

## **Aim of this document**

Waingels is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development and personal independence. We aim to create a learning environment which is of high quality, but we also actively work to support the learning and needs of all members of our community.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This document describes the national requirements introduced by The Children and Families Act 2014 and how Waingels will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under which circumstances we would request the local authority to consider carrying out an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

## **Background**

### **The Children and Families Act 2014**

The Children and Families Act 2014 is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, *'The Code of Practice: 0 to 25'* (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings (including academies, free schools and further education settings) along with a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEND. From September 2014, all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2018. The Act also introduces a single pre-statutory stage called 'SEND Support' and this is relevant to all age levels and educational settings.

## **What are settings required to do?**

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Waingels, we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- identify pupils with SEND, ensure parents are informed and provision is made in line with the SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- publish information on SEND funding and provision
- monitor SEND expenditure
- appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEND Regulations 2014*)
- maintain a current record of the number of pupils with SEND
- ensure SEND provision is integrated into the school improvement plan
- monitor the progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- ensure **all** policies take SEND into account through Equality Impact assessments
- keep under constant review the arrangements for pupils with a disability and have anticipatory arrangements for future pupils with a disability
- admit **all** pupils who meet admissions criteria, whether or not they have SEND

## **The link between special educational needs and disability**

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

## SEND Information Report

### 1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The CoP has the following definitions in the introduction paragraphs xiii to xvi:

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

- has a 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

The CoP defines special educational provision in the introduction paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

- **communication and interaction** for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **cognition and learning** for example, dyslexia, dyspraxia
- **social, emotional and mental health difficulties** for example attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs** for example, visual impairments, hearing impairments, processing difficulties, epilepsy

At Waingels we will ensure that we meet the needs of **all** our pupils through the resources we have available, and the advice and support of other specialist professionals and practitioners.

## 2. How do we identify pupils who are having difficulties with learning and/or special educational needs?

At Waingels we identify students with SEND through:

- Consultation with their former teacher(s) and/or the SENCO of their previous school;
- Screening procedures on admission (such as CATS or individual assessments)
- Examination of school records;
- Admission interviews with parents/carers and the student;
- Detailed observations during their first term at Waingels;
- Monitoring of progress, consultation with Tutors and subject teachers;
- Discussion with pastoral staff including Heads of Year;
- Observation and feedback from support staff and external agencies.

We strongly believe that it is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school, we believe that all teachers are teachers of pupils who have special educational needs.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

Where our assessment has identified that a pupil is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. We ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis of needs includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/s or carer/s, and advice from any other support professionals
- where behaviour is an area of concern, we use a pastoral support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan for provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support

- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parent/s or carer/s, and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly and discuss at termly school planning meetings
- we draw up a pupil profile and provision map

**The SENCO at Waingels is:**

Mrs L.O'Brien

SENCo

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They will:

- Work alongside the Assistant Principal for Behaviour, Attitudes, work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board 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 SEND up to date
- SENCo will monitor attainment and progress and hold an overview of data

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

The Principal will:

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

Each class teacher is responsible for:

- 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 SEND policy

### 3. Involving parents in their child's education

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. Waingels recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the young person are also taken into consideration and are at the forefront of decision making. Parents are informed when the school considers that a student's needs are significant enough for them to be placed on the SEND register.

At Waingels, we support positive parent partnerships by:

- **always** discussing any concerns that we have with the pupil's parents and/or carers at the earliest point
- listening to and hearing what parents and carers say
- identifying outcomes to be achieved with parents and carers
- planning interventions with parents and carers
- meeting with parents/carers to review their child's progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority, we have an additional role to ensure the safeguarding of these children and young people, working with the local authority who is the corporate parent. National figures show that children who are looked after are significantly over represented at SEND Support and with Statements of SEND / EHC Plans. In order to ensure that we are responding appropriately, we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly
- have an up-to-date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children (LAC) including the child or young person's social worker, the Virtual School Head teacher, and the LAC nurse
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- normalise life experience wherever possible
- LAC pupils to receive a 'Keyworker' upon their arrival to Waingels

#### **4. Arrangements for consulting children and young people with SEND and involving them in their education**

The Children and Families Act is clear that:

- **all** children and young people should be supported to develop aspirations for their future lives as active members of their community
- **all** children and young people have the right to have their voice heard
- children and young people should be involved in discussions about their learning, progress and how provision is made for them

At Waingels, we consult all pupils by ensuring that a meeting takes place with the pupil to ensure that their voice is heard in the agreement of any interventions or support to be implemented.

