WREKIN

SEND AND SUPPORT FOR LEARNING POLICY

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.

This policy sets out how Wrekin College identifies and supports pupils with special educational needs and disabilities (SEND), promotes equal access to learning and school life, and makes provision for disability equality and accessibility. It should be read alongside the school's SENDA Accessibility Plan.

Wrekin College is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum.

The Special Educational Needs and Disability Act became law on 11 May 2001. The Act was introduced to bring education within the remit of the Disability Discrimination Act 1995 and to amend Part 4 of the Education Act 1996; to make further provision against discrimination, on grounds of disability, in schools and other educational establishments; and for connected purposes.

The Act defines disability as a physical or mental impairment which has a "substantial and long term adverse effect on (the individual's) ability to carry out normal day to day activities".

Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils.

SENDA requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs.

The school has a duty under SENDA to ensure that less favourable treatment does not occur in the following areas:

- Curriculum
- Teaching and learning
- Timetabling, classroom and school organisation and setting
- Serving of school meals
- Interaction with peers, societies and activities
- Assessment and exam arrangements

- School discipline
- Exclusion/suspension procedures
- Preparation of pupils for their next phase of education

All of these are bound by the limits of reasonable adjustment as detailed in the Equality Act 2010.

Roles and responsibilities

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 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 four Support for Learning tutors, all of whom are part-time.

The Head, Deputy Head (Academic) and SENDCo will work closely with staff to ensure the effective day-to-day operation of the school's SEND and Support for Learning Policy. The SENDCo 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 adapting 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. All teachers have the responsibility to refer a pupil not on the SEND register who shows signs of SEND to allow the SENDCo to further investigate and discuss any possible issues with parents.

The SENDCo, as Head of the Support for Learning Department, is responsible for Wrekin's Support for Learning curriculum, assessment and examination provision, as set out in this policy.

Admissions and the school's provision

The aim of our admissions procedure is to ensure that pupils who join the school are able to be happy, successful and secure within our academic, cultural, co-curricular, and pastoral environment.

We are an academically selective school but we do not believe in selection upon academic criteria alone. We also recognise the central value of art, drama, music, sport and service and look to encourage enthusiasm for these fields. We look for pupils who are prepared to make the most of the opportunities on offer at Wrekin.

We do not discriminate on grounds of race or creed: we value historic and family connections with the school but are also keen to foster new associations and links.

Pupils with Special Educational Needs will be admitted to Wrekin College in line with the school's Admissions Policy. The principles set out in section 2 apply to admissions.

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. Subject to the Standard Terms and Conditions of Entry these criteria must continue to be met throughout the pupil's time at the school.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any Special Educational Need or Disability (SEND) of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of SEND.

The school's admissions process makes provision for the disclosure of SEND and at all times the commitment of the school to deal appropriately and supportively in the admissions assessment procedure is emphasised to parents.

The school asks parents to complete a registration form, disclosing any special need or disability in respect of prospective pupils. This policy is available to prospective parents, upon request. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it regards appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Wrekin College caters for pupils with mild learning difficulties (dyslexia, dyspraxia, dyscalculia, ASD, ADHD 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 section 7).

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 and assessment

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.

Support for Learning and review of progress

Sharing information and adapting provision

All teaching staff are made aware of pupils who have different educational needs through a central register and individual learning plans. Training and support are provided for staff and reasonable adjustments will always be made in educational settings.

The school makes educational provision for pupils with mild learning difficulties, who in most cases are able to access the majority of the curriculum. We endeavour to ensure that all subjects are available to each pupil but may allow a modified curriculum in response to an individual's learning profile. Any timetable modifications will be arranged through the Deputy Head (Academic) and the appropriate Head of Key Stage.

Support lessons and individual plans

Parents of pupils who are identified as needing support lessons will be offered these at a charge and assigned a lead Support for Learning teacher if parents take up the offer. This teacher will liaise with the SENDCo, parents and teachers and, where necessary, will implement an Individual Educational 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.

Charges and notice arrangements

The cost of SfL lessons is charged and 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. Half 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 will 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.

