

Waldegrave School SEND Policy

'Together We Make a Difference'

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Add to website:	Yes

1. Overview of SEND provision at Waldegrave School

Waldegrave School's approach to our provision for students is grounded in the principle of Inclusion and celebrating diversity. We believe that all students at the school should enjoy their learning, feel empowered to take responsibility for their learning, and have equal opportunities to achieve.

The school strives to make the school site and lessons accessible, aims to remove physical, emotional, social and cognitive barriers to learning and ensure that lessons and extracurricular experiences are planned in a way that caters for the needs of all students. All teachers and pastoral members of the school community will know the needs of their students and understand the best way to support them in the academic, emotional and social development.

Students and parents are listened to and their views shape their school experience and the support they receive. We work with the local authority and schools to plan our provision, share best practice and seek specialist service to ensure that we best meet the needs of students.

The progress of students will be monitored regularly and action will be taken to ensure that no student falls behind their potential. All staff at the school are trained annually to support the changing needs of our students. Every member of the school is responsible for the progress of SEND students' progress and wellbeing.

'Together we make a difference'

2. Policy Development, Review and Aims

The policy was developed to reflect the outcomes of our consultations with stakeholders and expertise in the field of SEND. Particular attention was paid to:

- The Equality Act 2010
- Consultation with the local authority,
- Best practice research
- Peer review and Ofsted inspection outcomes
- Parent, student and teacher voice

Our SEND policy is in line with statutory guidance and legislation:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [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 coordinators (SENCOs) and the SEN information report

Monitoring and Evaluation of the Policy

The SENCO, Assistant Head for Inclusion and School Governor for SEND are responsible for the implementation and evaluation of this policy. The policy is reviewed annually in line with changes to statutory and/or local authority guidance, views of staff, students and parents, and external reviews or evaluations.

The aims of the policy:

- Promote our school values and rule
- Create and maintain an inclusive, calm and purposeful learning environment that meets the needs of all students
- Provide clear procedures to ensure that the school supports and makes provision for students with special educational needs and disabilities (SEND)
- Summarise the roles and responsibilities of different people in the school community who support students with special education needs

For more **parent information** detailing how students are supported at Waldegrave school, the review process and local offer see the [SEND Information Report](#)

3. Definitions

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- (b) Have a disability 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.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is a special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less. The school is a mainstream setting with an SEN Specialist Resource Provision for students with SLCN/ASD (details of the SEN resource will be included within the LA Local offer).

4. Identification of students with SEND needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Baseline data includes but are not limited to:

- Key stage 2 baseline data
- CATS testing in year 7
- Literacy assessment in key stage 3

- End of Key Stage 3 assessments in year 8 (in some subjects) or 9

Class teachers will make regular assessments of student progress in line with the schools monitoring cycle. This data will be used to identify those students whose progress:

- Is significantly slower than that of their peers starting from the same baseline. Fails to match or better the previous rate of progress
- Demonstrates an attainment gap with their peers which is not closing
- Demonstrates a widening attainment gap (the gap between their target and their current attainment)

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

A four wave system is used to categorise the level of need a student has and each wave dictates the support and interventions required. This is reviewed termly to identify changes in student progress. Students who require Quality First Teaching (QTF), with some intervention outside of lessons will be classified as K. The school will apply for an EHCP plan where students are not making progress in their Key Stage and require a higher level of support that cannot be achieved in lessons and in small groups.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5. **Role and Responsibilities for SEND**

- **Governing body**
 - Monitor the impact of teaching and interventions for SEND students through reports provided by the school and through regular in school reviews
 - Engage in relevant professional development and training in order to scrutinise the provision for SEND students
 - Monitor the budget decisions made when supporting SEND students
- **Headteacher**
 - Monitor the impact of teaching and planned interventions for SEND students
 - Scrutinise the actions planned for provision in school
 - Monitor the budget decisions, staffing and resources decisions to support SEND students
- **Assistant Headteacher for Inclusion (SENCO)**
 - Work with the deputy Senco's to plan the provision offer
 - Conduct regular reviews of the provision in line with statutory guidance and best practice
 - Coordinate whole school priorities and training decisions
- **SENCO and Deputy Senco**
 - Work with the Inclusion Team to plan and implement the provision for SEND and monitor the progress of students. Allocate resources effectively
 - Review statutory guidance and best practice; work with external agencies and parents to ensure that needs are met, prepare EHCP applications and annual reviews
 - Audit the training needs of staff at the school and deliver training
- **Specialist Resource Provision Manager**
 - Work with the SENCO and Inclusion Team to plan and implement the

- provision for students in the Special Resource Provision. Monitor progress of students and allocate resources effectively
 - Review statutory guidance and best practice; work with external agencies and parents to ensure that needs are met
 - Audit the training needs of staff at the school and deliver training
- **Teaching Assistants**
 - Work with students to support their needs, track their progress and contribute to annual reviews
 - Work closely with teachers to communicate the support students needs and ensure that these needs are met in the classroom and outside
 - Engage in relevant training to ensure that the needs of students can be met
- **Teachers**
 - Know the needs of students in the classroom and plan lessons that fully support those needs
 - Monitor the progress of students with SEND and work with the Inclusion Team to support closing gaps where they emerge. Provide feedback on the progress of students that they teach
 - Engage with relevant training to ensure that the needs of students can be met

6. Staff Training

The SENCO is Emma Salsbury who has worked at the school for five years and manages the Inclusion Team responsible for SEND provision and supporting student inclusion across the school.

We have an SRP manager who runs the Specialist resourced provision and an Inclusion Team manager who supports the day to day running of the support staff. In addition we have a Multilingual coordinator.

We have a large team of teaching assistants, including some higher level teaching assistants (HLTAs) who are trained to deliver SEND interventions inside and outside of the classroom. Training for new teaching assistants and existing staff is reviewed annually to reflect the changing cohort at the school.

Recent training includes:

- ADHD
- Speech and Language training
- Sensory impairment
- ASC
- Dyslexia / Dyscalculia
- Epilepsy
- Hypermobility
- Dyspraxia
- Memory

We use specialist staff for specific support including Educational Psychologists, Speech and Language Therapy, Occupational Therapy and Visual Impairment and Mental Health wellbeing practitioners.

All teachers and teaching assistants at the school engage in professional development to support the needs of students at the school.

Links with other policies and documents

This policy links to our policies including:

- [SEN Information Report](#)
- Supporting pupils with medical conditions [Medical Conditions](#)
- Equality Diversity and Inclusion Accessibility plan
- Behaviour And Rewards for Learning
- Equality Diversity and Inclusion Policy

The final three of these policies are available on the school website via this link: [Policies](#)