



**Walkwood**  
Church of England  Middle School

## Special Educational Needs and Disability Policy

Governing Body Committee responsible:	Ethos, Inclusion and Care		
Approval granted:	06 March 2023	Review date:	Spring 2024

“Love is always supportive, loyal, hopeful, and trusting.”

1 Corinthians 13:7

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

*Valuing All God’s Children, Church of England, 2014*

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

*SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012*



## Introduction

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We passionately believe that every teacher is a teacher of every child including those with Special Educational Needs and Disability. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the current Code of Practice (September 2015).

Walkwood Church of England Middle School has a named Special Education Needs and Disability Coordinator (SENDCo) who has the accredited SENDCo Award and a named Governor. The Special Educational Needs and Disability policy reflects the vision and values of Walkwood Middle school and ensures that the policy works within the guidelines and inclusion policies of the Code of Practice (2015) and other policies within our school.

Any reference to 'parents' also includes a pupil's carers or guardians.

## What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... . Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2015.)

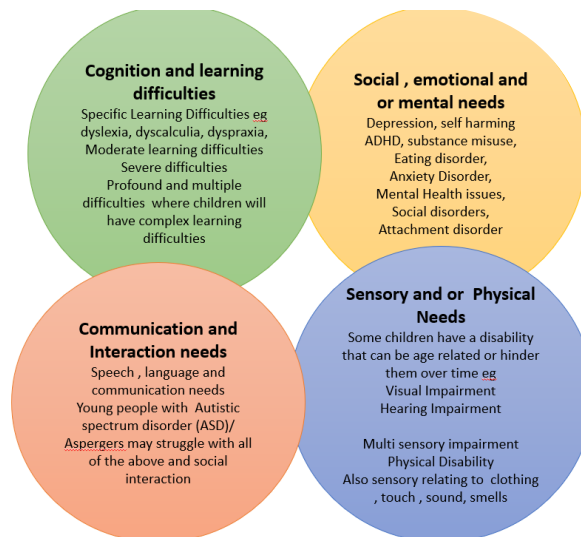
Walkwood prides itself on aiding all pupils in achieving their maximum potential. Through Quality First teaching your pupils' needs are met. It may be necessary for some pupils to receive additional support. The additional support would be in the way of resources, individualised strategies or interventions. This will help to boost skill levels, confidence and eventually much needed independence for the pupil to develop in preparation for life beyond school.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Walkwood, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them needs participate in the varied aspects of school.



## Categories of SEND



- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, mental and emotional health, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory/physical, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

If a child displays behaviour that is causing him/her to have difficulties with focusing on learning, it is the SENDCo's responsibility, with the help of other agencies, to identify why the pupil is displaying such behaviours.

## Aims and objectives

The aims of this policy are:

- To ensure that all pupils have access to a broad and balanced curriculum;
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum and where necessary, an adapted curriculum is provided;
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- To ensure early identification of pupils requiring additional support;
- To ensure that an open, productive communications are developed and maintained with parents and carers of pupils with SEND understanding the importance of parents input.
- To request, monitor and respond to parents/carers and pupil's views in decisions which affect their future;
- To ensure that pupils with SEND participate, where possible, in extracurricular activities and general life of the school community;



- to identify the roles and responsibilities of all staff in providing for children’s special educational needs;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to provide support for pupils with medical conditions and inclusion in school activities by ensuring consultation with health and social care professionals;
- to work in cooperation and productive partnerships with SEND Services and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Equal Opportunities and Inclusion

Throughout the curriculum we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We measure and assess the impact through staff meetings and assessments to ensure all children have equal access to succeeding within school.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children’s needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children’s understanding through the use of all available senses and experiences;
- planning for children’s participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## Identification, Assessment and Provision

**All teachers are teachers of children with special educational needs.**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school’s principal, the SENDCo and all other members of staff, particularly



class teachers and teaching assistants, have important day-to-day responsibilities. Every class teacher will have a continuous cycle of planning, teaching, assessment, and evaluation which takes account of the wide range of abilities, aptitudes, and interests of the pupils. Most pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of support and provision.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's First School years. This will be in addition to evidence from previous teacher assessment and observations. If the child already has an identified special educational need, this information may be transferred from other partners in their First School setting and the class teacher and SENDCo will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, an appointed teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

### **The Role of The SENDCo and what provision looks like at Walkwood**

The Special Educational Needs and Disabilities Co-ordinator's [SENDCo] responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- liaising with and advising fellow teachers;
- overseeing the records of all children with SEND;
- liaising with parents of children with SEND;
- contributing to the in-service training of staff;
- liaising with local high schools so that support is provided for Y8 pupils as they prepare to transfer;
- liaising with external agencies including the Learning Support Teachers and Educational Psychology Services, Health and Social Services and voluntary bodies;
- co-ordinating and developing school based strategies for the identification and review of children with SEND;
- making regular visits to classrooms to monitor the progress of children on the SEND Register;
- to oversee the school's maintenance of its MAB (Mainstream Autism Base) Autism friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

### **Monitoring Children's Progress**



The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

#### **Adequate progress can be identified as that which:**

- prevents the attainment gap between the child and her/his peers from widening;
- closes the attainment gap between the child and her/his peers;
- better the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Walkwood will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through internal planning and the SENDCo will have responsibility for ensuring that records are kept and available when needed.

#### **Placement on the school's SEND register**

Once a child is settled within Walkwood, if a concern is raised by a member of staff about a child's progress, academically, emotionally, or socially, they will liaise with both parents and the SENDCo about possible support strategies. The starting point will be to consider the effectiveness of the quality first teaching approaches already deployed and whether other additional strategies would be appropriate.

