



**Woolwich Polytechnic School**  
**PolyMAT**  
**Special Educational Needs Policy**

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Approved by Governors  
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**Leadership Team member responsible for SEN:  
Head of Special Educational Needs:  
Link Governor:**

**Miss V Smith, Assistant Head of Inclusion  
SENCO**

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## **Woolwich Polytechnic School Special Educational Needs Policy**

**Sept 2017**

### **Mission Statement**

- ✚ At Woolwich Polytechnic School we passionately believe that every child does matter and that they deserve to enjoy their learning experience with us. Our dedicated body of staff place students' interests at the heart of everything they do, ensuring that students have high aspirations and are able to reach their full potential. Our mission is to achieve high standards and fulfil the expectations of all students of all abilities and from all backgrounds by making teaching and learning our focus.
- ✚ We recognize that if a child is to accomplish those ambitions and improve their life chances it is essential that we work in partnership with parents and carers. We have high expectations for all of our students.
- ✚ Through a combination of our innovative curriculum, stimulating learning experiences and a safe learning environment we aim to provide all students with the qualifications, skills and values they need to be happy, independent learners who will be able to enjoy their lives now and in the future.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- ✚ Equality Act 2010: advice for schools DfE Feb 2013
- ✚ Children and Families Act 2014
- ✚ SEND Code of Practice 0 – 25 (July 2014)
- ✚ Schools SEN Information Report Regulations (2014)
- ✚ Statutory Guidance on supporting students at school with medical conditions April 2014
- ✚ Safeguarding and Child Protection Policy
- ✚ Equalities Policy
- ✚ Teachers Standards 2012



This Policy was created by the school's SENCO in liaison with SLT in order to co-ordinate and secure the special educational need provision called for by the child or young person's SEN.

## **SECTION 1: Introduction**

### **The SENCO**

The SENCO can be contacted through the school on 0208 310 7000. The SENCO is fully qualified in line with Clause 64, Children's and Families Bill, 2014.

A member of the Governing body takes a particular interest in and monitors the school's work on behalf of children with special education needs.

The SEND Code of Practice 0 – 25 (July 2015), describes Special Educational Need as:

xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Every teacher is a teacher of every child or young person including those with SEN.

6.36 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.

Woolwich Polytechnic School aims to:

- ❑ identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development
- ❑ ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework



- ☒ ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement

- ☒ involve parents, students and others in developing a partnership of support, enabling them to have full confidence in the strategy as adopted by the school

The governing body, in co-operation with the Head teacher:

- ☒ determines the school's general policy and approach to the provision for children with special educational needs and
- ☒ takes responsibility for reviewing the SEN policy and reporting to parents annually

## **SECTION 2: AIMS AND OBJECTIVES**

### **AIM**

In Woolwich Polytechnic School every child matters. We aim to raise the aspirations and expectations for all students with SEN; we provide a focus on outcomes for students in partnership with parents and the children themselves.

All members of the school community work towards the school's aims by:

- ☒ using school procedures for identifying, assessing and making provision for students with special educational needs
- ☒ sharing a commitment to inclusion and a partnership approach to provision

The main aim of the Learning Support Department is to enable all students to access the curriculum and to achieve their full potential.

- ☒ Children with SEN will be identified at the earliest possible opportunity.
  - ☒ We will build on a child's strengths, as well as addressing their Special Educational Needs or enabling them in light of their disability.
- ☒ Students with SEN will have the same opportunities as their peers to progress and improve.
- ☒ Parents will be given information about their child's entitlement within the SEN frame-work. They will have access to information, advice and support during assessment and any related decision-making processes about SEN provision.
- ☒ We will ensure that students with SEN are allowed to express their views and are fully involved in decisions which affect their education, in the light of his/her age and understanding.



Woolwich Polytechnic School will involve external agencies where appropriate. We acknowledge that parents have the right to request assessment.

## OBJECTIVES

- ❏ Work within the guidance provide in the SEND Code of Practice, 2015.
- ❏ Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- ❏ Identify and provide for pupils who have special educational needs 6.37. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- ❏ Operate a "whole student, whole school" approach to the management and provision of support for special education and provide a broad, balanced and suitably differentiated curriculum relevant to student needs, through all staff sharing responsibility for SEN.
- ❏ Demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality inclusive mainstream education.
- ❏ Plan for any student who may at some time in their education have special educational needs.
- ❏ Promote self-worth and enthusiasm by encouraging independent learning. Give every child the entitlement to a sense of achievement.
- ❏ Identify, monitor and support students who will need extra resources and/or teaching help as early as possible.
- ❏ Work in partnership with the child's parents and other external agencies to provide for the child's additional educational needs.
- ❏ Regularly review the quality of teaching for all students, including those at risk of underachievement.
- ❏ Regularly review the policy and practical arrangements to achieve best value.
- ❏ Ensure that children with SEN engage in the activities of the school alongside students who do not have SEN.  
Provide support and advice for all staff working with students with SEN.