In addition, where pupils have special educational needs, we ensure that:

- **all** pupils are encouraged and supported to make their views known. Strategies used may include: written comments, talking to a preferred adult, friend or mentor, drawing, PowerPoint etc.
- any interventions or strategies will be explained and discussed with pupils
- **all** pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are **always** outcome-focussed. Outcomes reflect what is important to, and for, the pupil.



## 5. How we assess and review progress

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. **For more information about the support we offer, see Appendix 1 for our 'Waves of support model'.**

We expect SEND pupils to achieve progress outcomes in line with national expectations.

- Pupils are supported to achieve a progress 8 score of 0 or above.
- The SENCO is responsible for analysing data at data entry points and liaising with parents, carers and relevant external agencies to put into place timely intervention where underachievement is noted.
- Should there be a wider barrier to achievement identified, this will be supported by referral to outside agencies such as Educational Psychologists, CAMHS, The Annex project etc.
- Alternative education provision may be required to support SEND pupils outcomes as discussed with parents, carers and relevant external agencies
- SEND K & E pupils will have a keyworker who will work with them and their families to support progress, wellbeing and future aspirations.

## 6. Preparing for transition

Waingels recognises the importance of key transition times at set points during a child's/young person's educational career. A member of the senior leadership team holds overall responsibility for successful transitions from primary to secondary school and from secondary to post 16 provision. Networks are set up with different schools and post 16 provision to ensure the process is co-ordinated effectively. Special consideration is shown to the transition from Key Stage 3 to Key Stage 4 provision and transitional arrangements for SEND pupils with Education, Health and Care plan are identified in Annual Review meetings. The SENCO contributes to this process in conjunction with other staff. Waingels is committed to support SEND pupils and their families during these transitional times and encourage parents to contact the school with any concerns relating to this.

Our Key Stage 2 to Key Stage 3 transition includes:

In addition to our outreach programme, Initially Waingels SENCO or relevant member of staff will meet with the SENCO at feeder primary school for 'information gathering'. Waingels SENCO will then meet with parents/carers/student & agree a personalised transition plan. This could include:

- Additional Visits
- School site orientation
- SENCO attendance to professionals meeting surrounding the child
- Additional opportunity to attend 'Waingels Ready' session to include: tour of school, opportunities for question and answers, meet key staff members and team building activities.
- Flexibility surrounding grouping

Our Key Stage 3 to Key Stage 4 transition includes:

- 1:1 options meetings to support pupils in making informed choices
- ASDAN CoPE Award offered for 'life skill' development
- Independent Careers Advice
- Pupils with an EHCP are supported by a 'preparation to adulthood' focused annual review, which will help form a 'KS3 16 transition plan'

Our Key Stage 4 to Key Stage 5 transition includes:

- Sixth Form open evening
- 1:1 meeting with Sixth form team
- Different sixth form pathways
- Pupils with an EHCP are supported by a 'post 16 transition plan'
- SENCO to handover with sixth form team or local provisions
- Fully supported transition to include transport support, meetings with new provision and orientation visits to new sites.

### Post 18 preparation for independent living

- Preparation for independent living and adulthood focused annual review in year 13
- Those students who have an EHCP in place and are due to take up a university placement the following year, will have their EHCP ceased at their year 13 annual review. If it is

deemed that support will still be required, we will consider the following under guidance from the Special Educational Needs and Disabilities Team (SEND), Wokingham:

- If the support can be offered by the university of choice
- If the support needs to include an adult social care referral

- SENCO to support family with social care process, if required.

## **7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. Wokingham's Local Offer can be accessed via:

<http://www.wokingham.gov.uk/our-local-offer/>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, '*SEND Support*' can be found on the Local Offer page.

We have a number of Inclusion and Intervention Para-Educators (IIP's) who are trained to deliver interventions such as Emotional Literacy Support, dyslexia support, relaxation groups, mental health first aid, 1:1 in class support.

