

Wellington School



Honesty

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Special Educational Needs Policy SEND Information Report

Updated: June 2024

Review Date: June 2025



Wellington School



Policy Title	Special Educational Needs Policy SEND Information Report
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Summary of Contents

The purpose of this policy is to outline the ways in which students with *Special Educational Needs** will be supported by the SEND Department and throughout the wider context of the school as a whole.

*A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

Date of Update	June 2024
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Member of SLT Responsible	Mrs S. Norbury

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1. Aims

Our SEN policy and information report aims to:

- Set out how Wellington 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
- The policy for Special Educational Needs aims to support staff in creating an ethos and educational environment that is child-centred and focusses on the views and needs of the students and their families. Students will be encouraged to succeed by the positive and supportive ethos of the school, as well as by strong links with the home, feeder schools and relevant agencies.

We aim:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide 'Inclusive quality first' teaching which is a basic entitlement for ALL students as part of everyday classroom practice.
- To provide a differentiated curriculum suitable for the needs of individual students.
- To ensure the identification of all pupils requiring SEND provision as soon as possible in their school career.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To ensure that students identified as having additional needs are fully involved in every aspect of school life and take a full and active part in the extra-curricular life of the school.

- To ensure that parents of pupils with special educational are actively involved in the decision making regarding their child, through the person- centered reviews.
- To reflect on the Code of Practice (2014) in emphasising that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Every teacher is a teacher of every young person including those with special educational needs or disabilities.

The Special Educational Needs Policy is intended to exist as a practical working document which will inform and advise staff and which sets out clearly procedures and practice related to SEND pupils and their learning environment.

2. 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

3. Definitions

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 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.

4. Roles and responsibilities

The Governing Body

SEND Governor: Louise Speed

The Governing Body is an identified Governor who will have an oversight of special educational needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. This link Governor will meet at least termly with the SENDCo.

Senior Leadership Team

Headteacher: Mr S. Beeley

Assistant Headteacher/SENDCo Mrs Samantha Norbury

The SENDCo and SLT will work closely with the SEND Governor and staff to ensure the effective day to day operation of the School's Special Educational Needs Policy. The SENDCo and the designated member of SLT will identify areas for development in special educational needs and contribute to the school's development plan. The SENDCo will co-ordinate provision at School Support and for those with EHC plans.

The Assistant Headteacher/ SENDCo

SENDCo: Mrs S. Norbury

The SENDCo has the responsibility to ensure that:

- Ensuring SEND has a high profile in the school.
- Monitoring the academic progress of all SEND students including those accessing the Hub
- Establishing HUB Panel meetings
- Creating and updating HUB Contracts
- Ensuring a register of students with SEND is kept and is up to date.
- Ensuring the correct provision is in place for all students with SEND.
- Taking responsibility for management information systems- (SIMS, Edukey/ Class Charts).
- Using baseline data to identify and monitor all students with SEND.
- Conducting Annual Reviews and monitoring the progress of children with EHCPs.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organising meetings where appropriate.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Overseeing the Pupil's Learning plans
- Identifying Barriers to Learning for every individual SEND pupil, including Behaviour for Learning and disseminating strategies to staff
- A staged process of assessment and action planning for individual students is implemented.
- Teachers are kept fully informed and are making appropriate provision for students with SEND.
- Maintaining the school provision map.
- Students are referred to the LA for statutory assessment if required.
- Regular liaison with external agencies e.g. MES/Of- site providers.
- Meet at least termly with the Link Governor for SEND.
- Appropriate staff development and training is provided.
- Liaising with parents of pupils with SEND through Parents' Evenings and meetings where appropriate.
- Leading teaching staff and TAs and HLTAs in response to the Graduated Approach).
- Regularly liaising with DoKS/HoDs and PMs on academic progress of SEND students through TAS meetings.
- To monitor and improve SEND attendance through TAS meetings liaising with Attendance Officer.

The Assistant SENDCo

Assistant SENDCo: Mr Liam Cawley/Mrs Hannah Downes

- To assist the SENDCo in the daily operations relating to the SEND provision.
- To work alongside the SENDCo to deliver CPD to staff.
- To carry out SENDCo responsibility in absence of SENDCo.
- Roles as directed by SENDCo to assist in the implementation of the SEND policy.

