

Waseley Hills High School

SEN Policy For Spring 2017

Responsibility:	SENCO
Author:	SENCO
Date of Issue:	Spring 2017
Review Date:	Autumn 2018
Reference:	WHHS0011

The contents of this policy are reviewed and monitored on a regular basis by Senior Leaders, Heads of Subject and staff with responsibility to that area.
Direct responsibilities are written into job descriptions.



Waseley Hills
High School

Waseley Hills High School and Sixth Form Centre Inclusion and Special Educational Needs Policy

This Policy and its appendices make up the school's Inclusion and Special Educational Needs Policy (the "ISEN Policy"). This Policy sets out the school's Mission and Inclusion Statements, which apply to all our students. It also addresses the needs of the vulnerable students in school, including students with SEN, disability, gifted and talented students, students looked after by the local authority, minority ethnic and faith groups, students with emotional and/or behavioural difficulties and students at risk of disaffection and exclusion and/or underachievement (together "vulnerable students"). The main policy applies to all vulnerable students. Appendices 1 & 2 contain additional policies for the relevant groups of vulnerable students: last updated

Appendix 1: The Autism Base Policy

March 2017

Appendix 2: Students with Hearing Impairments

March 2017

In implementing this Policy the school complies with the relevant law and regulations applicable to vulnerable students and has regard to current Codes of Practice and Guidance issued under the relevant Disability Discrimination, SEN and other legislation. This Policy operates alongside the school's Safeguarding Policy, Disability Equality Scheme and all other school policies, which together assist in promoting inclusion in school, including the Assessment Policy, the Discipline Policy and Behaviour Guidelines and the Equal Opportunities Policy.

1. Mission and Inclusion Statements

1.1. The School's Mission Statement is published in the Prospectus. In essence our vision is to enable each student regardless of ability or background to achieve:

"Achievement, Excellence and Innovation".

1.2. The School is committed to providing an inclusive education and environment for all students. We aim to achieve this by

- setting suitable learning objectives for each student
- responding to students' diverse learning needs
- overcoming barriers to learning and
- developing a whole school ethos on accepting difference.

1.3 We recognise that inclusion is a whole school responsibility and that effective inclusion requires attitudes, policies and practices, which enable all students to participate as fully as possible.

2. Objectives of the school in making provision for vulnerable students

2.1. To identify vulnerable students and put in place plans to address their needs as early as possible.

2.2. To provide a safe environment which supports vulnerable students

- to express their views and be fully involved in their learning
- to develop as individuals and to work towards realising their academic, social, emotional and personal potential
- to develop self-esteem and self-management, independence and life skills
- to manage their behaviour and any sensory difficulties.

2.3. To maximise the opportunities for vulnerable students to join in with and contribute to, school life.

2.4. To provide appropriate access for each vulnerable student to the National Curriculum differentiated to address his or her needs and abilities.

2.5. To provide alternative curricula to address the specific needs of particular groups of vulnerable students.

2.6. To raise awareness in the school of the needs of vulnerable students.

2.7. To promote a positive multi-disciplinary approach, to include mutually supportive partnership with families of vulnerable students, which ensures parents and carers are aware of any SEN provision for their child and which allows parents and carers to have a voice and to play an active part in, their child's education.

2.8. To support vulnerable students at each phase transition including both entry to and exit from the school.

3. Responsibility for co-ordination of ISEN provision

3.1. Jim Arnold is the school SENCO. His responsibilities are set out in section 4 below.

3.2. Louise Wise - Lead TA in Charge of the Autism Base. Her responsibilities are set out in Appendix 1.

3.3. Amanda Quill is the Teacher for students with Hearing Impairments. Her responsibilities are set out in Appendix 2.

3.4. James Nelson is the Teacher with responsibility for Gifted and Talented Students. His responsibilities are set out in his job description as Assistant Head teacher.

3.5. Andy Boot is the Designated Teacher for Looked After Students. His responsibilities are set out in his job description as Deputy Headteacher.

