



Wadebridge School.
Special Educational Needs Policy

This policy accepts the definition of SEN as set out in the SEN Code of Practice June 2014 xiii (page 4)

1. Aims and Objectives

The school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs and will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs.

2. Responsible Persons

The school's governors have the overall responsibility for satisfying the legal requirements of SEN in the school. The person co-ordinating the day-to-day provision of education for pupils with special educational needs will be the SENDCO, although the school has a dedicated team of Teaching Assistants and Higher Level Teaching Assistants who deal with much of the support that is in place for pupils with special educational needs and/or disabilities (see HLTA-TA staff structure for details).

3. Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Wadebridge School adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems. The school is committed to ensuring that all pupils have appropriate access to the curriculum and the school's environment. The school has been equipped with ramps, lifts, disabled toilets and shower facilities. All curriculum areas are now physically available to all students and staff.

4. Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible grouping will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

5. Identification and Assessment - Providing the graduated response at SEN Support (previously "School Action" and "School Action Plus")

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in any of the following areas: acquiring literacy and numeracy; has sensory or physical problems; or communication or interaction difficulties, the school will, using a range of data from partner primary schools, KS2 SATs, September Year 7 reading & spelling age tests and numeracy

assessments, place the pupil at “SEN Support”, and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school spelling, handwriting and reading schemes
- Use of specialist equipment
- Alternative teaching strategies
- Synthetic Phonics Intervention Programme (Read Write Inc.)
- Numeracy Intervention (Power of 2)
- Social Skills development

The resources allocated to pupils who have non-statemented ((EHC Plans) Special Educational Needs will be deployed to implement these IEPs at SEN Support as outlined in the Code of Practice June 2014. Parents will be informed and pupils will be involved as appropriate to their age and understanding, in decisions taken at this stage. The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice and the schools’ assessment policy. Reviews will be held as appropriate to individual needs. Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually, as required by legislation. When pupils are deemed to have made appropriate progress (e.g. reached level 4 for English following synthetic phonics intervention in Year 7) they are removed from the school record of need from that point on. If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services and the IEP will be amended accordingly. If progress is still not achieved, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs (EHC Plan) under the remit of the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

6. Resources

The resources allocated for children with special / additional educational needs vary from one financial year to the next. Indeed, even within any one year the amount actually received by the school often varies from that originally indicated. In a typical year the school supplements this income with additional funding, where appropriate, from the main revenue budget continuing its commitment to the educational entitlement of all pupils.

7. Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

Policy reviewed June 2016

Mr L. Bateman (SENDCO)