SSC Teachers (Hive)

Lead SEN Teacher: Mrs Downes

- To oversee EHCP outcomes for each individual pupil, ensuring they are broken down into termly targets
- Chairing and conducting Person centered annual reviews for all SSC students
- Oversee the delivery of a bespoke curriculum that focuses on the 4 main areas of the Preparing for Adulthood curriculum:
 - Education and training
 - Independence
 - Community and friendships
 - Health
- Monitoring the academic progress of all SSC pupils and implementing interventions where required
- Weekly meetings with professionals attached to the SSC (Clinical Psychologist and Speech and Language Therapist)
- Liaising with parents and pupils through parental meetings, annual reviews, and pupil check ins
- Leading a team of TAs to ensure the relevant strategies and reasonable adjustments are in place for pupils
- Attending regular TAS meetings alongside DSL (Designated Safeguarding Lead), SENDCo (SEN coordinator) and attendance manager to improve attendance, academic progress, and pupils' wellbeing
- Deliver relevant SEN training to staff throughout the academic year
- Organise relevant workshops and SEN training from external professionals for staff and parents throughout the academic year
- Overseeing pupils learning plans, reviewing termly
- Attending half termly SEND strategic meetings with SENDCo and assistant SENDCo
- Working collaboratively with the Assistant SENDCo to prepare a termly newsletter for all SEND parents
- Joint responsibility with the assistant SENDCo to coordinate the Neurodiversity council

SEN Teacher: Mrs Hancock

- Responsibility of relevant pupils EHCP trackers, ensuring the EHCP outcomes are broken down into termly targets
- Completing annual review documentation for relevant pupils
- Attending and contributing to person-centered reviews

- Deliver a bespoke curriculum that focuses on the 4 main areas of the Preparing for Adulthood curriculum:
 - Education and training
 - Independence
 - Community and friendships
 - Health
- Monitoring the academic progress of all SSC pupils and implementing interventions where required
- Liaising with parents and pupils through parental meetings, annual reviews, and pupil check ins
- Reviewing pupils learning plans termly

Hive HLTAs

- Deliver 1:1 intervention to pupils within the Hive
- Cover lessons in absence of SEN teacher
- Ensure students plans are up to date and amended accordingly
- Capture the views of each student in preparation for their annual reviews
- Know those students within the Hive and their category of need and how best to meet those needs, seeking support from the Hive teachers if necessary
- Attend regular CPD training to ensure that their SEN knowledge is up to date
- Contribute to strategies for individual students during regular team meetings
- Deliver small social skills groups within the Hive
- Assist with the implementation of Pupil Learning plans.
- Provide assistance with access arrangements for those students who qualify for these in exams.
- Deliver the mainstream curriculum to those pupils unable to leave the Hive
- Attend trips and events across the academic year to ensure the relevant support is in place for pupils

Mainstream Teaching Assistants and Higher Level Teaching Assistants

The TAs and HLTAs should:

- Recognise that “quality first teaching” is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.
- Familiarise themselves with the school policy and procedures on SEND.
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their groups and their category of need and how best to meet those needs, seeking support from the HoD or SENDCo as necessary.
- Contribute to reviews of students on school SEND support of Education, Health and Care Plans by completing ‘round robins’ on those students each term.
- Suggest targets to enable students to raise their level of attainment.
- Meet regularly with subject staff and assist with differentiation where necessary.

- Assist with the implementation of Pupil Learning plans.
- Provide assistance with access arrangements for those students who qualify for these in exams.