3.6. Andy Boot is the Deputy Head Teacher with overall pastoral responsibility for all years. Simon Mitchell is the Head of Sixth Form Studies combining achievement with Sixth Form pastoral care.

3.7 The teachers referred to in 3.1 to 3.6 are together referred to as the "**ISEN specialist teachers**".

4. Arrangements for co-ordinating ISEN provision.

4.1. Role and responsibilities of the Head teacher

- To be responsible for the day-to-day management of all aspects of the school's work including provision for vulnerable students. He is the "Responsible Person" under the Code of Practice.
- In cooperation with the ISEN specialist teachers and the ISEN Governors to keep the Governing Body informed of issues arising under the ISEN Policy.

4.2. Role and Responsibilities of the Governing Body

- In cooperation with the Head teacher, the senior leadership team (SLT) and SENCO, to determine the school's ISEN Policy, its Disability Equality Scheme and its strategic approach for vulnerable students,
- To establish appropriate staffing and funding arrangements to implement the ISEN Policy.
- To appoint an ISEN Link Governor to be a member of the school's Human Resources Committee, whose role is to oversee the implementation of the school's ISEN policy and Disability Equality Scheme to monitor the school's work with vulnerable students on behalf of the Full Governing Body
- To attend training courses on ISEN issues, as appropriate.

4.3. Role and responsibilities of the SENCO

- In cooperation with the Head teacher, the SLT and the Governing Body, to determine the school's ISEN Policy, Disability Equality Scheme and strategic approach for vulnerable students.
- In cooperation with the Head teacher and the ISEN Governors to keep the Governing Body informed of issues arising under the ISEN Policy and the Disability Equality Scheme.
- To be responsible for the day-to-day operation of the ISEN Policy including implementation of the SEN Code of Practice.
- Together with the ISEN specialist teachers, to monitor and evaluate the progress of vulnerable students.
- To coordinate the provision for vulnerable students, including the provision of alternative curricula, as appropriate, for particular individuals or groups.
- To support students in danger of exclusion, including arranging/managing anger management and social skills courses and devising reintegration programmes.
- To support vulnerable students at each phase transition, including with decisions on exam selection and further education or employment.
- To liaise with and advise fellow teachers on the education and management of vulnerable students and on differentiating aspects of the curriculum where required.
- To oversee the records for all vulnerable students.
- To manage the annual reviews of students with statements.
- To manage and direct the Assistant SENCO for whom he is line manager.
- To manage and direct the HLTAs and TAs for whom he is line manager.
- To be responsible for the management of Examination access arrangements.
- To contribute to in-service staff training.
- To coordinate and support the training of support staff.
- To manage the agreed ISEN budget.
- To meet regularly with the Head Teacher to agree on how to use funds to implement the ISEN Policy.
- To work in partnership with parents and carers and, where appropriate external agencies, to support the education of vulnerable students.

4.4. Role and responsibilities of mainstream teachers

- To know which students are on the SEN register or are otherwise classed as vulnerable and why
- To be involved in developing the school's ISEN Policy and to be fully aware of the school's procedures for identifying, assessing and making provision for vulnerable students.
- To provide for the education of vulnerable students, with support in class from ISEN specialist staff when needed.
- To work collaboratively with the relevant ISEN specialist teachers and support staff to develop differentiated curriculum materials to meet the learning needs of vulnerable students as necessary.
- To work collaboratively with the relevant ISEN specialist teachers and support staff to support the inclusion of vulnerable students in the life of the school.
- To participate in regular training on ISEN issues.

4.5. Role and responsibilities of support staff

- To work as a team under the direction of the SENCO or relevant ISEN specialist teacher.

- To support vulnerable students, as appropriate to each individual's needs, in mainstream lessons, during lessons in the Autism Base or the Learning Support Centre and at social times.
- To work collaboratively with teaching staff to plan for the inclusion of vulnerable students in lessons and to develop differentiated curriculum materials to meet the learning needs of vulnerable students as necessary.
- To work collaboratively with teaching staff to support the inclusion of vulnerable students in the life of the school.
- Under the direction from the relevant ISEN specialist teacher, to support vulnerable students who receive an alternative curriculum.
- To provide vulnerable students with strategies to help them to understand their emotions and to manage their emotions, behaviour and any sensory difficulties.

