



**Walkwood**  
Church of England  Middle School

## Special Educational Needs and Disability Policy

Governing Body Committee responsible:		Ethos, Inclusion and Care	
Approval granted:	05February 2024	Review date:	Spring 2025

“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

At Walkwood Church of England Middle School, 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 aim to provide every child within our school with the best chance to succeed in their learning journey through providing a fully inclusive and high-quality school experience. We pride ourselves on providing a broad, balanced and relevant curriculum to all pupils including those with Special Educational Needs (SEND). Our focus is to continually improve outcomes for pupils with SEND through encouraging open communication with parents and carers, teaching staff, teaching assistants and relevant external agencies including that of health care professional and SEN services. This is in line with the SEND Code of Practice (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.

## 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 enable all pupils to have full access to the school curriculum and where necessary, personalised adjustments for each pupil;
- To create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential
- 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 and carers 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.

## Defining special educational needs

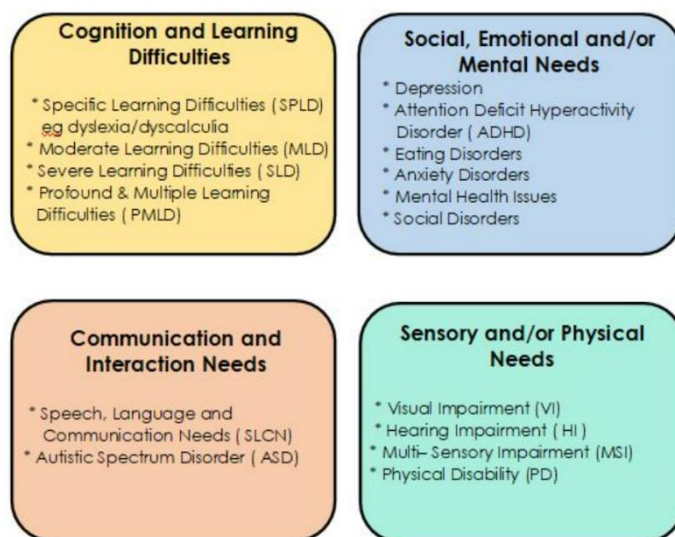
*“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”*

SEND Code of Practice January 2015: 6.15

Walkwood prides itself on aiding all pupils with SEND achieve their potential. Firstly, through high quality teaching strategies to ensure pupils' needs are met. It may be necessary for some pupils to receive additional support. Additional support would be in the way of resources, individualised strategies or interventions. This will help to boost skills, confidence and eventually much needed independence for the pupil 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'.

## 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 pupil 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.

## Identification, Assessment and Provision

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

***'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.'***

**SEND Code of Practice January 2015: 6.36**

Provision for pupils' with special educational needs is a matter for the whole school. The governing body, the school's headteacher 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.

### Early Identification

As pupils start at Walkwood Church of England Middle School we will assess each pupil's current levels of attainment on entry to establish an accurate starting point in order to ensure we build on previous patterns of learning and experience already established during the pupil's previous schooling. Progress is then monitored over their time at the school to assess highlight where potential further support is needed. Class teachers, Heads of department, the school SENDCo and members of the Senior Leadership Team (SLT) will analyse data from all subjects at regular points and look for any anomalies which could indicate a pupil has a special educational need. Where a pupil is identified has having a special educational need or disability information from our feeder establishments and knowledge of the pupil will be analysed to create a One Page Pupil Passport, outlining needs, provide information about the pupil and suggest high quality teaching strategies to enable the individual pupil to access a broad, balanced, and inclusive curriculum.

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 pupil, an appointed teacher will look carefully at all aspects of the pupil's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Communication from feeder establishments during transition will be pivotal and provide the following:



- a starting point for an appropriate and where necessary, differentiated/personalised curriculum with consideration of interventions,
- identify appropriate additional support within the class,
- ensure an on-going, robust system of observation and assessment to inform future planning,
- provide a starting point for working in partnership with parents/carers, outside agencies, the teaching and support staff and ultimately the pupil.

