



THE WHERRY SCHOOL - SEND POLICY

1. Vision (Context, Purpose and Philosophy)

The vision for The Wherry School is to provide the highest quality education, support and care for children and young people with autism, and their families. The Wherry School staff are committed to providing a better learning environment for these children and young people (from 4-11) working within four main principles, creating a Centre of Expertise which will extend opportunities for learners at The Wherry School and enable the inclusion and re-integration of them, where appropriate, into mainstream settings. The principles on which the school is built are:

- The 'individualisation' of any delivery of the curriculum to the learners and the expectation to build on strengths but always looking to progress.
- A 'Holistic Pathway' that recognises that every learner will take a unique journey through their education and personal development.
- That 'identification and assessment' is crucial to plan and meet the needs of learners.
- That 'family support' will be in place to support the learner in all environments.

(This policy acknowledges the obligation to provide an individualised but broad, balanced and challenging curriculum for all pupils. The Trustees of The Wherry School value the abilities and achievements of all its pupils and are committed to providing, for each pupil, the best possible environment for learning)

Aims

- To deliver highest quality education tailored to the individual learning and social needs, where each child can achieve his/her potential and experience success, building on areas of personal strength and develop confidence
- To provide a specialist learning educational environment, adapted to meet the educational and social development needs of autistic learners, where each pupil can develop the skills to become independent learners they need to be achieve his/her potential
- To provide individualised access to the National curriculum and an individual learning plan which allows progression throughout all areas curriculum, including social and emotional development
- To encourage each pupil to become as independent as possible within the school and in the wider community



- To develop each pupil's social, moral, spiritual and aesthetic awareness, to allow the children and young people to be guided supported in this exploration
- To provide an inclusive approach that enables our pupils to learn and socialise in appropriate situations to meet their individual needs, aptitudes and interests
- To create and maintain a safe, caring and happy environment within the school
- To provide an environment in which each pupil's social and emotional skills as well as learning behaviours, can be nurtured and supported by a staff team including health, psychology and educational professionals

2. Aims of the School SEND Policy

- To ensure that all pupils have access to a broad and balanced curriculum that is highly individualised to meet the needs of each pupil.
- To ensure that the provision for pupils should match the nature of their needs within allocated budget.
- To record, monitor and note the outcome of the provision provided for pupils.
- To ensure that pupils are involved in decisions affecting their provision.
- To consult and work in partnership with parents and carers.
- To consult and involve outside agencies whenever necessary.
- To integrate all pupils into the life of the school, providing additional support as needed to achieve this.

3. Definition of Special Educational Needs

Pupils have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them.

Pupils have difficulty accessing the curriculum if they:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including ASD, Asperger's Syndrome and Autism.
- Cognition and learning, including MLD, SLD and PMLD.



- Social, emotional and mental health difficulties, including ADD, ADHD and Attachment Disorder.
- Sensory and/or physical needs, including vision impairment, hearing impairment and physical disability.

4. Indicators of Special Educational Needs

Although each pupil attending The Wherry School will have a Statement of Special Educational Need or an Education, Health and Care Plan additional needs may present themselves during their time on roll. Further assessment, identification and provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents / carers and staff will be informed that their child has additional special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are **NOT SEND** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.



5. Admission Arrangements for Pupils

The Wherry School will take learners who have been referred by a Local Authority. They may come to the school at any age or Key Stage depending on the availability of places. The admission criterion is that a young person must have a formal diagnosis of autism, a Statement of Educational Need or an Education, Health and Care Plan and a mainstream ability profile. Information on admissions to special schools can be found on the Norfolk County Council Website, within the SEND Local Offer at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/admissions-to-specialist-schools>

6. Assessment and Provision

6.1 Identification

The school uses the **graduated response** as outlined in *The Code of Practice* (2015). To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff.

6.1.1 New Intake of Students

a) Liaison with current education setting

- Current schools are visited / contacted prior to transfer. A home visit will be conducted to gather further information prior to the pupil starting at The Wherry School
- Where practicable, the SENDCO will attend the final Annual Review in the child's current setting to ensure a smooth transition is made. Relevant information will be disseminated to staff before transfer via briefings and Individual Learning Plans created prior to transition.

b) Initial Screening

May include all or some of the following, as applicable:

- End of Key Stage testing results.
- Historical information held on the student.
- Reading, comprehension, spelling and writing tests.
- Any testing deemed appropriate by professionals on site commissioned by The Wherry School, including Educational Psychologists, Clinical Psychologists and Speech and Language Therapists.



6.1.2 Additional Screening used across all Year Groups as Required

- Dyslexia screening - Coloured overlay screening.
- WRAT4 word, reading and sentence comprehension.
- Neale Reading Test.
- CTOPP 2 comprehensive test of phonological processing.
- DASH speed of handwriting.
- Word processing and scribe speed.