### Section 3: Identifying Special Educational Needs.

"A student 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" (2015 CoP 6.15).

"Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN" (2015 Cop 6.23)



We will use our best endeavours to make sure that every child with SEN gets the support they need.

There is one category of support, SEN SUPPORT, which can be broken down into the 4 areas of need.

There are four broad categories of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In Woolwich Polytechnic School we identify the needs of students by considering the needs of the whole child not just the special educational needs of the child or young person.

A boy will be considered to be placed on the SEN Support Register if their needs exhaust 5 hours of small group, 1:1 or intervention provision and they have additional needs that require in-house or external agency support. This may well include standardised scores of 85 and below in the CATs assessments.

Pupils may also be identified in a RAP meeting, Pastoral review or by individual subject teachers. The SENCO will gather additional information to assess need and provision.

Pupils that have been identified with a need from primary school will be monitored and reviewed in the 2<sup>nd</sup> term, to see if expected progress is being made, by quality first teaching.

#### **Section 4: A Graduated Approach to SEN Support**

Every teacher is a teacher of every child; quality first teaching (differentiated work for individual students) is the initial response to the needs of every individual child entering our school. It is the role of the class teacher to provide for all students.

The CoP suggests that students are only identified as SEN if they do not make adequate progress following intervention at Wave 1 (quality first teaching), Wave 2 (small group targeted work), and Wave 3 (highly focused 1:1 work).



Class teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from LSAs or specialist staff.

Where waves of intervention are not enough to enable students to make progress, the teacher and SENCO will liaise and consider all the information gathered from within the school about the students' progress alongside national data and expectations of progress... A decision will be made whether the child may have a Special Educational Need and require additional SEN support. Parents will be consulted as part of this ongoing process.

For higher levels of need external agencies and professionals will be consulted. Provision for all children with SEN will follow **ASSESS – PLAN – DO – REVIEW cycle**.

### **Evaluating Success**

The success of the school's SEN policy and Provision is evaluated through

- Monitoring of classroom practice and interventions by Leadership Team and Heads of Department.
- Termly monitoring of procedures and practice by SEN Governor
- School self-evaluation, using a variety of approaches
- Department and TA meetings

### **Section 4a: Managing Student needs on the SEN Support Register.**

The purpose of identification is to ascertain those students who are experiencing SEN and to make appropriate provision or support.

Special educational needs may occur at any time and early identification and intervention will help the student achieve their full potential.

When it has been agreed that a child should be placed on the SEN Support Register it will be agreed with parents and the student.

The teacher needs to assess the student's ability at this stage with a focus on what the child can do rather than what they can't.

### **Allocation of Resources**



The level of provision required will depend on the needs of the individual child, which intervention will best help them to reach their potential; it may be that external resources will be required. This will be completed through engaging with the LA local offer and our school offer.

***These are some of the methods which we make use of:***

- ❏ Primary school records and information gathered by the SENCO/Head of Year 7 during visits to the primary schools in the Summer Term as part of our extensive induction programme
- ❏ Use of CATS tests on entry and at later intervals
- ❏ School based assessments
- ❏ Curricular assessments including National Curriculum tests
- ❏ Screening/test information
- ❏ Discussions with parents
- ❏ Classroom observations
- ❏ Concerns expressed by students
- ❏ Informal discussion from subject and pastoral staff
- ❏ Behaviour watch or exclusion information
- ❏ Assessments by the Educational Psychologist/Speech Therapist
- ❏ The SENCO oversees the process for engaging additional support and specialist services. Parents and students are consulted and permission sought as part of any referral.

Woolwich Polytechnic School has professional support from Educational Psychologists, Speech & Language Therapy Service, ASD Outreach Team and Careers Guidance.

All information collected is stored in student files in the Learning Support Faculty where it is treated with confidentiality. Teaching staff are given all the relevant information on whom they teach via the SEN Support Register.

**Section 5: Criteria for exiting the SEN Register**

The SENCO, Assistant Head for Inclusion and Heads of Year will meet and consider all the information gathered from within the school about the students' progress alongside national data and expectations of progress.

**Section 6: Supporting students and families.**



Woolwich Polytechnic School has a statutory requirement to provide a SEN information report (regulation 51, Part 3, section 69(3) (a) of the Act). Woolwich Polytechnic School will signpost information regarding the Local authority's local offer as well as any additional agencies which may assist or support the family and student through the School's website.

### **Admission Arrangements for Students with Special Educational Needs**

This School strives to be an inclusive school. It acknowledges and welcomes diversity. All students are welcome, including those with special educational needs, in accordance with the School's Admissions Policy. According to the Education Act 2011 if a parent wishes to have their child with a statement educated in the mainstream, the Local Authority must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **Partnership with Parents**

We aim to promote a culture of co-operation with parents, Schools, LSAs and others. We will do this through:

- ❑ Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and Learning Support
- ❑ Involving parents as soon as a concern has been raised
- ❑ Providing access to Learning Support to discuss the child's needs and approaches to address them
- ❑ Undertaking Annual Reviews/Transfer Reviews for children with Statements of SEN or EHC Plans

### **The voice of the Child**

Woolwich Polytechnic School encourages students to participate in their learning by:

- ❑ Being involved in target setting and identifying teaching and learning strategies that work for them
- ❑ Incorporating their views in every aspect of their education
- ❑ Encouraging self-advocacy and independence

## **Section 7: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or



Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Woolwich Polytechnic School will try to its best endeavour to accommodate the medical needs of every child.

