



Wallington
County Grammar School

Special Educational Needs Information Report

Policy Area

Statutory

Author

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Version

1.4

Last Updated

July 2022

Adopted by the Local Advisory Board

July 2022

Next Review

July 2023

Introduction

This policy outlines the framework for Wallington County Grammar School (WCGS) to meet its duties and obligations to provide high quality education to all of its students, including students with special educational needs and/or disabilities (SEND).

WCGS therefore intends to work with London Borough of Sutton and within the following principles, which underpin this policy:

- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership.
- The identification of children and young people's needs.
- Collaboration between education, health, social care services and any other external agencies to provide support and education.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to have access to printed information for all.
- To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2015).
- Supporting Children with Medical Conditions (2017).
- Keeping Children Safe in Education (2022).
- Working Together to Safeguard Children (2019).

- JCQ Regulations: Adjustments for Candidates with Disabilities and Learning Difficulties (2021-2022)

WCGS vision for SEN:

WCGS provides expert personalised support to enable all students with special educational needs reach the heights and access world class universities when they leave. We want our students to be happy, healthy, ambitious, resilient and to have a high awareness of their diagnosis and how best to manage it.

Definitions

The law states that a child has a special educational need if he/she has:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice states:

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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

WCGS will make provision for students with the following four kinds of need:

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

Admissions

WCGS admits 150 boys into Year 7 on the basis of their ability; included in this number are any boys for whom WCGS is the named school on their Education, Health and Care Plan (EHCP) who meet the School's admission criteria. Boys will be regarded to be of selective ability according to their performance in the Selective Eligibility Test (SET). Wallington County Grammar School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHCP and has been successful in the SET, if we are able to meet their needs.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHCP.
- Considering applications from parents of children who have SEN but do not have an EHCP.
- Not refusing admission for a child who has SEN but does not have an EHCP because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHCP.

Roles and responsibilities

Responsibility for carrying out this policy and the practices that arise from it is shared by all the staff. Specific responsibility is delegated to the SENCo, Duveesa Owen, working in partnership with SLT, Heads of Year, classroom teachers and form tutors. The designated Governor for SEND is Wayne Newall. The SENCo assistant is Asma Farshori and the Learning Support Assistant is Karen Sanchez.

Role of the SENCo

- Coordinating and managing the Special Needs work throughout the school;
- Ensuring that the SEND Code of Practice: 0-25 years is implemented and followed;
- Keeping up-to-date lists of students with special needs, reporting to the Examinations Officer about students who will need special examination requirements;
- Assessment and identification of students' needs and implementation of SEND policy;
- Attending and contributing to regular review meetings;
- Liaising with Heads of Year/Heads of Key Stage and assisting with counselling of students;
- Meeting with external agencies to provide the best possible SEND provision.
- Liaising with local authorities to facilitate EHCP annual reviews.

Please see Appendix 1 for a more detailed outline of the responsibilities of the governing body, Headteacher, SENCo and classroom teachers.

Involving students and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together on the overall approach.

Local offer

Wallington County Grammar School will cooperate with the local authority and local partners in the development and review of the local offer. The Local Offer can be accessed <https://www.sutton.gov.uk/sutton-s-local-offer>

Identification and Assessment

To identify students with SEND, Wallington County Grammar School will:

- Assess each student's current skills and levels of attainment on entry via a data staging post.
- Make regular assessments of all students in all subjects so that any concerns can be raised by subject teachers or the pastoral team.
- Once identified ensure that the student makes progress in line with their ability.
- Ensure that the student's progress is in line with what they can achieve.
- Matches or betters the student's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

The school will provide SEND support to students falling behind or making inadequate progress given their age and starting point.

Students who are deemed in need of special educational assessment by teachers will be referred to the SENCo. The SENCo will gather information and evidence to ascertain whether a student has a significant learning difficulty and continues to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. The SENCo will then share any concerns highlighted with parents/carers before liaising with appropriate agencies to formalise the assessment procedure; support will then be given and reviewed as appropriate following advice from these agencies.