Literacy/EAL and Maths intervention leads

- To deliver high quality intervention to students with difficulties in the following areas (Literacy/EAL/Maths)
- To ensure that the impact of the intervention is assessed
- To ensure record keeping is up to date
- To liaise with SENDCo/Assistant headteacher of teaching and learning to ensure the correct students have been identified.
- To screen students for Access Arrangements
- To create their timetables given the cohort

ELSA (emotional Literacy support Assistants)

- To deliver high quality interventions around emotional literacy support
- Report writing
- Triaging students who need support
- Managing their own waiting list
- Liaise with SENDCo/DSL to ensure they are kept informed of any safeguarding concerns

The Heads of Department

Heads of Department have a responsibility to SEND students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Ensure all schemes make appropriate allowances for SEND students- to provide inclusive education for all.
- Regularly include a SEND slot in department meetings in order to discuss any issues that arise and ensure that these are passed on to the SENDCo.
- Be responsible for staff in their departments understanding their responsibilities with regard to SEND.
- Use a percentage of their capitation to buy support materials for their department.
- Review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.
- Meet regularly with subject staff and assist with differentiation where necessary.
- Co-ordinate and prepare relevant resources for each individual pupil (Visual support, timetables, social stories)

The Subject Teachers

The subject teacher should:

- Recognise that “quality first teaching” is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the

lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.

- Familiarise themselves with the school policy and procedures on SEND.
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their teaching groups and their category of need and how best to meet those needs, seeking support from the HoD or SENDCo as necessary.
- Contribute to reviews of students on school SEND support of Education, Health and Care Plans by completing 'round robins' on those students each term.
- Suggest targets to enable students to raise their level of attainment.
- They are responsible for differentiating the teaching and curriculum for pupils with special educational needs and will monitor their progress.
- Include differentiation in lesson planning and delivery.
- Differentiate homework tasks so that all students are given a task which is within their ability to complete.
- Refer students to the SEND Department who may be in need of extra help by referring a student via class charts and attaching a sample of work.
- Liaise closely with any HLTAs or TAs who are working with students in their class.

The Directors of Key Stage

Directors of Key Stage have a responsibility to SEND students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Regularly include a SEND slot in Year Team meetings in order to discuss any issues that arise and ensure that these are passed on to the SENDCo.
- Be responsible for tutors and Pastoral Managers understanding their responsibilities with regard to SEND.
- Monitor the engagement of students with SEND with regard to attendance at extra-curricular activities, school trips etc. and put in strategies to increase engagement where necessary.
- Develop strong links with outside agencies who work with students who are on role but who are not currently able to attend Wellington and monitor the progress made by students in their care
- Assist in transition reviews for SEND students moving from KS2 to 3 and 4 to 5.

The Pastoral Managers

Pastoral Managers have a responsibility to SEND students. They should:

- Familiarise themselves with the school policy and procedures on special educational needs.
- Monitor the attendance of students with SEND and put strategies in place to increase attendance where necessary

- Monitor the engagement of students with SEND with regard to attendance at extra-curricular activities, school trips etc. and put in strategies to increase engagement where necessary.
- Develop strong links with outside agencies who work with students who are on role but who are not currently able to attend Wellington (Medical Education Services, Satellite Provision, PRU etc.) and monitor the progress made by students in their care.
- Assist in transition reviews for SEND students moving from KS2 to 3 and 4 to 5.

The Form Tutors

Form Tutors should:

- Familiarise themselves with the school policy and procedures on special educational needs
- Know those students who are on the SEND register and their category of need
- Liaise with the SEND Department over the needs and progress of identified students.
- Discuss target setting with the student concerned and help in the implementation of pupil's Learning plans.
- Be prepared to contribute to school meetings if one of their students is being discussed.
- Work with the TAs, HLTAs, PMs, DoKS and SENDCo to develop stronger links with families.

The HUB Managers

S. Cleary, L. Potter and M. Waring

The HUB Managers have a responsibility to SEND students who access the HUB/Isolation and should:

- Monitor the use of HUB/Isolation for students on the SEND register and work with DoKS, PMs and the SENDCo to help students to establish strategies for succeeding.
- Attend Inclusive Practices meetings and provide regular data updates regarding the use of Isolation/HUB.
- Ensure that students are completing the work and that all work is returned back to the relevant class teacher.
- Attend meetings alongside the SENDCo for students who they support within the HUB.
- To update HUB Contracts ½ termly ensuring that students working in the HUB at SMART targets aimed at reintegration back into mainstream.

