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### 1. Background

This policy has been formulated with regard to:

- SEND Code of Practice: 0-25 YEARS January 2015
- Equality Act 2010
- Children and Families Act 2014
- Teachers Standards 2012
- The Special Educational Needs and Disability Regulations 2014
- Equal Opportunities Policy
- Special Educational Needs and Disability Act 2001 (SENDA)

A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of “compulsory school age” has a learning difficulty or disability if he or she:

1. Has a significantly greater difficulty learning than the majority of children of the same age, or
  2. Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age. A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught.
1. **Disabled children.** Many children who have SEN may have a disability under the Equality Act 2010, that is 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more', and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but where a disabled child requires special educational provision, he or she will also be covered by the SEN definition.
  2. **School philosophy.** It is our policy to nurture every child: each pupil should have an equal opportunity to make the best possible progress in their academic work, creative and physical development. We value and encourage the contribution of all pupils to the life of the school, whether in the classroom, on the sports field, in Performing Arts, at The Wilderness Centre, or within the community in general.
    1. Curriculum delivery is developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all. Where 'Quality First Teaching' is insufficient to meet the whole remit of a pupil's needs, additional provision will be discussed and offered to parents for additional costs.
    2. We aim to be proactive in identifying needs and in providing early intervention. When new students join our school, they are given a range of assessments to identify any areas where support may be needed. Class and subject teachers are involved in the identification of children with SEND by completing concern forms; they also have a responsibility for its provision within the classroom.

3. Provision is offered when the children need it, but they are not necessarily defined for life by this provision.

## 2. Specifics

### 1. Objectives

- To apply a whole school policy to meet each child's individual needs, following where appropriate the guidelines of the SEND Code of Practice: 0-25 YEARS (January 2015)
- To identify, at the earliest opportunity any child who may have SEND.
- To provide for children using the graduated approach defined in the Code of Practice, and for children with an EHCP, if the school is considered to be a suitable placement.
- From SEND Identification onwards, to plan and implement an appropriate My Plan
- To ensure that all school staff are aware of each child's needs so that his/her needs may be met in mainstream classes.
- To provide pastoral care and support for the children with SEND, so that they may develop in all areas and build a strong sense of self- esteem.
- To maintain a confidential SEND file for each child containing all relevant reports which are made available to staff who are directly involved with the child.
- To conduct three reviews annually of the children's progress, both with regard to SEND and to their general development.
- To make any changes to the My Plan in the light of each successive review.
- To maintain close links with the parents/carers at all times and to involve them in:
  - the initial assessment procedures;
  - regular reviews of the child's progress.
- To seek, and take into account, according to age, maturity and capability, the views of the child with SEND.
- To endeavour to ensure that each child with SEND progresses to suitable onward education where his/her current needs will be communicated and continue to be met.

### 2. Responsibility for the coordination of SEND provision.

1. The Proprietors have oversight of the school's SEND provision.
2. The responsibilities of the SENCO are:
  - Overseeing the day-to-day operation of the school's SEND policy.
  - Coordinating provision for children with SEND.
  - Liaising with, advising and contributing to the in-service training of fellow teachers.
  - Overseeing the records of all children with SEND.
  - Liaising with parents/carers of children with SEND.
  - Ensuring that suitable exam access arrangements are made.
  - Liaising with external agencies.

### 3. Admission Arrangements

1. Children entering WHIS will normally spend a taster day in the classroom with their year group. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as considered appropriate. In addition, if appropriate, the SENCO will meet and assess the potential student to ensure that the school can meet their needs and that appropriate support can be given. All SEND and professional reports must be declared on entry and copies provided prior to starting school.
2. The school's policy is to enrol pupils who meet the entry standards of being within the statutory age range and not by ability and regardless of any disability of which it is aware. The life of the school is enhanced by inclusive policies, but equal importance must be given to ensuring that no pupil's education is impaired.

## 3. Identification, Assessment and Provision: a Graduated Approach

Many of the children who need additional support at WHIS will have Specific Learning Difficulties, but the school will, in accordance with the Equality Act of 2010, look sympathetically at applications from pupils with other learning difficulties. Individual and small group support is offered, where appropriate and has been designed to be part of the normal running of the school for all current students. There is a special unit attached to the school which has expertise in high-functioning ASD.

