



Westcliff High School
for Boys

**SPECIAL EDUCATIONAL
NEEDS & DISABILITY
POLICY**

**REVIEWED:
COMMITTEE:
DATE OF NEXT REVIEW:**

**Spring 2020
Teaching Quality & Pastoral
Spring 2021**

At WHSB, we are committed to offering an inclusive curriculum to secure the best possible progress for all pupils whatever their needs or abilities. This Policy is intended to address pupils with Special Educational Needs (SEN) and pupils who have disabilities.

1. BASIC INFORMATION ABOUT OUR SEN PROVISION

The current legal definition of special educational provision for children aged two or over is as follows:

'educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in Schools maintained by the local authority (LA) (other than special Schools)' [Education Act 1996, Section 312 (4)(a)].

At WHSB, we interpret this to be:

'Students have SEN if they have a learning difficulty which calls for special educational provision to be made for them.'

'Students with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different to from what is normally available in School.'

2. OBJECTIVES

The School seeks to ensure that pupils with identified needs take part in the full curriculum as far as this is compatible with the provision of SEN support and with the efficient education of other pupils. Pupils with Special Educational Needs will be encouraged to be independent and to take on responsibility within the School community.

The specific objectives of our SEN Policy are:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met;
- to ensure that parents are informed of their child's special needs and that there is effective communication between parents and school;
- to ensure that all pupils make the best possible progress;
- to ensure that pupils with special educational needs and disabilities join in with all the activities of the school;
- to ensure that pupils express their views and are fully involved in decisions which affect their education;
- to promote effective partnership and successfully involve outside agencies where appropriate.

Everyone in the School community - Governors, staff, pupils and parents - has a positive role to play in achieving these aims.

3. ROLE OF GOVERNORS

The efficacy of the School's SEN Policy and practice is judged against the objectives set out above. The following procedures take place on an annual basis:

- success criteria will be reviewed annually;
- Where appropriate, new success criteria will be determined by the Headmaster and Governing Body through the Teaching Quality and Performance Committee;
- The Governing Body will report annually on the successful implementation of the policy;
- The Governing Body will report annually on the effectiveness of the provision made;
- The Governing Body will ensure that appropriate special educational provision is made for all pupils identified as in need of it;

- The Governing Body will ensure provision maps detail the range of support made in the School each year in response to identified needs.

The Governing Body co-operates fully with the School Admissions Code and the Consortium of Selective Schools in Essex (CSSE) Admissions criteria.

4. SEN LEADERSHIP

The named SEN co-ordinator for the School is Mr Andrew Baggs.

The Assistant SEN co-ordinator for the School is Mrs Lisa Bennett.

The named member of the Senior Team (ST) responsible for overseeing SEN provision is Mrs Kerrie Mumford, Second Deputy Head.

The named members of the Governing Body who take a special interest in SEN are Mr David Norman and Mr Matt DeGrove.

The Governing Body as a whole is responsible for the provision for pupils with SEN.

Specific responsibilities of SEN leadership include:

- Overseeing the day-to-day operation of the School's SEN Policy;
- Co-ordinating provision for all pupils with SEN;
- Liaising with and advising fellow teachers;
- Managing Teaching Assistants;
- Overseeing the records of all pupils with SEN;
- Liaising with parents;
- Contributing to in-service training of staff;
- Liaising with LA Support Services and other external agencies (such as Health & Social Care).

5. ADMISSION ARRANGEMENTS

We welcome pupils with SEN but without an Educational Health Care Plan (EHCP) in our mainstream School. Children with an EHCP are required to meet the required academic level before they can be considered for admission to this selective school. The school must have been named in the Plan.

Applications from parents of pupils with SEN but no EHCP will be considered on the basis of the School's published admissions criteria.

6. IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

Our School is committed to early identification of SEN and adopts a focused response to meeting special needs in line with the Code of Practice. It is based on the assumption that pupils' special educational needs and requirements fall into the following four broad areas:

- Communication and interaction
- Cognition and learning
- Emotional, social and behavioural difficulties
- Sensory and physical difficulties

A range of evidence is collated through teacher assessment and monitoring and consultation with the SEN co-ordinator to decide whether additional and/or different provision is necessary. Some pupils will come to us with recognized SEN. Careful liaison with feeder Schools and thorough use of Primary Sector records will be valuable in identifying SEN issues among new pupils. When possible, contact will be made with the Primary School of pupils with SEN on receipt of the School's Primary-Secondary Liaison form.

7. ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEN

- We recognise section 317A of the Education Act (1996) which places a legal duty on Governors to inform parents when special educational provision is being made at School for a pupil;
- We inform parents/carers when special educational provision is being made through face-to-face meetings with the SEN co-ordinator;
- We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue;
- We allot additional resources from the Pupil Premium Funding to any SEN pupil who is eligible;
- We adopt a graduated response in order to help pupils with SEN, recognising that there is a continuum of special educational needs;
- Where a pupil's progress is not adequate, we take additional or different action to enable the pupil to learn more effectively.

8. ARRANGEMENTS FOR PROVIDING ACCESS FOR PUPILS WITH SEN

We take full account of the inclusion statement in the National Curriculum 2000 document in describing arrangements for providing access for pupils with SEN and vulnerable or disabled pupils to a balanced and broadly-based curriculum. Please refer to our accessibility plans.

9. CRITERIA FOR EVALUATING SUCCESS OF EDUCATION PROVIDED FOR PUPILS WITH SEN

Our Policy provides clear and comprehensive evaluation criteria, which include:

- Successful integration of pupils at points of transition;
- Parental comments and feedback;
- Successful collaboration with external agencies;
- The maintenance of accurate, up-to-date records by the SEN co-ordinator and other staff;
- Evidence from monitoring classroom practice by the School's Senior Team, Staff Tutor, Teaching & Learning Mentor and SEN co-ordinator;
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);
- Value-added data for pupils on the School's SEN record of action (for example, to show a link between financial input and student outcomes);
- Monitoring of procedures and practice by the designated SEN Governors;
- School's Self-Evaluation;
- Evidence from OFSTED Inspection Reports;
- School Development Plan.

10. COMPLAINTS PROCEDURE

Our School's Complaint Procedures are available on request by emailing office@whsb.essex.sch.uk. Each child's Form Tutor works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty.

Any parent wishing to express dissatisfaction with the School's SEN provision should contact the SENCO in the first instance, preferably in writing. A written response will be made within one week of the enquiry

and a meeting in School will be arranged if desired by parents. Should parents still feel concerned the matter will be referred to Mrs Mumford, Second Deputy Head, who will consult as appropriate with senior colleagues and more widely, and reply within a further week.

Parents/carers of pupils with SEN or disabilities, whose concerns cannot be resolved by the usual School procedures, can request independent resolution. The School can make further information about the process available on request.

11. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Our School makes an annual audit of the needs for all staff taking into account School priorities as well as individual professional needs. School uses funding from the standards fund each year to meet identified training needs. Key staff will receive relevant information on training opportunities.

Particular support is given to NQTs and other new members of staff. Our SEN co-ordinator has responsibility for prioritising the training needs of staff with respect to special educational needs.

12. PUPIL WELFARE

We endeavour to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the School. This reflects the UN Convention on the Rights of the Child. We ensure that all pupils have a mechanism for expressing their views through the School Council and other mechanism of student voice.

13. LINKS WITH OTHER SERVICES AND VOLUNTARY AGENCIES

The School may receive visits from the nominated Education Welfare Officer (EWO) and Educational Psychologist (EP) for our area. Occasional links with external services and organisations are made whenever necessary to help us meet the needs of individual pupils.