The School's Exams Officer

The School's Exams Officer has a responsibility to SEND students and should:

- Liaise with the SENDCo regarding students who are entitled to access arrangements for exams.
- Ensure that the necessary requests have been made for access arrangements for those who meet JCQ criteria.
- Ensure that support staff have the relevant training required for the provision of access arrangements.
- Ensure that laptops, scribes, readers, provision for extra time etc. is in place for those who need it at the start of the exams.
- Pass on relevant information regarding exam access arrangements to other educational establishments as necessary when students leave Wellington.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, social and communication difficulties and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, mental health conditions.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The identification of SEND is built into the whole-school approach to monitoring the progress and development of all students.

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Disabled Students

Disabled children and young people, as defined under the Disability Discrimination Act 1995 (DDA), have a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

Impairment does not itself mean that a child or young person is disabled; it is how this impairment affects normal day-to-day activities and whether or not this is a long-term and substantial impairment.

Long-term is defined in the Disability Discrimination Act (DDA) as having lasted or being likely to last 12 months or more and ability to carry out day-to-day activities must affect one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;

- Ability to lift or carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk.

Physical impairment includes Sensory impairment. Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Pupils with severe disfigurements are also covered by the DDA as are those with progressive conditions that are likely to change over time such as cancer.

Many, although not all, disabled students will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

The term Learning Difficulties and or Disabilities (LDD) is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers and who have a disability as defined under the DDA Act 1995.

In addition to the four areas we will also consider what is not SEND but may impact on progress and attainment (including disability, attendance and punctuality, health and welfare, English as an Additional Language, pupil premium and children who are looked after).

5.2 Identifying pupils with SEN and assessing their needs

Universal Screening

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. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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.

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 pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Parents

Wellington School welcomes involvement from parents at every opportunity. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record within Edukey. We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are also kept fully informed in the life of the school through:

- Induction meetings with Pastoral Managers/Directors of Key Stage and/or the SENDCo
- Weekly bulletin from the Headteacher
- Parents' Evenings
- Pupil review meetings
- SEND information evening
- SEND parent working party
- Interim reports
- Letters, e-mails and phone calls home
- Class Charts
- Notes written in planners
- Reviews with outside agencies with the SENDCo, Director of Key stage or Pastoral Manager for those at SEN Support and at EHCP level
- Transition reviews with the SENDCo, Educational Psychologist and Connexions
- Annual Reviews with the SENDCo, LA, support staff and outside agencies for EHCP pupils.
- SEND information events

5.4 Assessing and reviewing pupils' progress towards outcomes

A Graduated Approach to SEND Identification and Support

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by the School. We recognise that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent teaching and learning.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Wellington inclusive quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We develop our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

We use the Graduated Approach to both identify and support pupils on the SEND register. Support for all students is coordinated through provision mapping. If a student receives additional support from school staff or external agencies, then this is measured and reviewed using the following cycle:

a) Baseline assessment (Assess)

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

b) Target setting (Plan)

Where SEND Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan and will have access to this via class charts and Edukey. Students on the SEND register will have a Learning plan, where their views are considered and students have the opportunity to voice their opinions as to the support that they feel would be most beneficial to them.

c) Targeted support (Do)

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

d) Review and evaluation (Review)

The reviews for students at SEND Support and with statements/EHCPs will be carried out in line with the Code of Practice. Interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEND Support.

These are the four distinctive ways in which we as a school are dedicated to supporting pupils with SEND:

- Early Identification
- High Quality Teaching
- High Impact Intervention
- Review and Response

5.5 Supporting pupils moving between phases and preparing for adulthood

The school has a designated pastoral Manager who works directly with primaries, KS3 Director of year and the School's Assistant Headteacher/SENDCo.

During the transition period from year 6 to high school we will work closely with the primary schools to ensure that the correct information about your child is passed onto the relevant parties that will help your child to settle into the school. This will be done by visiting the school and meeting with the year 6 teacher and SENCO, we will also meet the pupils who are on the SEND register.

The schools SENDCo/ Assistant SENDCo or Lead SEN teacher will aim to attend year 6 transition reviews if it is deemed appropriate.