5. Admission arrangements.

5.1. The Local Authority is the central admissions authority for the school and has a duty not to discriminate against students with SEN or any other vulnerable students in applying its admissions policy. The school fully supports this policy and works with parents and carers of vulnerable students to support their admission to the school.

5.2. Special admission arrangements apply to certain groups of vulnerable students as set out in the appendices.

6. Specialist SEN provision.

6.1. The school's Autism Base, which is part of the Learning Support Centre, opened in September 2004. Details of the Base and its policies are in Appendix 1.

6.2. The Worcestershire County Council Low Incidence Disability/Medical Education Teams provide staff and a resourced base at the school for students with hearing impairments. This provision was opened in 1987. Support is under Review

6.3. The school's Learning Support Centre supports vulnerable students with a wide range of needs and offers specific intervention programmes, including those referred to in section 10.4.

7. Facilities for vulnerable students, including those with SEN or who have disabilities.

7.1. The school's Learning Support Centre opened in 2002 and was been remodelled in 2006 and 2012 to provide accommodation more suited to the needs of students with a variety of learning and behaviour difficulties. The Centre has a dedicated classroom, a multi-purpose area for use at social times and for individual and small group teaching, a specialist room designed for work with students with hearing impairments, a medical room and the SENCO's office.

7.2. The school is working with the Local Authority to complete the implementation of its accessibility programme under the Disability Equality Scheme to give access to the majority of the areas of the school for students with physical disabilities. The needs of students are taken into account when allocating teaching rooms. Facilities in school include specialist classroom equipment, lifts, ramps and full bathrooms with hoists.

7.3. The ISEN department has a large team including ISEN specialist teachers, higher-level teaching assistants (HLTAs) and specialist support staff. Some HLTAs support learning, behaviour and pastoral issues within the school Community Teams, others are assigned to specific departments. Support staff work in the classroom and sometimes with students out of the classroom. Many also have development time for producing differentiated curriculum materials.

8. Allocation of resources for vulnerable students, including those with SEN or who have disabilities.

8.1. The Governing Body has a duty to use its best endeavours to ensure that it makes appropriate provision for all students identified as in need of special educational provision.

8.2. Funding received in the school budget for students with SEN is calculated taking into account the following factors:

- Free school meals
- Social Deprivation Factor
- Support assistants for students with statements
- Mid-day supervision for students with statements

Funds are also received into the school budget:

- To support individual students whose statements identify support hours above the funding limit from time to time
- To resource the Autism Base
- To support students with physical disabilities
- To support students from out of county.

The specialist staffs working with our students with hearing impairments is funded by the County Council Low Incidence Disability/Medical Education Teams.

The allocation of resources for vulnerable students within the school is based on an annual audit of need and is monitored by the Governors' Human Resources committee.

9. Identification and review of students' needs.

9.1. If their previous school has identified a vulnerable student's needs, the school should be notified before the student transfers. The SENCO and appropriate ISEN specialist teachers work with the previous school to support a smooth transition.

9.2. Intake data i.e. KS2 assessment and early screening also assist in identifying any learning difficulties in year 7.

9.3. All staff are responsible for identifying and informing the ISEN department of any concerns about students.

9.4. Parents can also bring to the attention of the ISEN department any concerns regarding the social, emotional or educational wellbeing of their child.

9.5. Once identified, students' needs are addressed and reviewed in line with the school's assessment policy and relevant legislation including the SEN Code of Practice, where applicable.

10. Access to the curriculum, information and associated services.

10.1. All students are entitled to a broad and balanced curriculum.

10.2. We endeavour to ensure that teaching arrangements and strategies are fully inclusive by:

- Setting suitable learning objectives for each student.
- Identifying student's learning styles and
- Trying to overcome any barriers to learning.

10.3. The majority of students have their needs met through mainstream classroom teaching with appropriate differentiation.

