist between identifiable groups of pupils (including those with SEND). The SENCO is responsible for ensuring that every teacher understands their responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their peers and will provide advice and instruction to do so.
- The school's Accessibility Statement describes some of the measures put in place to ensure that all students can access the school's premises, facilities, curriculum, co-curricular activities and trips; the Trust Board monitors this plan carefully.

0.4 Admission Arrangements for pupils with Special Educational Needs and Disabilities

No pupil will be refused admission to school on the basis of his Special Educational Needs. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

1.0 Identification of Pupils with SEND

1.1 Identification of Special Educational Needs

There are four broad categories of need described in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Wilson's, the identification of Special Educational Needs will take into account the views of the Head of Year (and other members of the pastoral team), subject teachers, parents, the pupil themselves and the advice of appropriate professionals.

Pupils' needs will be identified as early as possible through:

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- The analysis of assessment and tracking data.
- Classroom-based assessment and monitoring.
- Following up parental concerns.
- Liaison with Primary School on transfer to Wilson's.
- Information from previous schools.
- Information from other agencies, services or professionals (e.g. Educational Psychology Service)
- Involving an external agency where it is suspected that a SEND is significant.

The list of pupils with SEND will be reviewed regularly by the SENCO and Directors of Key Stage and additions and amendments will be agreed by this team.

NB: The following may impact on the progress and attainment of pupils, but do not automatically lead to identification of a special educational need:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

1.2 Transition into Wilson's

We will continue to work hard at ensuring that the transition into Year 7 is a positive experience via an extensive induction programme to help new pupils feel at home. For pupils who are already considered by their school to have SEND, meetings or visits by the SENCO or Head of Year will take place. The SENCO and all Directors of Key Stage are involved in reviewing Primary School folders for new members of the school.

1.3 Pupil voice

“Speak to a group of pupils with special educational needs and/or disabilities about their school experiences.”

SEND in mainstream schools – guidance for inspectors (2010)

We believe that listening to the voices of our pupils at Wilson's is crucial if we are to provide the best possible school experience for them. As well as the school's many structured opportunities for Pupil Voice, pupils with SEND are given opportunities to share their views during review meetings. One of the main purposes of the Pupil Support meetings is to listen to pupils and pass on a record of their views to other colleagues.

2.0 Provision for pupils with SEND

2.1 Curriculum and Teaching

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the Special Educational Needs and Disabilities Policy*

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differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

SEN Code of Practice (2015)

- The school’s Teaching and Learning Excellence Criteria give full details of the expectations for classroom teaching at Wilson’s and emphasise the importance of high expectations, challenge and differentiation. These will continue to set expectations in the training and performance management of teaching staff.
- Teachers’ planning for lessons is based around the prior attainment of individuals and groups within the class – this includes individual pupils with SEND. The link to the list of pupils with SEND is sent at least termly to every member of teaching staff. Pupils who do not meet the threshold for SEN Support, but who we feel may require monitoring and additional guidance within their lessons, also appear on this list.
- Information about each pupil with Special Educational Needs is contained within an electronic folder accessible to all staff. This contains details of their condition or needs as well as records of meetings (where appropriate) and an Action and Advice document; these list the potential barriers to progress and then how these are to be overcome in the classroom environment and around school.
- Pupils with SEN may have objectives set for them within lessons that are ‘additional to’ or ‘different from’ those normally provided as part of the differentiated curriculum offer and strategies (SEN Code of Practice, 2015). In practice, this may mean that teachers may anticipate and encourage different outcomes from pupils who are working with the same lesson content. Some pupils may also have access to different resources (e.g. extension or support).
- We use setting extensively at Wilson’s to ensure that lessons are tailored to the abilities of pupils. Furthermore, within many lessons seating plans will be used and groups carefully selected to enhance the progress of individual pupils. This may, for example, allow a pupil to play a specific role within group work.
- In some circumstances it may be appropriate to provide additional adult support within individual lessons or across the curriculum. We are able to make this provision at Wilson’s. Where we do so, it is with the intention in bringing about improved independence on the part of the pupil.

2.2 Academic Pupil Support

- Some pupils meet regularly with a member of teaching staff to review academic progress. These Pupil Support meetings will be used to provide additional guidance to teaching staff on the curriculum and teaching methods.

