

# **WALKDEN HIGH SCHOOL**



## **Special Educational Needs Policy**

**September 2014**

# SEND Policy

## Definition of Special Educational Needs

**"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."**

### **Children have a learning difficulty if they:**

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.

**Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.**

### **Special educational provision means:**

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

As a consequence, our school practice reflects a close partnership between the school, parents, outside agencies and LA.

### **Special Facilities**

Our school is accessible for pupils with SEND. We will endeavour at all times to make reasonable adjustments to accommodate the needs of our pupils.

## The Hive

The Hive is a provision for identified students with moderate learning difficulties. Students have a personalised timetable, and most learn Maths, English and Humanities in very small, highly supported groups in the Hive, and also access the rest of the mainstream curriculum with teaching assistant support. We also provide an intervention and enrichment programme for these students. Close monitoring and assessment with target setting is an integral part of the programme. Students in Year 9-11 are able to choose appropriate mainstream options and also follow a Personal and Social Development course to achieve alternative qualifications. The Hive is a hub for all students with any additional needs in school.

Mainstream students with an Education, Health and Care Plan, Statement of Special Educational Needs or identified as SEN support under the new 2014 Code of Practice are supported in the most appropriate ways from the following;

- 1:1 support in mainstream lessons from a Teaching Assistant
- Small group support in mainstream lessons from a Teaching Assistant
- Withdrawal from some lessons where agreed to enable the student to focus on achieving targets in Core Subjects
- 1:1 reading intervention
- Social and communication groups
- Circle time groups
- Handwriting support and practice
- Friendship groups
- Mentoring sessions for those students needing guidance and support for behaviour, and focus
- Peer mentoring
- Before school, break and lunch time supervision and quiet space for eating, homework, socialising and games.
- Access arrangements in exams where needed
- Coloured overlays or paper where required
- Support from external agencies, including Educational Psychology, Speech and Language and ASD professionals.
- Support to catch up following absence
- Counselling service in school
- School nurse

## Curriculum Entitlement

The school will help to meet the learning needs of all pupils through differentiation of learning activities within each subject. It should not be assumed that a pupil's learning difficulties always result solely, or even mainly, from problems within the young person. Pupils' rates of progress can sometimes depend on what or how they are taught. Differentiation can be addressed by considering the nature and variety of activities and the intellectual demand placed on the individual pupil. Subject teacher planning should be flexible so as to recognise the needs of all pupils as individuals and to ensure progression, relevance and differentiation. The governing body, Headteacher, SENCO, heads of department, pastoral and teaching staff all have shared responsibility and should be alert to any particular patterns in the school's identification of special educational needs or parents' expressions of concern. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils.

### Teachers are responsible for

Identifying children making insufficient progress  
The assessment of the pupil's current position/level  
Responding to pupils' diverse needs  
Overcoming potential barriers to learning and assessment for individuals or groups of pupils  
Accommodating the needs of SEND pupils in curriculum planning  
Modifying and differentiating materials to meet the needs of all pupils to allow access to the curriculum.

### SEND Stages

The Code of Practice states that **all** staff have a major responsibility for;  
Identification of special/additional needs  
Support for SEND pupils

**'All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response'**

Stages of SEND are:

Cause for Concern, SEN support and Education, Health and Care Plan. Students with statements are to be transferred over onto Education, Health and Care Plans over the academic years 2014-2017.

## What do we understand by “disability”?

The Equality Act 2010 recommends that all students with SEN and those with long term medical needs to be treated as disabled for the purposes of the Act and for Equality. This is in addition to all students with long-term impairment, which have significant impact on day-to-day activities.

A person is disabled if:

The person has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision

***This means that disabled students may or may not have special educational needs. We recognise that behavioural, emotional and social difficulties is part of this definition.***

Possible overlap of SEN and disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia BESD – social factors Minor Speech impairment Mild Learning difficulties	Motor Impairment (Long term) Learning difficulties Hearing Impairment Visual Impairment Significant Dyslexia Epilepsy ADHD ASC BESD – Other than Social e.g medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Gross Obesity Very Short Stature