Curriculum and participation in school life

Curriculum and preparation for the future

The school's curriculum broadly follows and extends the National Curriculum to allow for a proper combination of breadth and specialisation. It is designed to stimulate, challenge and support all pupils. The curriculum is inclusive, and fosters development of the key competencies: speaking, listening, literacy and numeracy. It is designed to ensure that every individual maximises their potential.

There is a clear focus placed on success in public examinations but the school also takes seriously its responsibility to prepare pupils to succeed beyond the school: at university or in apprenticeships or other higher education environments and in their subsequent employment.

Access to lessons and activities

In the delivery of the curriculum, allowances are made for disabled pupils (e.g. by allowing additional time); access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in music, drama and physical activities. In general there are high expectations of all pupils and staff seek to remove all barriers to learning and participation.

The range of sporting activities offered by the school ensures that there are a number of activities particularly suited to physically disabled pupils (e.g. swimming) while others (e.g. rugby) may be inappropriate. The school will endeavour to ensure that all disabled pupils are able to participate in some sporting activity. The school's extra-curricular programme, such as school visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

In the event that a pupil's co-curricular or recreational activities are limited by their SEN profile, alternative opportunities will be made available wherever possible.

Reasonable adjustments

Wrekin will, wherever possible, make reasonable adjustments to allow pupils with special educational needs or disabilities to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

- The need to maintain academic, musical, sporting and other standards for all pupils
- The financial resources available to the school
- The health and safety requirements – SENDA does not override the school's duties under Health and Safety legislation
- The interests of the other pupils and persons who may be admitted to the school as pupils

Assessment and examination access arrangements

Applications and supporting evidence

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.

Public examinations

Pupils with specific learning difficulties (SpLD) are afforded access to examinations dependent on the regulations in the current JCQ guidance booklet and these are applied for, as appropriate, by the Support for Learning Department and Exams Officer in good time. Typical access arrangements include planned use of extra time, the use of a laptop, and sometimes the use of a reader, scribe and/or prompter. Access arrangements for pupils with physical disabilities include (but are not limited to) separate invigilation for pupils with oversensitivity to noise, large print copies of examination documents for those with optical impairments, and close proximity to bathroom facilities (e.g. for pupils with Crohn's disease or digestive complaints).

Internal examinations and tests

In accordance with JCQ regulations, pupils who qualify for exam access arrangements in public examinations do so because these arrangements are their 'normal way of working'. As a result, pupils who have SpLD needs that will require them to have exam access arrangements for public examinations will be afforded the same arrangements for internal exams (and, where reasonably possible to accommodate) for all internal school tests. Such use of exam access arrangements will form part of the evidence of need when the applications for these arrangements are made for public exams.

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 SENDCo 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 that parents will have to pay for. Before being undertaken, this testing will be discussed with parents and the relevant costs explained.

Accessibility of buildings and the site

Under SENDA, the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the school's plans for future development.

Wrekin's Policy on Equality and Diversity considers the implications of a large site which is not uniformly flat and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made for individuals if possible, the site is not suitable for children with severe physical impairments or disabilities.

With historic buildings, access to some areas of the school/some buildings could be difficult for pupils with a physical disability. It is not always possible to make a reasonable adjustment to the structure or facilities, but every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

Following an audit of all facilities, the school has produced a plan of the physical elements required to facilitate access for pupils who have special educational needs and disabilities. This is set out in the school's separate SENDA Accessibility Plan.

Staff equality and appointment

Wrekin College declares itself to be an Equal Opportunities Employer and is opposed to any form of discrimination against its staff or potential staff on the grounds of their race, colour, nationality, ethnic or national origins, sex or marital status, disability, sexual orientation, age or religious beliefs and practices. The school will ensure that, whenever practicable, physical impairment or disability is, in itself, no bar to recruitment, promotion or training.

The school expects and places an obligation upon all its managers and staff to respect and act in accordance with both the letter and the spirit of the policy.

Related policies and procedures

This policy should be read alongside the following 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 and Guidelines

These policies are all available on request from the school.