1. **The Graduated Approach:** In accordance with the SEND Code of Practice the school uses the four key actions of: Assess, Plan, Do, Review.
  1. **Assess:** Teachers have the initial responsibility for identifying children who are experiencing difficulties. An

'Identification of Concern' form is completed and the SENCO will collect further information. The views and experience of parents/carers are sought, along with the pupil's own views. Screening tests may be conducted, or advice sought from external agencies following an initial SENCO assessment. The cost of this will be covered by the student's parents or the Local Education Authority.

2. **Plan:** The SENCO, in consultation with teachers, parents/carers and the pupil, decide on the teaching strategies or approaches, support or interventions, that need to be put in place, as well as the expected impact on progress, with a date for review. At this stage costings are discussed and agreed with parents.
  3. **Do:** All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, timescales, and the strategies that should be employed to support them. The class/subject teachers remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching, away from the main class, the class/subject teacher remains responsible for that pupil's learning.
  4. **Review:** The effectiveness of the support is reviewed at every stage in liaison with staff, parents/carers and the pupil or on at least a termly basis.
2. **Levels of Support.** A register of pupils with SEND, which includes their name is stored on the shared drive. It will always be up to date. It can only be accessed by teaching staff. Additionally, a watch list is held where pupils with suspected SEND are recorded. All pupils will develop a 'My Profile' working with their mentor, highlighting what helps them to learn and what does not help.
1. Classroom Awareness and Differentiation. During lessons, a pupil may be identified as requiring additional support which can be met within the classroom, as long as certain tasks are differentiated and/or teachers have an understanding of how to handle certain situations to enable this pupil to function effectively.
  2. SEND Support. If a pupil fails to make expected progress on the basis of accumulated evidence and/or further screening in school or externally, a My Plan is drawn up and agreed in consultation with staff, parents/carers and the pupil. This is reviewed three times annually, or more frequently if necessary. If a pupil's needs cannot be met without the support of a Teaching Assistant or a Learning Support Assistant, additional funding from the parents will be sought to provide this. WHIS is unable to fund such support.
  3. At this stage a SEND may be identified. In broad terms a pupil may exhibit issues which can be categorised into one of the four following types each of which may have a number of underlying causes:

<b>1. Communication and Interaction</b>
<ol style="list-style-type: none"> <li>1. Speech, Language and Communication Needs (SLCN)</li> <li>2. Autistic Spectrum Disorder (ASD)</li> <li>3. Specific Learning Difficulties (SpLD) such as dyslexia and dyspraxia.</li> </ol>
<b>2. Cognition and Learning</b>
<ol style="list-style-type: none"> <li>1. Learning difficulties (LD)</li> <li>2. Severe learning difficulties (SLD)</li> <li>3. Profound &amp; Multiple Learning Difficulties (PMLD)</li> <li>4. Specific Learning Difficulties (SpLD)</li> </ol>
<b>3. Social, Emotional and Mental Health Difficulties</b>
<ol style="list-style-type: none"> <li>1. Attention Deficit Disorder (ADD)</li> <li>2. Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>3. Attachment disorder</li> <li>4. Range of difficulties which manifest in many ways e.g. challenging, disruptive behaviour; becoming isolated; eating disorders etc.</li> </ol>
<b>4. Sensory and/or Physical Needs</b>
<ol style="list-style-type: none"> <li>1. Vision Impairment</li> <li>2. Hearing Impairment</li> <li>3. Multi-Sensory Impairment</li> <li>4. Physical Disability</li> </ol>

Information relating to the nature of various types of SEND, the symptoms expressed and strategies for providing for those needs, is available for all members of staff in a folder on the shared drive.

1. If at the review of a My Plan no progress has been made, the SENCO will consider the need for a My Plan+. This will involve conducting a full assessment of the pupils needs with input from a range of areas. Once the assessment has been completed a more informed My Plan will be produced. This will be reviewed on a three times yearly schedule.
2. If a pupil is achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request a formal assessment from the local authority for an

Education Health Care Plan (EHCP). The request can be made by the school or the parents.