After a discussion with the SENDCo, the class teacher will then provide additional aids or strategies that are additional to those provided as part of the school's differentiated curriculum and the child will be provided with a pupil passports which will include positive teaching strategies to be used throughout the curriculum and enable this pupil to have their voice in what will help them learn better. These passports will be monitored and reviewed by the form tutor, class teacher, teaching assistants within the classes.

In addition, parents may be consulted about additional support, in the form of interventions and the impact of these will be tracked on our provision mapper and reviewed for a set period. From these interventions and passports, further steps may be identified and communicated to all relevant parties.

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;



- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- has communication and / or interaction difficulties, and continues to make little or no progress.

## Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of all children especially those with special educational needs will be treated as partners, playing an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have meetings as and when required to discuss progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school email address.

## The Nature of Interventions

Teaching staff and the SENDCo will decide on the actions needed to help the child progress in light of previous reviews and monitoring assessments. This may include:

- different learning materials or specialist equipment;
- identified groups or individual support, which may involve pupils being taught in smaller groups with a Teaching Assistant with the support of interventions such as Numicon, Fresh Start and Social and Emotional Skills;
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness and impact;
- staff development and training to introduce more effective strategies.





After initial discussions with the SENDCo, the intervention teacher will be responsible for working with the child and ensuring delivery of any individualised programme. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and reasonable adjustments. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

### Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- despite having received intervention, the child continues to fall behind the level of her/his peers.

### School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the County SEND Services if the child has demonstrated significant cause for concern. The SEND Services will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

### The evidence will include:

- previous provision maps and targets for the pupil;
- records of regular reviews and their outcomes;



- records of the child's health and medical history where appropriate;
- attainment levels in literacy and numeracy;
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- view of the pupil, where appropriate;
- views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Educational Health Care Plan (EHCP) will be reviewed in line with the statutory annual assessment cycle. When this coincides with transfer to high school, the SENDCo from the high school will be invited to the review to aid effective transition.

### Annual Review of Education, Health and Care plans

All pupils with an EHCP will be reviewed at least annually with the parents, the pupil, the LA (if appropriate) and relevant outside agencies. Collectively, we will discuss the child's progress against the targets as detailed in the plan and consider the need for any amendments in relation to the description of the pupil's needs or to the special educational provision specified. The Annual Review should focus on a combination of successes as well as any difficulties that need to be resolved, review the levels of attainment in relation to basic literacy, numeracy, and life skills, and set new targets for the coming year. The reviews held in the child's final year at the school will be particularly significant in preparing for the child's transition to their next school.

### Internal support measures

#### Provision mapping and Pupils passports

The provision mapping system used at Walkwood shows all additional support that has been put in place to support the pupil's development and learning throughout their time at school and provide summaries of its effectiveness. Pupils on the SEND register also have a Pupil passport which is formulated with input from the pupil. The passport details their identified needs, giving strategies on how best to meet these additional needs during the school day. Both processes are recorded on our Provision Mapping computer software. These are then securely available for all staff have access to, therefore informing their planning, allowing it to be centred on the pupil's needs and strengths.

Strategies employed to enable the child to progress will be recorded within internal plans which will include information about:

- the positive teaching strategies to be used for pupils to reach their set targets;
- the provision to be put in place;
- how the child can be successful?
- the child's views will be sought and considered, as will those of the parents, whose support is vital if progress is to be achieved and maintained.
- Reviews of positive teaching strategies set by staff
- What needs to happen next to support the pupil further.



## Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Teaching staff receive ongoing training on 'Teaching and Learning styles' and this has led to members of staff planning lessons that incorporate the different learning styles that children have. Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with identified special educational needs and Education Health and Care plans.

The Principal informs the governing body of how the funding allocated to support special educational needs has been employed.

The Principal and the SENDCo meet annually to agree on how to use funds directly related to statements.

## The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually.

## Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up plans of support for children and the communication of these for implementation by teaching staff. The SENDCo and the principal hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.

## Concerns

When a parent has cause for concern about SEND practice in school, first involvement should be a discussion with the child's form tutor or class teacher. Where necessary the respective staff member may then choose to involve and discuss the concern with the school SENDCo. Following this, if you still have any concerns, grievances can be raised through the respective school's complaints policy which can be found on the school website.

## Transition

At Walkwood we strive to provide a smooth transition for pupils with SEND when transferring to and from our schools. The School SENDCo liaises closely with the feeder establishments to discuss the additional needs of any child transitioning. In addition, the SENDCo liaises with key staff at schools which we feed into to discuss the additional needs of the pupils transferring from Walkwood. The SENDCo will, where possible, arrange additional transition days where needed during the summer term for the most vulnerable pupils both leaving and joining us. During our additional visit's children will have the opportunity to come to school with their parents and share in some fun transition activities. The SENDCo will also endeavour to offer the same opportunities to the most vulnerable pupils in their final year in moving to their new school, to meet with the SENDCo and key staff of their new school and take part in various activities. Pupil's SEND records are also transferred to their new school at the end of the summer term.



## Appendix 1

### Designated personnel

The coordinator for special educational needs and disabilities is: [Mrs D Timmins](#)

The designated safeguarding lead is: [Mr S West](#)

The alternate designated safeguarding leads are: [Mrs G McKenna](#)  
[Mr A Hewitt](#)  
[Mrs L Laszcz](#)