If it is felt that it is appropriate and will be beneficial, we will invite pupils to an extra transition day for vulnerable pupils; who may find the transition period difficult thus ensuring that they are well supported throughout the process.

We will share information with the school, college, or other settings that the pupil may be moving to. We will agree with parents and pupils which information will be shared as part of this.

During the Annual reviews particularly around key transitions the pupil outcomes will be linked to the PFA tool (Preparing for Adulthood tool).

All students will be given the opportunity to visit their new setting with support from key workers. Students will also if appropriate receive travel training if this links to their outcomes.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Wellington Inclusive quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We develop our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making. The SENDCo works closely with the Teaching & Learning team to ensure that Quality-first teaching is available to all pupils with SEND. Teaching assistants and teachers work together to ensure that the individual needs of all pupils are met.

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

The school currently employs a number of teaching assistants to work with a variety of different students who are on EHCPs or SEND support. This however does not replace quality first teaching.

The SENDCo/ Lead SEN teacher (HIVE) supports teaching and learning by raising the profile of SEND via CPD opportunities and the weekly staff SEND bulletin.

Staff have been audited in their knowledge on SEND and this links to the training that is provided over the course of the academic year. This year we have focused on Inclusive quality first teaching, learning plans, neurodiversity and ASC friendly strategies.

Staff have had 10 hours of training delivered via the Autism in schools project to help support our autistic students. This training is the equivalent to AET (Autism Education training) level 2. This was delivered over 5 modules that focused on Anxiety, support Autistic students within the environment, sensory sensitives and trauma related experiences.

The school has strengthened links with specialist provisions to help meet the needs of our more complex students such as TMES and Trafford High.

Within KS3 we have a smaller nurture class, this is designed for children who are not secondary ready. Children within the nurture group study the breadth of the curriculum but the class has a higher ratio of staff to pupil to enable students to fully access the curriculum.

In September 2022 we opened an SSC (small specialist class) for children who have an EHCP and a diagnosis of Autism. Children will access a mixture of mainstream lesson in the main body of the building alongside teaching within the specialist classroom by the Mrs Downes and Mrs Hancock. Children follow a preparing for adulthood framework in line with their EHCP outcomes to ensure that they will thrive into adulthood.

The PFA framework is developed by the Lead SEN teacher and delivered by both Lead and SEN teacher supported by the HIVE TAs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing including the use of TAs
- Using recommended aids, such as laptops and IPADS, coloured books and overlays, visual timetables, dyslexia friendly fonts and sizing.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Ensuring all Access Arrangements are catered for during in class assessments and formal assessments.

Every year, the curriculum goes through a review to ensure that the provision offered is inclusive for our SEND pupils and our most vulnerable pupils.

During this year we have seen a bigger increase in our Year 7-13 SEND students receiving Exam Access Arrangements.

Pupils on the SEND register have been assessed internally and based on area of need, have been given special arrangements within their exams. This could include additional time to complete exams or a reader or scribe.

We have also seen an increase in pupils using laptops/iPads as a different way to record their work, this helps those pupils who have difficulties with gross/fine motor skills to allow them more independence. We have purchased 30 SEND laptops and 10 IPADS to support both children with EHCPs and at SEN support.

Pupils at the end of year 9 are assessed by our SENDCo who is a qualified assessor and if necessary, she will then apply for this arrangement to the exam board.

During the exam period, our SEND pupils have access to a smaller room and separate room if they need a scribe. Teaching assistants are utilised as internal invigilators to eliminate some of the stresses caused by exams, we also use regular and familiar invigilators to ensure that pupils who need routine feel comfortable.

Within the HIVE and the Nurture classes whilst students study the breadth of the curriculum this is highly adapted to meet their needs of the learners. This will often require extra CPD for the staff allocated these groups as most of the children within the nurture group are working significantly below age related expectations.

5.8 Additional support for learning

We have a 2 Literacy and EAL intervention leads and one Math intervention lead, who are trained to deliver interventions such as Literacy catchup, guided reading, Math's catchup.

This academic year we have trained three members of the team to become ELSA trained (emotional literacy support assistants). This is a recognised qualification meaning that those who are trained can deliver interventions to support children with their emotional regulation.

