



# WREKIN

## SEND AND SUPPORT FOR LEARNING POLICY

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Wrekin College is committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, we pride ourselves on stimulating intellectual curiosity, providing excellent and inspiring teaching and making learning exciting. The governing body identifies a governor to have oversight of special educational needs and disabilities provision in our school, who will meet regularly with the Head, Deputy Head (Academic) and SENDCo.

The Head, Deputy Head (Academic) and SENDCo will work closely with staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENDCo, the Deputy Head (Academic) and the Head will identify areas for development in special Educational Needs and contribute to the school's development plan.

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with SEND issues and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils within their subject area. All staff will work closely with the SENDCo.

The governors will ensure that the needs of the pupils are met by employing a SENDCo. Cora Thust is the SENDCo at Wrekin College. She is also the Head of the Support for Learning Department, which comprises a number of support for learning staff, some of whom are part-time.

Wrekin College caters for pupils with mild learning difficulties (dyslexia, dyspraxia, ASD, etc.), who can independently access and thrive within our mainstream curriculum. The school is not normally able to provide one-to-one support within the classroom, although this has, on occasion, been organised in the past for pupils with specific needs, when parents have agreed to supplementary payments to cover the cost of providing this additional support, or where there is an Education, Health and Care Plan (EHCP) which funds this support (see below).

The Head reserves the right to refuse admission, or to ask parents to withdraw a child from the school, if: parents have not disclosed a known existing condition affecting their child, a child is reported to be in need of further assessment or medication to which a parent does not consent, the learning difficulties require teaching or medication which, in the opinion of the Head, the school is unable to provide or manage, or the pupil has special needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities provided at the school.

### Identification, Assessment and Reviews

Pupils with special educational needs will be admitted to Wrekin College in line with the school's admissions policy. The school is aware of the Special Educational Needs and Disability Act and will meet the act's requirements.

The school will use the induction process to work closely with parents to ascertain whether a child has been identified as having SEND and then liaise with the SENDCo from the feeder school to ensure that all relevant information is passed on.

All new pupils at the school will be screened during their first term at Wrekin. It is important for parents to understand that these tests are 'screening' and not diagnostic tests. At best, they will reveal the need for a further, more formal assessment to be carried out. In this case, parents will be contacted by the Head of Support for Learning (SfL) regarding the next steps, including the options for formal assessments.

A pupil's learning needs can change over time, therefore pupils will be reassessed at the appropriate time if a cause for concern is expressed or if needed in order to allow them to qualify for particular exam access arrangements.

All teaching staff are made aware of pupils who have different educational needs. Training and support are provided for staff and reasonable adjustments will always be made in educational settings.

The school makes educational provision for those pupils with mild learning difficulties. In most cases the pupils concerned are able to access the majority of the curriculum. Any timetable modifications will be arranged through the Deputy Head (Academic) and the appropriate Head of Key Stage.

Pupils who are identified as needing support lessons will be assigned a lead support for learning teacher. This teacher will liaise with the SENDCo, parents and teachers and, where necessary, will implement an Individual Education Plan.

Within the Support for Learning Department, pupils' progress is reviewed against targets set at the beginning of each term. Parents are welcome to discuss any concerns with the relevant subject teachers or SENDCo at parents' meetings or in pre-arranged meetings in school.

The cost of SfL lessons is payable as an item on the end of term bill. Where a pupil has a school commitment that cannot be missed there will be no charge for absence from that SfL lesson. Commencing and ending SfL sessions should always take place with agreement between the school and parents. A term's notice must be given, in writing, if SfL lessons are to cease.

## **Education, Health and Care Plans**

The school will follow all guidelines regarding EHCPs. We shall work closely with parents and the pupil to ensure an EHCP is closely adhered to and reviewed. Pupils with an EHCP are fully integrated into the school.

## **Application for Exam Access Arrangements**

Access arrangements allow pupils with Special Educational Needs or temporary disabilities to access fully all external examinations, resulting in pupils not being penalised for their difficulties. During the application process for exam access arrangements for pupils, the school has to follow regulations from

the JCQ (the Joint Council for Qualifications). These regulations require supporting evidence of need and confirm that any proposed access arrangement is the pupil's normal way of working. The regulations must be strictly adhered to and a copy of the most recent regulations can be accessed via the JCQ website.

## **External Assessments**

Due to the requirement for supporting evidence and that any assessment is carried out by a member of staff at the centre (or one who has a close association with the centre and its pupils), it is vital that parents discuss any intention to commission an external assessment with the SENCo in advance of such a commission. Under current JCQ guidelines these external assessments cannot be used directly for exam access arrangements, but can be used within the body of evidence collected by the school. The school will still have to complete its own exam access arrangements testing. Some pupils who come under the category of EAL (English as an additional language) may require specialist testing for exam access arrangements, which will come at a cost to parents. Before being undertaken, this testing will be discussed with parents and the relevant costs explained.

## **Related Policies and Procedures**

- Academic Policy for pupils for whom English is an additional language (EAL)
- Admissions Policy
- Anti-Bullying and Child-on-Child Abuse Policies
- Behaviour, Rewards and Sanctions Policy
- Code of Conduct for all staff and governors
- Data Protection Policy
- Organisation of the curriculum and timetable policy
- E-Safety and Online Safety Policies
- Equality and Diversity Policy
- Literacy, Numeracy and Presentation of Work Policy
- Marking Pupil Work Policy
- Reporting on Pupil Progress Policy
- Safeguarding and Child Protection Policy
- SENDA Accessibility Plan
- Welfare and Health Policy