10.4. Students identified with specific learning needs may have an alternative curriculum to address those needs. Alternative curriculum provision may include intensive literacy and numeracy programmes, anger management and social skills courses, reintegration programmes and the specialised curricula referred to in the appendices. These courses are delivered in the Learning Support Centre or the Autism Base, as appropriate.

10.5. The Local Authority specialist teaching services are available to advise and support individual education/behaviour programmes.

10.6. The Disability Equality Scheme and related Action Plans contain details of the school's plans to increase access to the curriculum for vulnerable students.

11. Inclusion of vulnerable students, including those with SEN or who have disabilities.

11.1. All students are given the opportunity to be fully included in the life of the school, so far as is reasonably practicable and compatible with:

- the student receiving any SEN provision their learning needs advise
- the efficient education of the students with whom they are educated
- the efficient use of resources
- the school's Health and Safety and Equal Opportunities Policies
- the school's duties not to treat students with disabilities less favourably and to make reasonable adjustments to ensure that such students are not placed at a substantial disadvantage.

11.2. All students are actively encouraged to take part in enrichment activities, trips and visits and to represent the student voice through school council.

11.3. We endeavour to overcome any barriers, which may restrict the access of vulnerable students to enrichment activities, trips and visits by providing appropriate support.

11.4. Mobility issues are assessed for all activities and arrangements made to enable students with physical disabilities to participate as fully as possible in school life, including arranging specialist transport where required.

12. Evaluating the success of provision.

12.1. The ISEN Committee meets regularly to review and monitor issues affecting vulnerable students including how funding, equipment and personnel resources are deployed.

12.2. The Head teacher and ISEN Governors report regularly to the Governing Body on issues affecting vulnerable students.

12.3. Specific targets for each year are set out in the SEN Section of the School Improvement Plan (the "ISEN targets")

12.4. The Governing Body annually reviews the implementation of the ISEN Policy and evaluates the success of the provision and the school's progress towards inclusive practice against

- The whole school policy
- ISEN targets
- the Disability Equality Scheme and Action Plan
- In carrying out the evaluation, the following are also taken into account
- assessment data on our vulnerable students
- feedback from our vulnerable students, their parents and carers and the staff who support them.

13. Complaints procedure.

13.1. The school's complaints procedure is on the school website.

13.2. If a complaint relating to SEN provision cannot be resolved within school, the Local Authority provides a disagreement resolution service for parents of students with SEN. Advice on these services can be obtained from the Parent Partnership Service, (contact details available from school). Entering into the disagreement resolution process does not affect any right of appeal, which a parent may have to appeal to the SEN and Disability Tribunal.

14. In service training.

14.1. The school aims to identify and disseminate good practice with regard to inclusion and provide appropriate professional development designed to support inclusive practice in school.

14.2. The school conducts an annual audit of training needs of all staff taking into account the priorities in the School Improvement Plan as well as personal professional development.

14.3. Both internal and external courses are made available to teachers, support staff and Governors.

15. Links to support services.

15.1. External support services play an important part in helping the school identify, assess and make provision for vulnerable students.

15.2. One of the Local Authority learning support teachers visits the school weekly to assess new students and to observe and prepare reports on students with statements and those at School Action and School Action Plus, as prioritised by the SENCO.

15.3. The school also seeks advice, as required, from the Local Authority specialist advisory teaching services for students with learning and/or behaviour difficulties or autism.

15.4. The SENCO holds regular School Support Team Meetings with representatives from the Local Authority specialist advisory teachers for learning and behaviour support, the educational psychologist and the Deputy Head Teacher with pastoral responsibility, to discuss vulnerable students.

16. Working in partnership with parents and carers.

16.1. The school values the input of parents and carers and works in partnership with them to support the education of vulnerable students and to enable parents and carers to play an active part in their child's education.

16.2. Parents and carers are encouraged to have regular input formally through parents' evenings and, where applicable, through Individual Education Plans, Personal Education Plans, Pastoral Support Programmes and/or Individual Behaviour Plan reviews and the Annual Review process and informally through regular communication with their child's Learning Mentor or the relevant ISEN specialist teacher.