Students with an EHCP will be fully supported in line with the statutory requirements set out in their plan. An annual review process takes place each year to ensure that practicalities of the EHCP are reviewed and that the provision is adjusted based on need and students' progress. Our SEND K pupils (those that require SEND support due to outside agency involvement or high need) are supported in a variety of ways including the use of personalised timetables, in class support and relevant intervention sessions.

We work with a number of agencies to provide support for pupils with SEND including;

- Educational Psychologists

- School Nurses
- Speech and Language Therapists
- Multi-agency Teams
- Occupational Therapists
- Paediatric Physiotherapists
- Alternative Education Providers

## **8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured**

Our staff have access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Training undertaken by individual staff

### **Our SENCO**

Qualifications: Post Graduate Certificate in Education (SENCO)

The role of our SENCO

The legislation requires that:

- the SENCO must be a qualified teacher working at the school
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been a SENCO at their current or any other school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination **within three years of appointment**
- a National Award must be a postgraduate course accredited by a recognised higher education provider
- schools should satisfy themselves that the chosen course will meet these requirements and equip the SENCO to fulfil the duties outlined in the CoP. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- determining the strategic development of SEND policy and provision in the school with the head teacher and governing body
- day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies

- being aware of the provision in the Local Offer and working with professionals to provide a supporting role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for SEND with external agencies, especially the local authority and its support services
- liaising with potential education settings to ensure a pupil and their parents/carers experience a smooth transition
- working with the principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date

As a school, we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

## **9. Evaluating the effectiveness of our provision**

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and consider the cost of the intervention.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Holding termly drop in meetings for those students with a keyworker, in order to assess progress towards their targets, and set new targets where necessary.

## 10. Inclusive practice

We ensure that all our pupils, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) where available.
- All pupils are encouraged to take part in sports day/school productions/special workshops, etc.

## 11. The social and emotional development of our pupils

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council to allow pupil voice
- Waingels has a full-time school counsellor
- Pastoral systems in place such as form tutors, heads of year and keyworkers
- Waingels has a trained nurture assistant to support pupils with teamwork, friendships and emotional regulation
- **Waingels has an employed Mental Health and Wellbeing lead who oversees extra provisions for those who require additional social and emotional support.**
- Waingels is committed to anti-bullying, with detailed information in the [school's policy](#).

## 12. Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At Waingels, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we:

- listen to parents/carers to ensure we know which services they use and are valued by them
- ensure that we contact **all** practitioners working with our pupils to invite them to relevant meetings and reviews to ensure that interventions are co-ordinated
- use person-centred approaches with **all** our pupils who have SEND to work towards the pupil's aspirations

- value the contribution of all
- liaise with all services in a timely and professional way

**Specific examples include:**

- **Two weekly visits by the school nurse**
- **Liaison with speech and language therapists**
- **Liaison with Occupational Therapists.**
- **Meetings with Educational psychologists**

**13. Arrangements for handling complaints about SEND provision**

We know that all parents and carers want the best for their child and we seek to resolve these concerns quickly. Where parents/carers have a concern about the provision being made for their child, they should initially contact the school SENCO. The SENCO will meet with parent/carers to discuss the concerns raised and agree an action plan to move forward. If this does not resolve the situation, parents will be referred to the school's [complaints policy](#).

**Monitoring arrangements**

This policy and an information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

**Links with other policies and documents**

This policy links to our policies on:

- Anti-Bullying Policy
- Culture & Values Policy (Including Behaviour Principles)
- Equality policy
- Supporting pupils with medical conditions
- Child Protection & Safeguarding policy