SEND Procedures

All students with SEND will be named on the SEND register, including those with emotional, behaviour, mental, physical or medical needs which affect learning. Those students identified as falling behind or making inadequate progress given their age, and those continuing to make inadequate progress, despite high-quality teaching targeted at their areas of weakness will be identified as requiring SEND Support. All students making expected or above expected progress will be placed on the Learning Disabilities or Difficulties (LDD) list for monitoring.

SEND Support

The interventions can be implemented through SEND support where a student:

- Continues to make little or no progress in specific areas over a long period when teaching approaches are targeted specifically at a student's identified areas of weakness.
- Shows signs of difficulty which results in poor attainment in a range of curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the positive behaviour management techniques employed by the school and requires further, specialist intervention.
- Has sensory or physical problems, and continues to make little or no progress, requiring internal or external support services.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

Students receiving SEND Support will have the opportunity for three formal reviews of their IEP per year. Continual support from the SENCo will be available in the form of lesson observations, contact with parents, access arrangements provision (where appropriate), liaising with external support agencies and responding to emerging needs. In addition, SEND students will receive support from their form tutor, class teacher, Year Leader and Key Stage Leader where appropriate as well as support from the careers guidance service and Student Services within the school. Some students will also receive additional support from a Learning Support Assistant (LSA), the

Dyslexia support teacher or from an Emotional Learning Support Assistant (ELSA), School Counsellor, Autism Advisory teacher or CAMHS worker.

Learning Disabilities and Difficulties (LDD)

Interventions can be implemented through the LDD list where a student is making good progress if:

- The student is formally diagnosed with a SEND;
- A member of staff raises concerns regarding potential SEND;
- The student presents with emotional or behavioural difficulties which require specific differentiation within lessons and around the school e.g. seating arrangements;
- The student has sensory or physical problems, including medical conditions which can affect learning;
- The student has communication and / or interaction difficulties.

Students on the LDD list will be monitored within lessons and receive an IEP review 3 times a year. Students will receive support from their Form Tutor, class teacher, Year Leader and Key Stage Leader where appropriate as well as individual feedback in the reporting cycle, at Parents' Evenings and within careers interviews. Parents will be informed of any new concerns regarding SEND status and progress and will be involved in the yearly review process.

Examination Access Arrangements

The purpose of access arrangements are to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties (JCQ 4.2.1).

External Agencies

The SEN department has worked alongside the following external agencies:

- Educational Psychologist – Cognus Sutton
- The Autism service – Cognus Sutton
- Sensory Impairment Service – Cognus Sutton
- Speech and Language Therapist - Cognus Sutton
- Autism Education Trust- Carew Academy Sutton
- Access arrangement testing- Cognus Sutton

Supporting and Monitoring Procedures

- Chris Newall, designated Local Advisor (governor) for SEND is involved in monitoring the SEN provision and has been active in examining SEN procedures through his involvement with the SENCo.
- SEN formal Learning walks- Conducted in the Spring and Summer with Senior Teacher drop-ins to observe and monitor the following:
 - How are students being supported by teachers?
 - What strategies are being used?
 - How effective is the student's Individual Education Plan (IEP) to their learning?
 - Question the student as to their experiences with what works well for them and where additional support could be provided.
- All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to help to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
- Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. Additional action to increase the rate of progress will be then identified and recorded, that will include a review of the impact of the differentiated teaching being provided to the student

Action relating to SEND support will follow an Assess, Plan, Do and Review (APDR) model:

1. Assess: Data on the student held by the school will be collated by the SENCo in order to make an accurate assessment of the student's needs. Parents will always be invited to contribute to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teachers with advice from the SENCo.
3. Do: SEND support will be recorded on a plan called an Individual, Education, Plan (IEP) that will identify a clear set of expected outcomes that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the student. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will be undertaken

after permission has been obtained has been obtained from parents/carers and may include referral to:

1. Behaviour Support Service
2. Speech and Language Therapy
3. Autism Outreach Team
4. Hearing Impairment team
5. Visual Impairment team
6. Autism Support
7. Educational Psychology Service
8. Educational Welfare Officers
9. Physical and Disability Support Service
10. Social Services
11. School Nurse
12. Child & Adolescent Mental Health Service

Education, Health and Care Plan (EHCP)

For a very small percentage of students whose needs are significant and complex, and for whom the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. All EHCPs will be reviewed at least annually with the parents/carers, the student, the Local Authority and the school to consider whether any amendments need to be made to the description of the student's needs, or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

The Curriculum

How will the curriculum be matched to each student's needs? Teachers plan using students' achievement levels, differentiating and scaffolding tasks to ensure progress for every student in the classroom. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

Trips

How will my son be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities. The school assures it has sufficient staff expertise to ensure that no student with SEND is excluded from any school provided activity.

Parent/Carer Support examples from last academic year

- Parents of SEN students were invited to a coffee afternoon to meet with the SENCo, Deputy Head and SEN team. This provided parents with the opportunity to discuss their son/daughter's needs and also to meet other parents/carers.
- Parents/Carers were provided with the opportunity to complete an online survey to gauge topics of interests and appropriate timings for future meetings.
- The Dyslexia and Exam Anxiety Workshop's were conducted before the exam season by an external speaker, this informative workshop provided parents with tips and hints to support their son/daughter in preparation and throughout the exam season.
- Parent Autism Surgery was held for any concerns related to Autism with the opportunity to gain an insight from the Autism Practitioner.
- Lots of literature on their son's SEN emailed to them.
- 3 times a year IEP review with a member of the SEN team.

WCGS abides by the Sutton SEND Charter

Our SEND Charter Principles are that we

Welcome and Care

Value and Include

Communicate

Work in Partnership

developing and nurturing each of these to build

Trust

Complaints Procedures

Should you have any concerns regarding the support being provided for your son/daughter please contact the SENCo.

If you need to make a complaint and do not wish to discuss this with the SENCo please address this to Jamie Bean (Headteacher) and Chris Newall (SEND Local Advisor)

Appendix I – Role and Responsibilities

The governing body has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHCP.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator or SENCo) as having responsibility for coordinating provision for students with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for students with disabilities.
- Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children with SEND being treated less favourably than others, the facilities disabilities provided to assist students with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting out how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a student with SEND, in line with their EHCP.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs and have arrangements in place to meet them.

- Ensure that teachers monitor and review the student's progress during the course of the academic year.
- Cooperate with local authorities during annual EHCP reviews.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

The SEND Coordinator (SENCo) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and headmaster, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headmaster to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHCP.
- Liaise with the relevant designated teacher where a looked after student has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with the parents of students with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the student and their parents are informed about options and a smooth transition is planned.
- Draw up an IEP of the child or young person needing SEND Support.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

- Ensure, as far as possible, that students with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all students with SEND up-to-date.
- Inform the student's parents that SEND provision is being made, where the child does not have an EHCP.

Class / subject teachers must:

- Plan and review support for their students with SEN, on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the students themselves.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

Appendix II - SEN and Disability Tribunal

- WCGS will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

Appendix III - Education, Health and Care Plans (EHCP)

- WCGS will meet its duty to respond to the local authority within 15 days, if it is named on a student's EHCP.
- The school will admit any child that names the school in an EHCP and is successful in the SET, and the SENCo believes that we can meet the needs of the student.
- The school will ensure that all those teaching or working with a child named in an EHCP, are aware of the student's needs and that arrangements are in place to meet them.
- The school will request a re-assessment of an EHCP at least 6 months following an initial assessment, if a student's need significantly changes.

Reviewing an EHCP

WCGS will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the student prior to the annual review meeting from all parties invited.

- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a student's EHCP is undertaken at least 7 months before transfer to another phase of education.

Appendix IV - Data and record keeping

Confidentiality

WCGS will not disclose any EHCP without the consent of the student's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents/carers appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education.