



**HIGH WELL SCHOOL**  
Preparing for Positive Futures

# SEN and Disabilities Policy

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<b>Signed by Chair of Governors:</b>	<i>Margaret Turner</i>
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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- High Well School is a Special School for pupils with severe social and emotional and mental health needs. All pupils on roll either have an Educational Health and Care Plan or are transitioning to one during the academic year 2021/22. The core purpose of High Well School is to prepare our pupils for their lives beyond school by supporting them to develop their social, emotional and academic skills.
- High Well School aims to provide every child with access to a broad and balanced education. This includes the National Curriculum, where relevant to this age group, in line with the Special Educational Needs Code of Practice 2014.
- In order to meet the Individual Needs of pupils, the school will:
  - Identify those who have SEND/Individual Needs at the earliest opportunity by gathering information from parents/carers, education, health and care services and feeder schools prior to joining High Well School.
  - Monitor the progress of all pupils in order to aid the identification of those with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
  - Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENCO (Special Educational Needs Co-ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
  - Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of this policy and the school's SEND work.
  - Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
  - Create an environment in the school where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/Special Educational Needs Coordinator (SENCO) and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life such as membership of the School Council.
  - Provide ongoing training for all staff.

## 2. Introduction

- High Well School is a Special School for pupils with severe social and emotional and mental health needs. All pupils on roll either have an Educational Health and Care Plan or are transitioning to one during the academic year 2022/23. The core purpose of High Well School is to prepare our pupils for their lives beyond school by supporting them to develop their social, emotional and academic skills.
- Over the last few years the Government has made significant changes in how provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13 March 2014 came into force from the 1 September 2014. A new SEN Code of Practice also accompanied this legislation.
- One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. More detail about these pathways (the Local Offer) for families are available on Wakefield's local offer website ([www. http://wakefield.mylocaloffer.org](http://wakefield.mylocaloffer.org)).
- Each SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. Each SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## 3. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 4. Definitions

The following definitions of special educational needs (SEN) have been taken from section 20 of the Children and Families Act 2014.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught.

## 5. Roles and responsibilities

This policy will be reviewed annually by the SENCO. At every review, it will be approved by the full governing board.

### 5.1 The SENCO

The SENCO will:

- Work closely with the Senior Leadership Team and other staff in co-ordinating provision for SEND/Individual Needs pupils.
- Work closely with the parents/carers of SEND/Individual Needs pupils
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Contribute to in-service training for staff on SEND/Individual Needs issues.

## 5.2 The headteacher

The headteacher will:

- Work with the SENCO and governors to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 5.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 6. SEN information report

The SEN information report outlines the school's provision for pupils with SEND and how the school will implement its SEND Policy.

The SEN information report can be found on the school website.

## 7. Co-ordination of provision

The SENCO/Senior Leader will hold details of all SEND Support records such as provision maps, Person-Centred Plans or alternatives, or structured conversations and subject targets for individual pupils.

All staff can access:

- a. High Well School's SEN/Individual Needs Policy
- b. A copy of the full SEND Register or alternative school document used for tracking this cohort
- c. Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)
- d. Information on individual pupils' special educational needs, including action plans, targets set and copies of their Person-Centred Plan or alternative records of targets set/outcome monitoring
- e. Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs
- f. Information available through relevant Local Authorities' SEND Local Offers.

This information is made accessible to all staff and parents/carers in a clear summary version in order to aid the effective co-ordination of High Well School's SEMH provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 8. Admission and access arrangements

High Well School complies with all relevant accessibility requirements. In line with SENDA 2002 and the Equality Act 2010 the Headteacher of the school will have in place up-to-date **Accessibility Plans**. These will ensure that all staff and pupils have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.

All pupils aged 11-16 at High Well School have an Education, Health and Care Plan for social, emotional and mental health (SEMH) as their primary need. All admissions to the school are coordinated by the SENART group based at Wakefield Local Authority Family Services Department at Normanton, 01924 302465.

## 9. Identification of pupil's needs

### 9.1 Quality First Teaching

- a. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- b. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic and social progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- c. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
- d. Through (b) and (c) it can be determined what level of additional support the child will need going forward.
- e. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the specific child's needs and progress being made. Parents/carers will be invited to annual review meetings or review of Educational Health and Care Plan. High Well School will also invite parents/carers to termly progress meetings.