6.1.3 Staff Observation

- Members of staff consult with the SENDCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

6.1.4 Referrals by Parents or Carers

- A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

6.2 Provision

Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Wherry School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students. A level and type of support is provided to enable the student to achieve. Provision is identified and managed by the SENDCO to ensure that all objectives set out in a Statement of Special Educational Need or Education, Health and Care Plan are being met.

6.2.1 Graduated Response

a) Wave 1 – Quality first teaching by all teaching staff that is underpinned by the individual needs and objectives detailed in Statements of Special Education Need or Education, Health and Care

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Plans and through continuous review and dialogue with the pupil and their parents or carers. Each class will consist of six learners and will be assigned 2 Teaching Assistants.

b) Wave 2 - Is initiated where students have failed to make progress as identified by the SENDCO through the assessment arrangements.

Criteria for Wave 2 include:

- low Numeracy / Literacy scores.
- Students failing to achieve expected progress in end of Key Stage assessments
- Teacher's observations.
- Previous education setting teachers' comments.
- Concerns from staff or parents.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Lexia, Spelling Mastery, Reading Groups and other tailored responses to support literacy.
- Smaller group sessions and one to one work led by a Teaching Assistant to support numeracy.
- Small intervention groups for dyslexia, spelling, reading comprehension difficulties and social skills.
- Appropriate teaching groups/sets.

c) Wave 3 - Where students fail to make progress, despite additional provision at Wave 2, the school seeks advice and involvement from onsite expert professionals and external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Individual Learning Plan is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that a student with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. Support and advice will be sought from our Education Partners Parkside School and Notre Dame High School.

6.2.2 Individual Learning Plans and Reviews



The strategies that will be employed at Wave 2, Wave 3 are recorded in the Individual Learning Plans reflecting provision that is additional to, or different from, normal differentiated provision.

The Individual Learning Plan is communicated to all staff who support the student's learning, and to the parents or carers and the student. Individual Learning Plans are reviewed and updated three times a year.

6.2.3 Provision of an Appropriate Curriculum

Through development plans, the SEF and in conjunction with Statements of Special Education Needs or Education, Health and Care Plans provision for students is regularly reviewed and revised. It is the responsibility of Head of Primary School, Secondary School and Sixth Form to ensure that the requirements of the National Curriculum are met for all students.

6.2.4 Provision of Curriculum Support

Teaching staff will be supported by the Senior Leadership Team and Education Partners Parkside School and Notre Dame High School to deliver a broad and balanced curriculum (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / subject areas.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCO and Teaching Assistants can assist by:

- Individual teaching, both in class and small group withdrawal.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with The Wherry School's inclusive ethos.

d) Staff Training

- The school allocates its CPD budget according to needs identified in the School Improvement and Development Plan and through individual staff appraisal taking into account the training needs of all staff.



- The SENDCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at The Wherry School.
- Individual departments can ask for INSET from the SENDCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- The school Trustees have access to training organised by the school and Governor Support Services.
- The school takes an active role in many Norfolk SEN Groups, is committed to outreach support in other schools and to the development of closer links with mainstream schools and colleges. The school is also part of Trust Norfolk SEN.

7. Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the *SEND Code of Practice (2015)* guidelines and school job descriptions.

7.1 Governing Body

- In partnership with the Principal, the Trustees have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the performance management process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- All Trustees are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

7.2 The Principal

- Setting objectives and priorities in the school development plan.
- Informing the Governing Body.
- Responsibility for the allocation of funding devolved directly from the LA.
- Recruiting the School's teaching staff, which includes Teaching Assistants and expert professionals.

7.3 The Vice Principal and SENDCO

- Line Management of Teaching Assistants.



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- Disseminating information and raising awareness of SEND issues throughout the school.
 - Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy.
 - Coordinating SEND provision for students.
 - Supporting the teaching and learning of students with SEND.
 - Monitoring whole school delivery of the SEND Policy.
 - Recruiting the School's Learning Support Team, which includes Teaching Assistants.
 - Being responsible and accountable for whole-school SEND resources.
 - Liaising with parents and carers.
 - Liaising with and advising fellow teachers and support staff.
 - Liaising with expert professionals based at The Wherry School.
 - Liaising with schools including previous education settings.
 - Liaising with other SENDCOs, both locally and nationally.
 - Liaising with outside agencies.
 - Contributing to in-service training and external training (as appropriate).
 - Creating the SEND Information Report to be made available on the school website.
 - Being involved in preparing the SEND report, which the Principal forwards to the Trustees.