3. When a pupil has complex needs, the school will review, with the parents, the suitability of the school to meet the pupil's needs.
3. **Access to the curriculum.** Most children with SEND are fully integrated within the school as a whole. All teaching staff, as part of the induction checklist, are aware of which children receive support and the atmosphere is one of understanding and encouragement. This induction is completed by the SENCO.
  1. The school promotes the inclusion of all pupils through effective and varied teaching and learning strategies, through differentiation in lessons, through schemes of work which recognise students' different levels of ability, and through assessment strategies which enable pupils' needs to be identified and supported in future teaching and learning strategies.
  2. The curriculum in any given subject area meets the needs of all the students to whom it is delivered. This is monitored through a progress spreadsheet on the shared drive.
  3. Medical details are provided by the first aid lead and are kept in the main office.
  4. Setting will take place in all subjects where it is appropriate to do so and there are sufficient numbers to make it feasible. This is to ensure that students can access the curriculum at a pace suitable for their learning needs.
  5. If requested by parents, peripatetic specialist support teachers can be sourced to work with individuals. This support is given in individual, extra-curricular lessons at an additional charge.
4. **Exams and Continual Assessment Procedures.** All students in the school take part in formal summative assessments and exams on a regular basis to ensure they are prepared and confident when taking exams. Students in MYP 4 and 5 may follow the GCSE syllabus in some subjects whilst retaining an MYP style of delivery and many of its underlying concepts.
  1. Some children with SEND may be entitled to special access arrangements: for example, extra time, or a reader for a child with significant reading difficulties.
  2. Access arrangements will be recommended, and organised by SENCO. Assessments to provide evidence for this will be funded by parents.
  3. In any public examination the guidelines for SEND are followed. Most GCSEs are covered by the Joint Council for Qualifications (JCQ). Of particular relevance is section 7.3 which parents should read prior to commissioning any assessments.
5. **Evaluating the Success of Provision** Each child's progress is carefully monitored through:
  1. Continuous assessment and target setting in all subjects, as appropriate.
  2. Termly reviews of My Plan targets.
  3. Bi-annual reading and spelling tests
  4. MIDYIS or CAT4 / LUCID Ability/LUCID LASS
  5. Review Procedures: Regular review dates are set for all children, whether on SEND Support, or EHC Plans.
  6. At SEND Support during the review of My Plans, all relevant staff are consulted to establish whether appropriate progress has been made. Feedback from external therapists will also be included.
  7. At each review and evaluation of the child's progress
    - Targets are reviewed to see if they are achieved, partly met or not met
    - Reinforcement/ additional support is needed
    - New SMART targets are set
  8. Parents/carers will be contacted and kept informed of progress and amendments in their child's SEND provision. Both parents'/carers' and children's views are sought when My Plans are reviewed and will be taken into account when setting new My Plan targets.
  9. If a child on SEND Support has met the exit criteria of their My Plan, his/her progress will continue to be monitored by the SENDCO through discussions with subject teachers, parents/carers and the child.

#### 4. Context

1. The role played by the parents/carers of pupils with SEND  
In order to achieve the best outcomes for our pupils, parents/carers and the school need to work closely together. Parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them. They are invited to express their aspirations for their child. Parents are involved at all stages of identification, assessment, provision and review. Once a plan of action has been agreed, parents are actively encouraged to support the programmes of learning at home. Suggestions for this are discussed both formally and informally and are written on the My Plans. An open-door policy is maintained by

- the school and parents may email, talk over the telephone, or arrange a meeting with any member of staff.
2. **The role played by the pupils with SEND**  
The school acknowledges the value of the pupil voice. All children in the school, including those with SEND, have the opportunity to discuss things that help and hinder them from successful learning as part of the My Profile and target setting process. Children and young people with SEND often have a unique knowledge about what works for them.
  3. **Complaints**  
The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.
  4. **Transition Arrangements.**  
Much thought is given to appropriate onward education. Advice is given to parents/carers, following full staff discussion, as to the amount of continuing support the child may need. On school transfer, reports are completed by the SENDCO after consultation with all relevant members of staff.
  5. **Links with External Agencies.**  
The school can source a list of Educational Psychologists, Specialist Teacher assessors and other agencies to whom parents may take their children for assessment. These assessments will be externally funded by the parents. External assessors are welcome to visit to observe and conduct assessments.
  6. **INSET.**  
All staff attend regular training days held at school on topics of general concern. SEND is included in this programme.

## 5. EAL

We welcome children for whom English is an Additional Language. We have a broad range of teachers and resources to enable rapid development of English language skills. Additional fees are payable for EAL lessons.

<b>Revision Control Table</b>	
Drawn up by	Alison Whichelo
Date	01/06/18
Approved by	DS on 02/06/18
Review schedule	Annual
Reviewed	02/06/19 by DS; 02/06/20 by DS; 10/5/21 by DS; 10/10/22 by DS; 10/09/23 DS; 24/11/24 by DS (minor edits)
Next Review	01/12/25