### 9.2 SEN Support

*Tailored support is monitored by a four – part process, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes:*

- Assess
- Plan
- Do
- Review

### 9.3 Assess

- a. On entry to High Well School, students complete an assessment to review the pupil's literacy levels. A speech and language assessment takes place to highlight any communication issues. Over the course of the first term other assessments to assess the pupils social and emotional needs. Academic assessment involving clearly analysing the pupil's needs using the class/subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, assessment upon entry to the school as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.
- b. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

### 9.4 Plan

- a. Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- b. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.



### 9.5 Do

- a. The class/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.
- b. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### 9.6 Review

- a. Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.
- b. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### 9.7 Education, Health and Care Plans [EHCP]

- a. Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- b. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## 10. Inclusion of pupils with SEND

- 10.1 The Headteacher oversees High Well School's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The curriculum is regularly reviewed by the Senior Leadership Team and the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from relevant external support.

- 10.2 Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.
- 10.3 Every effort will be made to educate pupils alongside their peers in a small classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made, including, for example:
- a. Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
  - b. Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. High Well School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
  - c. Making use of all class facilities and space
  - d. Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
  - e. Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
  - f. Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made
  - g. Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## 11. Allocation of resources

High Well School is funded through base funding (elements 1&2) which is provided directly to the school from the government and Top-Up funding (element 3) the amount of which is determined by Wakefield's Education Health and Care Panel based on individual pupils' level of need. The total amount of base funding remains constant as it is calculated on the number of pupil places at the school. The amount of top up funding varies and is paid to the school from the day a pupil comes on roll. To manage the variations in funding the school has in place a staffing structure for an average pupil occupancy and is able to increase staffing as more pupils come on roll. Allocation of resources human or otherwise is based on the needs of the cohort of pupils in the school and is monitored on a half-termly basis by the School Business Manager and the Headteacher and on a termly basis by the Governing Body through the Resources Committee.

Pupil premium and other funds may also be accessed to support the requirements of our pupils.

## 12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND/Individual Needs provision the school encourages feedback from staff, parents/carers and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice:

- a. There is an annual formal evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENCO and Headteacher, information is gathered from different sources such as child and parent surveys/teacher and staff surveys / parents' evenings/ consultation evening/pupil progress days/feedback forms. This will be collated and published by the Board of Governors on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## 13. Complaints procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Headteacher who will investigate and aim to resolve any concerns/complaints and will advise on formal procedures for complaint [see *High Well School's Complaints Procedure*].

## 14. In service training (CPD)

High Well School aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND or other Individual Needs.

The SENCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

High Well School recognises the need to train **all** staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## 15. Working In partnership with parents/carers

High Well School believes that a close working relationship with parents/carers is vital in order to ensure:

- a. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b. Continuing social, emotional and academic progress of children with SEND
- c. Personal and academic targets are set and met effectively.

- d. Provide information and advise on how best to support the child

Details of how the school keeps parents/carers up to date with their child's progress are provided in its Communicating with Parents Policy and include termly progress reports and review meetings.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's Headteacher can also be contacted in relation to SEND matters.

## **16. Links with other schools/academies, services and organisations**

### **16.1 Links to support services**

- The school continually builds strong working relationships and links with external support services in order to fully support SEND pupils and aid inclusion at High Well School.
- Sharing knowledge and information with relevant support services is key to the effective and successful SEND provision within High Well School. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents/carers.

### **16.2 Links with other schools/Academies**

- High Well School works very closely with other schools both special and mainstream in the Wakefield district and in other Local Authorities. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.
- High Well School endeavours to work closely with other secondary schools from which pupils are transferring, so that any support already in place for pupils with SEND can be continued without any break in provision. Transition plans will be drawn up prior to pupils moving to High Well School.

### **16.3 Links with other agencies and voluntary organisations**

- High Well School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The school is committed to working with relevant Local Authority, Educational Psychology Services, CAMHS, Speech and Language Therapists and any other appropriate health, social care or other services.

- Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.
- In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## 17. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 18. Links with other policies and documents

This policy links to the following policies:

- Curriculum Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Accessibility Plans
- Complaints Procedure
- Communicating with Parents Policy
- SEN information report