17. Links with other schools and colleges.

17.1. The SENCO and ISEN specialist teachers, as appropriate, liaise with the primary and other schools or colleges or other placements from or to which our vulnerable students are transferring to ensure effective transition arrangements are in place.

17.2. The school has links with Chadsgrove Outreach (based at Chadsgrove School) for support with students with mobility difficulties.

17.3. The Autism Base teacher liaises regularly with the other County Autism Base staff as set out in Appendix 1.

18. Links with other agencies and voluntary organisations.

18.1. Multi-agency pastoral liaison meetings, with representation from Social Care, Police, Health and the Educational Psychology service are held termly to ensure effective collaboration in identifying and making provision for vulnerable students. These meetings include the Assistant Head Teachers with pastoral responsibility, Community Team Leaders and the SENCO.

Approved by the Governing Body April 2017

Waseley Hills High School
Autism Base Policy
(Appendix 1 to Inclusion and Special Educational Needs (ISEN) Policy)
(March 2017)

Introduction

The specialist provision of a mainstream autism base (the “Base”) opened at Waseley Hills High School in September 2004. The Base is located in the Jubilee block and was upgraded in 2011. It is an integral part of the Student Support Centre. The Base has a study/teaching area, separate chill out room, individual work stations, kitchen and computers.

The Base provision is for up to eight students (with the possibility of 10 in exceptional circumstances). All students have an EHCP and are admitted with the County Autism Bases Admission Policy. The Base provides an environment designed to meet the needs of students with Autism. The senior TA has the responsibility for the routine management and daily running, with the SENCO overseeing the provision. The Senior TA is supported by a number of Base TA’s, who have or are expected to gain training and experience in working with students on the Autistic spectrum.

The Base runs in accordance with:

- All other school policies, in particular the main ISEN Policy.
- The County Children’s Services’ Directorate Policy for Children with Autism Spectrum Conditions.
- The County Base Protocol.

Objectives of the Base Provision

- To provide a specialised curriculum to address the students’ needs in the areas of communication, social and emotional understanding and inflexible thinking.
- To maximise the opportunities for students from the Base to be included in mainstream school life, at a level appropriate to the individual, with specialist support, including for both curricular and extra-curricular activities.
- To provide a flexible approach to education, which is responsive to the changing needs of the students on a day-to-day basis, including using the Base as a safe haven for students when they need time away from the mainstream environment.
- To provide space for individual and small group teaching and learning.
- The ultimate aim is that each Base student will thrive in mainstream classes with reduced support as their confidence, academic abilities and self-management skills increase.

Roles and Responsibilities

The SENCO/Assistant Headteacher will oversee the Base facility and liaise with the Senior TA:

Senior TA in charge of Base

- To oversee the establishment and management of the Base in accordance with the Objectives set out above and in the ISEN Policy.
- To manage and direct the support staff within the Base.
- To manage the support provided for students from the Base, as appropriate to each individual’s needs, in mainstream lessons, during Base lessons and at social times.
- To work collaboratively with mainstream staff to support the inclusion of students from the Base in the life of the school.
- To manage the additional support for students from the Base at each phase transfer including both entry to and exit from the school.
- To manage the access to and content of, the curriculum for students in the Base, including the disapplication of aspects of the National Curriculum where appropriate.

To manage the delivery of the specialised curriculum in the Base to address the students’ needs in communication, social and emotional understanding and inflexible thinking.