For children with medical conditions Woolwich Polytechnic School will liaise with parents and the School Nurse to agree whether there is a requirement for an individual healthcare plan to specify the type and level of support required to meet the medical needs of the student. Where children also have SEN their provision will be planned and delivered in a co-ordinated way with the healthcare

### **Section 8: Monitoring and evaluating SEN**

The SENCO will regularly and carefully monitor and evaluate the provision offered to all students through different methods including 1:1 teacher meetings, discussion with parents, student views, staff views and discussion with the school governor, as well as working in collaboration with the Learning Support staff and external agencies.

The evaluation and monitoring arrangements aim to promote an active process of continual review and improvement for all students.

### **Section 9: Training and resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff needs may be identified in 1:1 meetings with SENCO, or as part of Department/LSA meetings. The following Inset has been attended and passed: ASD and SALT online training, catch up and inference reading programmes, as well as ongoing CPD in SALT, dyslexia and ASD. Teaching staff within the department are also trained to deliver Sound Training.

The SENCO has experience in supporting pupils with SEN and managing teams of staff and has undertaken additional specialisms.

Through our minibites sessions SEN training is given to PGCE/School Direct/Teach First and NQTs.

The SENCO will attend Local Authority network meetings in order to keep up to date with local and national updates in SEND.

### **Section 10: Roles and Responsibilities**

#### **Governors**

The SEN Governor will liaise with the school's SENCO, and aim to meet half termly to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEN policy. The SEN Governor will discuss the outcomes of the school's monitoring and evaluation of the provision made for students with SEN and keep informed about developments in the area of



SEN, nationally, locally and within the school

The governing body, in co-operation with the Head teacher:

- ❏ Will determine the school's general policy and approach to the provision for children with special educational needs and establish the appropriate staff and funding arrangements
- ❏ The governing body will maintain a monitoring oversight of the school's work

### **Headteachers (Mr Byron Parker and Mr Tim Plumb)**

The Headteachers, have strategic responsibility to oversee the provision for children with special educational needs and keep the governing body fully informed.

### **Assistant Headteacher (Miss Smith)**

The Assistant Head teacher is responsible for the implementation of the school SEN policy and contributing to the in-service training of staff.

### **SENCO**

The SENCO is responsible for planning and co-ordinating the school's arrangements and strategies for identifying all students with special educational needs. The SENCO will

- ❏ liaise with and advise teaching staff and LSAs on SEN matters.
- ❏ Record and assist with reviewing Provision Mapping, Interventions and group programmes in collaboration with staff, parents and students
- ❏ co-ordinate the transfer review procedures
- ❏ Manage the Learning Support Department and LSAs
- ❏ Liaison with parents and external agencies

### **Class Teachers**

All teachers have responsibility for:



- Working effectively with LSAs in their classrooms
- Providing suitable resources for students with SEN
- Liaising with the SENCO and the Learning Support Department

## **Learning Support Assistants**

### **Lead LSA – Mrs K Tibble**

LSAs will work with specific targeted children and liaise with the SENCO. Interventions will be carried out both in class and through withdrawal sessions.

## **Parents**

Parents have a responsibility for:

- Supporting the school in enabling their child to access a broad and balanced curriculum
- Ensuring that their child attends school regularly to access the range of support strategies
- Working closely with the school and their child on setting realistic targets
- Encouraging and supporting their child with homework tasks where possible and attending relevant meetings

## **Students**

Students have responsibility to:

- Attend school on a regular basis
- Accepting support to enable them to reach their required targets and fulfil their potential
- Completing homework to the best of their ability and to seek help and guidance at home and at school when necessary
- Contribute to reviews or request support



### **Section 11: Storing and managing information.**

Information regarding children with SEN will be treated confidentially and shared only with the relevant people. Student files will be stored in secured cabinets in line with school policy. When a child leaves the school any SEN information will be transferred to the respective educational placement or stored according to school policy.

### **SECTION 12: Reviewing the Policy**

The Policy will be reviewed annually.

### **SECTION 13: ACCESSIBILITY**

The school adheres to the duty placed upon it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

### **SECTION 14: DEALING WITH COMPLAINTS**

#### **Complaints (see School Complaints Procedure)**

Any complaints regarding the SEN Policy or the provision made for children with SEN would be encouraged to forward their views to the Assistant Head for Inclusion, the Head teacher or a School Governor

### **SECTION 15: BULLYING**

See School's separate Anti-Bullying Policy