7.4 Teaching Staff

- **"All teachers are teachers of special needs".**
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work (as appropriate).
- Ensuring appropriate teaching resources for students.
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Keeping accurate records of all students and submitting data when requested on student attainment and progress.
- Support students to access and become a successful member of the wider school community.
- Ensuring Individual Learning Plans are implemented in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENDCO.
- Liaising with onsite expert professionals and other appropriate outside agencies.
- Liaising with parents and carers.
- Liaising with and advising teachers and other support staff.



- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.

7.5 Teaching Assistants

- Planning, teaching and assessing aspects of the curriculum under the direction of teachers and senior leaders (as appropriate).
- Coordinating screening and identifying students.
- Supporting the coordination of SEND provision for students.
- Supporting the teaching and learning of students.
- Keeping accurate records of all students.
- Drawing up, reviewing and monitoring Individual Learning Plans as required.
- Liaising with parents and carers.
- Liaising with and advising teachers and other support staff.
- Liaising with onsite expert professionals and other appropriate outside agencies.
- Support students to access and become a successful member of the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Individual Learning Plans.
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support pupils on Educational Visits and all other pupils where possible.
- Jointly plan with teachers, where appropriate.

8. Arrangements for Considering SEND Related Complaints

If a parent is unhappy about the arrangements made to meet the needs of their child they should in the first instance discuss the matter with the SENDCO. The Principal will address secondary complaints.

The matter will be looked into by the school, in a reasonable period of time, in line with the Trustees' arrangements for consideration of complaints.

9. Arrangements for Inclusion



The school's policy is to provide all pupils with access to a rich and broad curriculum, which meets the needs of children of all ability and ages.

- The use of setting and the differentiation of work enable this to happen.
- The provision of additional support which enables pupils to access the curriculum has already been documented.
- Pupils with a Statement or EHC Plan can be disapplied from National Curriculum subjects. This is only considered when all stake holders, particularly the parents, pupil and appropriate services, request it.

The school operates a policy of individualised access to the National Curriculum and Curriculum Support. The expectation will be for pupils to have to be encouraged and expected to join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any pupil's health or safety.

10. Partnerships

10.1 In School

- The SENDCO liaises closely with the SLT and all teaching staff. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

10.2 Parents

The Wherry School actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways; for example: hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend transition events and meetings prior to transfer and make arrangements for additional visits through the SENDCO.
- Norfolk Children's Services has the responsibility to identify a person who can give parents advice and information about their child's special educational needs. Further advice



/support can be gained from Norfolk's Local Offer at; <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

10.3 Students

The Wherry School acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.

10.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by The Wherry School include (*this is not an exhaustive list*):

- Educational Psychology and Behaviour Support Service.
- Health Service.
- Attendance Service
- Community dentist
- The Bethel Family Unit
- The Unthank Centre
- Break
- English Language Support Service.
- Visual Impairment Team.
- SENDsory Support Services.
- Children Services.
- Education Otherwise.
- Social Services.
- CAMHS.
- Youth and Community Service.
- Looked After Children Service.
- T2/ Matthew Project.
- MAP – Mancroft Project.
- Douglas Bader Short Stay School.
- School nursing team
- Time for you (Benjamin Foundation).



- Youth Offenders Team.
- Off-Centre Counselling.

10.5 Between Schools

The SENDCO liaises with other SENDCOs:

- From local secondary schools to discuss local and national SENDD issues at LA run 'SENDCO network' meetings.
- On the transfer of a student with SEND.
- At locally held SENDCO conferences.

11. Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENDCO deals with specific enquiries.
- A minimum of one additional induction day is arranged as required for all students with SEND and vulnerability factors.
- The records of students who leave at The Wherry School are kept and stored in school in accordance with the Data Protection Act.
- Documentation relevant to the last Review is forwarded to Post 16 placements, if not continuing at The Wherry School, plus additional information if requested and permission granted.

12. Monitoring and Evaluation of this Policy

This policy is evaluated by the Principal and Senior Leadership Team. The current practice is checked against this policy and the application of the policy is also evaluated. As a Special Needs School the development of the SEN policy is constantly under review and changes made to reflect the development of the school.

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.



- The SENDCO reviewing procedures in consultation with teachers, other professional experts onsite and outside agencies.
- Feedback from departments and outside agencies.
- Number of complaints received.

In association with the Principal, the department produces an annual report which is included in the Trustees' annual report to parents and carers.

13. Links with other policies

- Admissions policy
- Annual Review policy
- Assessment, Recording, Reporting and Marking policy
- Careers policy
- Safeguarding policy
- Curriculum policy
- Equal Opportunities policy
- INSET policy
- Monitoring policy
- Spiritual, Moral, Social and Cultural policy
- Teaching and Learning policy