- To ensure effective communication with Learning Mentors and subject teachers of students from the Base.
- To provide advice and support to mainstream staff on the education and management of students with autism and on differentiating aspects of the curriculum, where required.
- To develop partnership with parents by enabling parents and carers of students in the Base to have regular input into their child's education formally through parents' evenings, the IPPs and Annual Review process and informally through regular communication with the Base teacher.
- To contribute to the development and delivery of training for Base staff, parents, teachers and support assistants within the school.
- To organise and update the resources of the Base.
- To assess and write reports on, students in the Base, including prior to Annual Reviews.
- To keep the records for students in the Base including IPP, assessment and target data and records of involvement with individual pupils, their parents and carers and other professionals.
- To work within the ISEN department team and to liaise closely with, and report to, the SENCO as line manager.
- To monitor and evaluate the Base provision and to meet regularly with the SENCO to report on the progress of the students in the Base and to discuss matters relevant to the Base.
- To work with outside professionals including the speech and language therapy department, the educational psychologist and the county autism team to provide appropriate multi-disciplinary programmes for the students in the Base.
- To work within the County policies and procedures on severe communication difficulties/autism and within the general remit of the County's SEN policy.
- To work collaboratively with colleagues in autism bases in other schools, including regular meetings with the other base teachers to share good practice and taking part in focussed working parties.

Assessment

In addition to being assessed in accordance with the school's assessment policy and the ISEN policy, where applicable, each student in the Base is monitored for social progress using the social progress materials devised by the county base team working party. This gives a profile of the student's progress in the specialised areas relevant to autism.

Transitions

Students in the Base are given extra support at each phase transfer

- On admission students have a structured transition from their previous school, which involves close liaison between teaching staff, opportunities for extra visits and an individual booklet, which can be referred to at home. They also do the usual transition visits with their peer group.
- At transition between Key Stage 3 and 4 students are given extra support and guidance to make option choices. This is through support from the SENCO and Base staff.
- Post 16 with work through the PHSE programme. Senior TA in Charge of Base will give additional advice and support through the transition scheme with structured transition pathway from school to college. Senior TA will liaise with relevant teaching staff.

Approved by the Governing Body April 2017 - following SEN and MAB Review

Waseley Hills High School

Policy for Students with Hearing Impairments

(Appendix 2 to Inclusion and Special Educational Needs (ISEN) Policy)

(February 2012)

Introduction

The Worcestershire County Council Low Incidence Disability/Medical Education Teams (LID/MET) provides staff and a resourced base at the school for students with hearing impairments. This provision was opened in 1987.

The following policies and arrangements apply to students with Hearing Impairments in addition to those set out in the main ISEN Policy.

Fully trained staff from LID/MET provide support for all students with hearing impairments. All of the support is planned in consultation with the school SENCO. The two full time staff members are not only Teaching Assistants but also Communicators who hold high-level qualifications in British Sign Language ("BSL"). This degree of specialist knowledge is very important when supporting those students whose first and preferred language is BSL. Students with hearing impairments are supported in relationship to their individual needs as follows:

- Students whose first and preferred language is BSL. These students are highly dependent upon staff time and are given priority when it comes to allocating support for their study/timetable.
- Other students who have specific support allocated in their EHCPs.
- Students who do not have EHCPs, but who are otherwise supported by LID/MET.
- Students who require assessment and monitoring by the Visiting Teacher of the Deaf at the audiology clinic, but who do not require additional support in school.

Admission arrangements

Students are allocated to this specialist provision either through their EHCP or because they are otherwise supported by LID/MET.

Specialist facilities

The Learning Resource Centre has a specialist teaching room allocated for assessments and for individual and small group teaching and study for students with hearing impairments.

Objectives of the Provision

- To maximise the opportunities for students with hearing impairments to be included in mainstream school life, at a level appropriate to the individual, with specialist support, including for both curricular and non-curricular activities.
- To provide dedicated space for individual and small group teaching and learning.
- To support students with hearing impairments to consolidate their learning across the curriculum.

Roles and Responsibilities

- The specialist Teacher of the Deaf is responsible for managing the provision including managing and directing the LID/MET support staff.
- All the LID/MET staff:
 - Support students in mainstream classes using „Total Communication“.
 - Modify language and tasks as required for specific students in the class to meet their learning needs.
 - Support students one-to-one in programmes of work or individual study in the specialist teaching room.
- The sign language coordinator provides weekly additional individual support as above and helps students consolidate their learning across the curriculum.

Approved by the Governing Body April 2017 - following SEN Review