It is very rare that teaching assistants are required to support children within a mainstream school on a 1:1 basis unless it would mean a significant impact on them or the children around them. TAs are encouraged to support a range of students to ensure that we are preparing students for the next stage of their life.

Teaching assistants will support pupils in small groups when directed by a member of teaching staff who has planned for this or during a planned intervention.

We work with the following agencies to provide support for pupils with SEN:

- School Nursing Service
- Occupational Therapy
- Speech and Language
- Educational Psychology Service
- TAEP (Trafford Alternative Education provision)
- TDAS
- Parent Partnership
- Youth Offending Team
- Social Services
- NTAS
- Tutor Trust
- Child and Mental Health Services
- Trafford First Response
- Trafford Sensory Impairment Support Service
- CYPS
- Connexions
- School Counsellor
- 42nd Street
- Trafford Engage

5.9 Expertise and training of staff

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SENDCo.

The SENDCo will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo will continue to develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Our SENDCo has 18 years Teaching experience and 9 years' experience in the role of SENDCo, she is also in the 3rd year of being a member of the senior leadership team. She is a qualified teacher of Drama and English. Mrs Norbury also holds the NASENCo Award which is a legal requirement for all SENDCo's. Mrs Norbury is also a qualified Access Arrangement Assessor and holds the CCET and CPTA3 qualifications and is a registered member of the BPS. She is currently allocated 23 hours a week to carry out responsibilities relating to the SEN provision

within Wellington. Our SENDCo is currently training to be a SEND reviewer to enable her to review provision in any setting.

The Assistant SENDCo has an allocation of 7 hours per week to assist the SENDCo in the daily operations of the SEND department and is currently completing their NASENDCo award.

The Lead SEN teacher has an allocation of 4 hours per week to complete duties relating to their role, she is currently also completing her NASENDCo award.

Other teaching staff will be kept up to date informally by the Headteacher/SENDCo and formally at staff meetings and training. In the last academic year, staff have been trained in Inclusive quality first teaching, ASC friendly strategies, Learning Plans and supporting children who are neurodivergent.

Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through attendance at school based INSET sessions, subject department meetings, conversations with individual subject teachers, attendance at reviews and SEND Department briefings.

5.10 Securing equipment and facilities

Students paper files are secured safely in lockable filing cabinet within the SENDCo's office which is only accessible with permission from the SENDCo.

Wellington are continuing to move to a paperless system and are using the online program of Edukey and Class Charts to store and share documentation securely.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- APDR cycle
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Using Parent questionnaires
- Learning walks/ drop ins
- Book Looks
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Wellington there are no barriers to pupils with SEN enjoying the same activities as their peers or other pupils within the school.

All of our extra-curricular activities and school visits are available to all our pupils, risk assessments are completed alongside the SENDCo to ensure that students are able to access the activities and that appropriate staff levels are considered.

All pupils are encouraged to go on our residential trips to ensure that students receive the same opportunities as their peers.

All pupils are encouraged to take part in sports day/school plays/workshops and other activities within the school day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

During this academic year our SEND children have enjoyed the experience of going on trips to Chester Zoo, a year 7 residential, DofE and other overseas trips.

Some of SEND students have also had the opportunity to visit CAFT (children's adventure farm trust) this is the charity of choice for last year's fundraising but also a charity that supports children with SEND and their families, we have developed strong links with the Charity which supports lots of our parents in the Wellington community.

Mrs Downes and Mr Cawley have established a Neurodiversity council to allow us to listen to pupil voice and help us to drive change for our young people. Whilst this is still in its infancy it has had lots of interest and has provoked a lot of thought for our young people. They have already helped us to create extra sensory spaces in both HUB 2 and apply for funding for a pop-up sensory tent in HUB1.

It should be noted that some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Therefore; at Wellington we use the following to ensure that students can make progress and access the curriculum through the school accessibility plan.