2.3 Training and Development for Staff

- All teaching staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.
- Training in meeting the needs of pupils with SEND is part of the school’s annual programme of staff meetings. Training requirements are determined via lesson observation, teacher feedback, and the changing needs of students in the school.
- The school’s SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. These meetings are occasionally hosted at Wilson’s School.

2.4 Social and Emotional Support

- Pastoral care is of fundamental importance at Wilson's, which is a friendly and caring school. Class teachers, form tutors and Heads of Year are especially vigilant about the social integration of pupils with SEND.
- Every effort will continue to be made to ensure that the school is a safe place at break and lunch times. Members of staff are on duty in all parts of the school and the Senior Leadership Team routinely walk through the whole school site during these times. Senior Staff are also highly visible before and after school (including at the bus stops). There is an extensive co-curricular programme (including lunchtime and after school), which strongly enhances the school experience for many pupils (including those with SEND) and boosts opportunities for structured social interaction. The Library is open after school for pupils who wish to work in a quiet, safe environment.
- The school nurse operates a drop-in which is available to all pupils in the school. Appointments can also be made. The school also employs a counsellor who is available to any pupil who wishes to express and clarify any distress that may be affecting his life and then support him in making changes.
- When appropriate, we will request that our school-attached educational psychologist works with a pupil to improve their social skills and/or enhance their self-esteem within and beyond the educational context.
- Specialist support (e.g. CAMHS or Speech, Language and Communication support) will be engaged when necessary.

2.5 Transition to other schools or to university

- Where students with SEND move on to other schools, the liaison with the school will be thorough and the sending on of documentation will be prompt.
- The vast majority of pupils at Wilson's stay at the school until the age of 18 and so our main consideration will be ensuring effective transition to universities; this may involve additional support and guidance for pupils with SEN from our Higher Education Coordinator and liaison with university admissions departments where appropriate.
- Where appropriate, careers advice and guidance is specially tailored towards pupils with SEND; transitional plans across Key Stages will be written and put in place as required.

3.0 Roles and Responsibilities of School Staff

3.1 Roles and responsibilities

- Trust Board and SEN Lead Trustee: The Trust Board is responsible for ensuring high quality policy and provision for pupils with Special Educational Needs. The SEN Lead Trustee meets the SENCO on a regular basis to support the evaluation of SEN provision in the school.
- Head and Senior Leadership Team: Responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn lies with the Head and the Senior Leadership Team. When the SENCO is not a member of SLT, his/her line manager will be a member of SLT or another senior member of staff (e.g. Director of Key Stage). SEND matters are discussed regularly at SLT meetings.
- SENCO: The school's SENCO has overall responsibility for pupils with Special Educational Needs and Disabilities (as defined in the 2015 SEN Code of Practice), including identification

and coordination of provision. The SENCO liaises with, advises and manages training for teaching staff relating to pupils with SEND and their needs, ensuring that individual plans written for pupils are put into practice. The SENCO is responsible for annual reviews and other key meetings about pupils with SEN. The SENCO manages referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan (EHC Plan) when it is suspected that a pupil may have SEND which will require significant support. The SENCO is responsible for the evaluation of the impact and effectiveness of all additional interventions for pupils with SEND. The SENCO is responsible for liaising with other agencies and professions when necessary to support a pupil with SEND.

- Directors of Key Stage and Heads of Year: At Wilson's the relevant Head of Year is normally the first point of contact for a parent wishing to discuss any concerns relating to their son. They have overall responsibility for monitoring the academic progress and wellbeing of pupils. They also liaise with teachers and other staff (including the SENCO) about any interventions that may be required. Occasionally, the Head of Year may recommend direct contact with the form tutor, who has day-to-day contact with pupils.
- Class teachers: the role of the class teacher is to monitor the progress of each pupil and liaise proactively with the Head of Year and/or SENCO about the additional needs of particular pupils. Lesson planning by classroom teachers must take account of the individual needs of pupils with SEND and demonstrate high expectations and sensitivity towards these pupils ensuring there is adequate opportunity for SEND pupils to working on agreed targets which are genuinely *additional to or different from* those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2015)
- Designated Safeguarding Lead: The DSL is a vital point of contact whenever there is any concern about the welfare of a child.

4.0 Communication with Parents

4.1 Communication with Parents/Carers

The aim is to work very productively with parents and carers, giving them a variety of opportunities to contact the school with questions or concerns about their child's progress and making them feel welcome in the school.