## 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 pupil 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 universally available within the particular class or subject.

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, we will also conduct a personalised 'progress check'. In addition to this, 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 high quality teaching strategies already deployed and whether other additional strategies would be appropriate.

After a discussion with the SENDCo and SEN team, the class teacher will then provide different aids or strategies that are additional to those provided as part of the school's differentiated curriculum and progress will be monitored, we will conduct a 'progress check' to see how the pupil is getting on and if further intervention is needed through placement on our SEN register.

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.

## Provision Mapping and One Page Profiles

Our provision mapping system (Edukey) shows all additional support that have been put in place to support a pupil's learning journey throughout their time at Walkwood Church of England Middle School. Pupils on the SEND register have a one-page passport which details their identified needs, giving high quality teaching strategies on how best to meet these additional needs during the school day. These are securely available for all staff to have access to, therefore informing their planning, allowing it to be centred on the pupil's needs and strengths.

## Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers 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, including our information report which includes detailed information about arrangements made for pupils.

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/carers. We will inform parents/carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

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

## A graduated response

Walkwood Church of England Middle School will use a graduated response to SEND which involves a four-part cycle of assessment, planning, doing and reviewing, this is endorsed by Worcestershire SEND local offer available here [SEND Local Offer | Worcestershire County Council](#). These stages are outlined below:

### Assess

Once a child has been identified as having SEND, their teacher and, if required, the SENDCo will carry out a detailed analysis of the pupil's needs. This analysis will take into account the following:

- teacher's assessment and knowledge of the pupil
- the pupil's previous progress and attainment
- teacher/staff observations
- the individual's development in comparison to their peers and national data
- the views and experience of the parents
- the pupil's own views
- advice from external support services if relevant

### Plan

The class teacher and, if required, SENDCo, in consultation with parents, will agree what adjustments, interventions and support is needed and will be put in place. This will then be recorded on a learning plan, which will also include the desired impact of these actions. This plan will also include a date set to review the effectiveness of the planned strategies. This information will be made available to all staff who teach the pupil and will be recorded on their provision map.

### Do

The class or subject teacher will remain responsible for the progress of the pupil. They will implement the plan within the classroom and work closely with staff providing any interventions and ensure that any support is linked to classroom teaching.

### Review

All interventions and learning plans will have a clear, measurable, outcome and progress in the interventions will be closely monitored by teachers and teaching assistants. The impact of the intervention will be evaluated by the teacher, parent and pupil and the support given should be revised where necessary. This will enable the staff to plan for the next steps. Where strategies are proven to be successful these will be added to the one-page pupil passport.



## 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 group or individual support, which may involve pupils being taught in smaller groups with a Teaching Assistant with the support of interventions such as Numicon, Precision Teaching, Rapid Reading;
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- 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. Parents will be invited to meet regularly with the interventions team and SENDCo.

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 adaptations. 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. The delivery of the interventions recorded in the Provision Maps continues to be the responsibility of the intervention teacher.

### When outside agencies may become involved:

If, despite intervention, a pupil continues to make less than expected progress; specialists may be consulted. The school will always involve parents in this decision and obtain their permission to discuss their child with an outside agency.

Specialist services include but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS) and (WEST)
- Specialists for children with visual impairment or hearing impairment
- Chadsgrove Outreach Teams (LST) and Complex Communication Needs (CCN) Team
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Trauma Informed Therapists – through the Forge PRU.
- Alternative provision

## 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/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs 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/carers, the pupil, the LA (if appropriate) and relevant outside agencies. Collectively, we will discuss the child's progress against the outcomes and 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.

### 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. We employ skilled teaching assistants who are deployed to support the teaching of all students and also to support the teaching of those pupils with SEND. Most of the resources used by children with SEND are available within the classrooms in which they work.



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

### 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, , 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.

### 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.

## 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](#)
- [Mrs C Lowe](#)

