



## SPECIAL EDUCATIONAL NEEDS (SEN) AND INCLUSION POLICY

**To be read in conjunction with:**

- British Values Policy
- Admission of Pupils Policy
- Accessibility Policy
- OFG Equal Opportunities Policy and Strategy
- Promoting Good Behaviour and Discipline Policy
- Administering Medication Policy
- SMSC Policy

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**This policy will be reviewed annually.**

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**1) Introduction**

Wetheringsett Manor School (WMS) is an Independent School situated in Suffolk. We will cater for up to 42 pupils aged between 11-19 years old, who have complex needs including Social, Emotional and Mental Health (SEMH) needs, communication difficulties and autism.

Upon entry to WMS, all students have an Education Health and Care Plan (EHCP). The SEN of each pupil are identified as part of this assessment, as are the details of the provision required to fully meet the needs of each pupil.

We recognise that each of our young people have a variety of complex Special Needs and we believe they are effectively supported by bespoke interventions, in order to support them in achieving their full potential. We have a highly skilled, enthusiastic and committed Staff team who work with our pupils and their families. The teaching methods and strategies we use aim to address our pupils’ individual needs and abilities and ensure both personal development and academic progress. As a school we are committed to ensuring that all pupils at WMS are safe and receive the education they deserve.

To enable us to achieve our Mission Statement, WMS is committed to supporting British Values of tolerance and respect of people’s life styles, life choices, abilities, disabilities, religions and cultures within the boundaries of British Law.

The Governing Body of WMS is committed to ensuring that the necessary provision is made for every pupil that has SEN.

**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

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- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for EHCP's, SEN coordinators (SENCOs) and the SEN information report.

### **3) Aims and Objectives**

The overall aim of this policy is to improve the outcomes for all pupils with SEN. The objectives of our special needs provision are:

- To ensure pupils have access to a broad, balanced curriculum appropriate to their individual needs and to achieve their full potential.
- To promote education in a safe and secure environment within a happy atmosphere where young people can learn effectively, improve their confidence, build their self-esteem and develop their independence as individuals within the community.
- To ensure that all pupils with SEN are accurately assessed and that their needs are reflected in the objectives and outcomes of their EHCP.
- To enable pupils to take increasing responsibility for their own learning.
- To ensure pupils experience rates of progress that bring feelings of success and achievement appropriate to their levels of attainment and understanding.
- To actively seek ways of helping and involving parents/carers in the care, development and education of their child.
- To ensure parents/carers are kept fully informed and are engaged in effective communication about their child's SEN.
- To make clear the expectations, duties and responsibilities of all Staff in relation to the provision of education for SEN pupils.
- To support the Continued Professional Development (CPD) aspirations of all Staff in relation to SEN training.
- To extend our services to mainstream schools, adopting the principle of inclusion as a two-way process.
- To enable successful transition for pupils beyond their life at WMS.

### **4) Roles and Responsibilities**

At WMS, the educational provision for pupils with SEN is the responsibility of all members of Staff. The Senior Leadership Team (SLT), under the leadership of the Headteacher, is responsible for the day-to-day implementation of the SEN Policy and provision and the key responsibilities laid out in the Code of Practice.

The Governing Body aims to secure the appropriate provision for any identified pupil with SEN. The Governors ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEN.

- Through the Admission of Pupils Policy, the Governing Body ensures that pupils with SEN are not discriminated against and that there is an Accessibility Policy and Plan in place for improving access to the school and its' facilities.

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- The Governing Body ensures that a complementary and consistent Equality Opportunities Policy and Strategy is in place which reflects the legal duty of the Governing Body to promote equality of opportunity between disabled and other people.
- The Governing Body shall receive regular reports from the Headteacher, on the practical implementation of this policy, highlighting any issues of concern and follow up actions.
- The Head of Education is responsible for ensuring the curriculum provision across the school meets the needs of all pupils and that staff have the appropriate training in specific areas of SEN.
- The Head of Education is responsible for ensuring that the curriculum and resources within the school meet the needs of all pupils and approaches to teaching within their Faculty help remove barriers to learning for all pupils.
- The Governors should ensure they are knowledgeable about the School's SEN provision and that there is full Governing Body involvement in the future development and monitoring of this policy.

Below are details of the specific roles and their responsibilities:

### 4.1 The SENCO: Kay Park. The SENCO will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCP's.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### 4.2 The SEN Governor: Nick Simpson. The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 4.3 The Headteacher. The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### 4.4 Class teachers. Each class teacher is responsible for:

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- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

### **5) Inclusion and Equal Opportunities**

The Governing Body and the SLT will set a clear ethos, which is underpinned by WMS's Mission Statement and reflects the School's commitment to SEN provision.

At WMS we recognise and respect the fact that our pupils have different educational, medical, physical, social and emotional needs and aspirations. Our pupils learn at different rates and require different approaches to learning; therefore, we offer a range of different teaching strategies and personalised support in all curriculum areas in order to develop our pupils' understanding through a variety of learning experiences. We have an effective Pastoral Team and plan efficiently to manage pupil behaviours, enabling pupils to participate appropriately and safely in learning activities.

WMS has a range of specialist resources and facilities designed to cater for the needs of our pupils and has also developed good working relationships with a wide range of external agencies who offer a broad spectrum of expertise in order to address the needs of all pupils.

CPD is offered to all and we aim to provide appropriate training for Governors, teaching and non-teaching Staff, so that they have the knowledge and confidence to develop their own skills in helping our pupils with a range of SEN.

The principle of inclusion is firmly established in the education of pupils at WMS, and involves the setting of appropriate challenges, responding to pupils' diverse spiritual, moral, social, cultural (SMSC) and educational needs and overcoming potential barriers to success for all individuals and groups of pupils. At WMS we value all our pupils' experiences and are concerned with encouraging pupils to build upon these in order to fulfil their individual potential, irrespective of gender, age, ethnicity, sexual orientation, religion, disability, culture, socio-economic background or circumstances of home or public care.

### **6) Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions every half term.
- Using pupil questionnaires.
- Monitoring by the SENCO.

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- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

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

- All of our extra-curricular activities and school visits are available to all our pupils, including before-and after-school clubs.
- All pupils are encouraged to go on residential trip(s).
- All pupils are encouraged to take part in sports days/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **6.2 Contact details for raising concerns (for when pupils or parents have concerns)**

- Davina Bell on 07484139539.
- Kay Park on 07423 704345.
- Nick Simpson on 07966 270005.

## **7) Communication of this Policy**

The SLT will take active steps to ensure that all members of school staff are both aware of and adhere to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of Continuous Professional Development (CPD) and staff training.

A copy of the School's SEN Policy will be communicated to parents/carers and pupils on request.

## **8) Monitoring of this Policy**

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.