Parents receive a termly report on their son's progress. There is also an annual Parents' Evening, when parents can talk to their son's teachers about his progress. Where a pupil is not making above expected progress in one or more subject areas, there may be additional contact between the school and home.

Parents of pupils with Special Educational Needs are likely to be updated on their son's progress more regularly than this – particularly if their son is not meeting expectations in one or more subject areas. This may involve formal meetings in school with the Head of Year or SENCO. Pupils with an Education Health and Care Plan have a full, formal annual review of their progress.

When working with parents, we will aim to involve parents and carers as far as possible in agreeing targets and drawing-up plans to monitor progress against them.

4.2 Storage of SEN documentation

SEND documentation about individual pupils is stored very securely both on paper and in electronic form in accordance with the school's Data Protection Policy.

5.0 SEN Support and EHC Plans

5.1 SEN Support

- Pupils will be offered SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school (i.e. they have a SEND as defined by the SEN Code of Practice 2015).
- On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter an assessment process in order to consider the need for an EHC Plan.

5.2 Educational Health and Care Plans

- Wilson’s School will comply with all local arrangements and procedures when applying for Education Health and Care Plans and additional funding. The SENCO will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

6.0 Access Arrangements

6.1 Access Arrangements for examinations

- The SENCO and Exams Officer are responsible for the administration of Access Arrangements for examinations. They will meet and communicate as necessary during the year to discuss pupils needing special arrangements for examination entries.
- Where there is a concern that a pupil may not be able to gain equal access to an examination, the SENCO will make arrangements for screening or a diagnostic/specialist assessment as appropriate. This may involve a specialist professional (e.g. educational psychologist). If parents have secured such an assessment themselves, the SENCO will meet them to discuss its recommendations.
- The JCQ criteria are always used in decision-making about Access Arrangements. Parents will be kept informed about the procedures and progress of an application for Access Arrangements when necessary. Access Arrangements are also made available to pupils with medical needs when necessary.
- When a decision about Access Arrangements is made, these details will be added to the SEN/Monitoring list and distributed to all staff so that they can become part of a child’s normal way of working in the classroom and internal examination environment.

7.0 Monitoring and Evaluation of SEND Provision

7.1 Methods of evaluation

- The primary method of evaluation of SEND provision is in the close tracking of individual pupils’ attainment (see below).
- Teaching for pupils with SEND is evaluated via formal lesson observation and also SLT lesson drop in and work sampling.

- Progress of pupil support meetings is recorded by staff. Pupils will have the opportunity to review where they are doing more/less well.
- Monitoring formal targets set as part of e.g. meetings with parents or reports.
- Regular meetings between SENCO and SEN Lead Trustee ensure school procedures are closely scrutinised.
- Members of staff will continue to be given the opportunity to feedback on the school's approach to SEN following training sessions.

7.2 Tracking the progress of pupils with SEND

- The school has very rigorous tracking procedures to monitor the progress of pupils. Where there is a concern that a pupil may not be making good or exceptional progress as a result of previously unidentified Special Educational Needs, London Borough of Sutton's Graduated Support for Special Educational Needs will be consulted to determine the type and severity of need. Data suggesting that a pupil is not making above expected progress may trigger an application for Education Health and Care Plan assessment.
- Assessment and progress data about pupils with Special Educational Needs is subject to extra scrutiny on a termly basis by classroom teachers, Heads of Department, Heads of Year and the SENCO. Any concerns about progress are recorded and collated and may lead to additional review meetings.
- Any additional support that is made available to pupils with SEN will be documented in their Action and Advice document and/or CPOMs and evaluated regularly in conjunction with classroom teachers, the Head of Year and pupil support mentor (if appropriate).
- It may be appropriate to involve external agencies in providing additional guidance and support, for example the Educational Psychology Service or CAMHS and the school does this when necessary.

7.3 Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENCO, then, if unresolved, by Head or a member of SLT. Complaints made formally will be addressed in accordance with the Complaints Procedures.

8.0 School Policies and Documents

This policy refers to the following school policies and documents, all of which can be found on the school website:

- Wilson's School Child Protection and Safeguarding Policy
- Wilson's School SEND School Offer
- Wilson's School SEND Information Report
- Wilson's School Policy for Pupils with Medical Needs
- Wilson's School Teaching and Learning Excellence Criteria
- Wilson's School Data Protection Policy
- Wilson's School Equality Plan and Objectives
- Wilson's School Complaints Procedure
- Wilson's School Accessibility Plan