- Staff training
- Accessibility and risk assessment
- Differentiated curriculum
- TA or Key worker support
- Assistive technology
- HCP
- Medical needs assessment
- Regular review of provisions
- Medical register

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

- Pupils are encouraged to become Bullying or Wellbeing Ambassadors.
- Pupils with SEN are also encouraged to be part of games club and Lego therapy groups to promote teamwork/building friendships etc.
- Dedicated school counsellor who provides 1-1 and group sessions to support student's emotional wellbeing.
- ELSA trained staff to deliver interventions
- Play therapy practitioner (L. Potter HUB Manager) within school
- Onsite THRIVE practitioner through the mental health in schools' programme.
- We also have a number of staff who are trained as Mental health first aiders who are available throughout the course of the day for students who may be struggling to regulate their emotions or are suffering from anxiety/depression. The MHFA are managed by our dedicated mental health lead Mrs Taylor-Crooks who is responsible for allocating the students to a MHFA. Student will have a minimum of 6 weekly sessions, which is then reviewed.
- HUB Panel Meetings leading to a HUB place. HUB managers meet weekly with Assistant Headteacher/SENDCo and Deputy Headteacher to discuss HUB provision. The aim of the HUB is to support the emotional wellbeing of the student through small interventions and therapeutic services to then allow them to reintegrate back into mainstream education.
- TAS Meetings (Team around student) Biweekly meeting with key stakeholders- to address barriers to learning such as attendance, safeguarding etc.

5.14 Working with other agencies

We have access to and use a number of outside agencies within the School to help support our SEND pupils.

We have commissioned a significant amount of Educational Psychologist (EP) time during this academic year, to which we have used this to complete Assess, Plan, Do and Review (APDR) cycles for our more complex-needs students who may need an EHCP.

The SENDCo works closely with the Pastoral Managers making referrals regarding students with issues relating to SEND making sure our most vulnerable are supported, we will then refer to Speech and Language Team (SALT), Occupational Therapist (OT) and make contact with parents, giving advice and guidance.

Our SENDCo has received training to make referrals for children who may need a diagnosis of ADHD or ASC to ensure that children can be identified earlier and supported more effectively. The current waiting list in Trafford is in excess to 24 months. Schools are expected to complete 2 terms of in school assessment before a referral is completed. This makes the waiting time from start to finish closer to 3 years. The school does accept and recognise private diagnosis' but we would encourage parents to involve us in this process so we can ensure the diagnosis process is robust.

We have developed relationships with local specialist provisions, seeking advice and guidance from their staff regarding our more complex students. They have delivered training to our staff working closely with them to benefit our students.

Our SENDCo/SEN Lead teacher have also been involved in a working party to develop a post-16 pathway and development of the EHCP process.

Our SENDCo has developed strong links with primary schools and has delivered training around SEN support to primary parents.

The HIVE has access to a multi- agency team which includes, educational psychologist, Occupational therapist and Speech and language therapist. They meet as a team termly with Lead SEN teacher to discuss the children on their caseload that access the HIVE (SSC)

In order to ensure that the needs of individual students are met effectively, Wellington School has links with the following external agencies:

- School nursing service
- Occupational therapy
- Speech and Language
- Educational Psychology Service
- Pupil Referral Units
- Parent Partnership
- Youth Offending Team
- Trafford first response
- Child and Mental Health Services
- Stronger Families
- Trafford Sensory Impairment Support Service
- CYPS
- Connexions
- School Counsellor.
- 42nd street
- N-Gage
- Kooth

5.15 Complaints about SEN provision

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the relevant class teacher. If the concern continues then the Head of Department or Sam Norbury (SENDCo) will meet with the parent to formulate a strategy for resolving the issues discussed.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have Special Educational Needs or who are Disabled (SEND).

When we refer to our local offer, we mean all the services and organisations which are part of the support on offer in Trafford. We include information about services provided outside our local area that local people are likely to use.

You can access the local offer online via the Trafford Directory or by phone or post by contacting the Family Information Service.

We also have an outreach team who meet families and professionals in the community and you can request they come along to community groups and networking events if you think this would be useful.

Local offer Link:

<https://www.trafforddirectory.co.uk>

SEND Local Offer

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Norbury SENDCo **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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Relational behaviour policy
- Supporting pupils with medical Conditions
- HUB Policy