## Appendix 1 – Waves of support

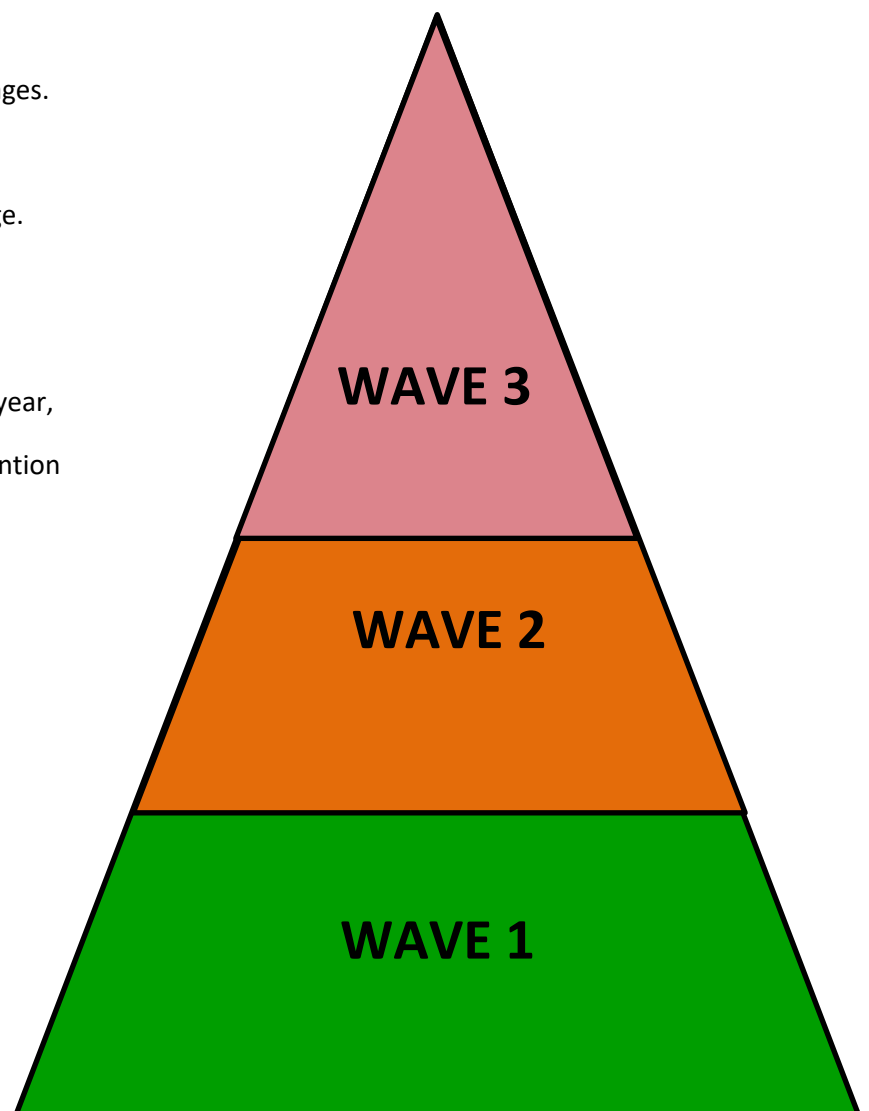
Once a need has been identified, the Inclusion team will create a package of supportive interventions. These interventions are decided by the Special Educational Needs and Disability Coordinator (SENDCo) and will be pitched at the appropriate wave level depending on the support that is required. Students will complete a wave period before a review is held. This review will be in collaboration with staff, through pre-arranged feedback, Head of year, students, and parents/carers. The wave review will identify how successful the support has been and decide on next steps.

Most waves will be given two cycles and two reviews, before students move to the next phase. This is to ensure that all interventions have been utilised. Staff will have the opportunity to raise concerns in bi-weekly drop-in slots or via contacting relevant HOS, HOY, SENDCo.

Support should be considered at all stages.

Students should utilise as many of the Provisions as required within each stage.

All levels of support will be considered Following meetings with the Heads of year, SENCo and wider inclusion and intervention Team.





**Waingels – Wave provision mapping**

**Wave 1: High First Inclusive Quality Teaching**

SIMS code TS (Teacher Support) – These students will be monitored in class and highlighted to HOS, HOY, SENDCo by teachers if not making progress.

Wave/Category of need	Cognition and Learning	Communication and interaction	Social, Emotional and Mental Health	Sensory and / or physical
Wave 1	High Quality First Teaching			
	Baseline assessments/CATs Testing			
	Break and Lunch time SEND provision			
	Data analysis following whole school data drops.			
	SAM Meetings / HOY meetings			
	One Page profile shared with Teaching staff. (If more specific strategies need to be shared)			
	Screening LASS/Dyscalculia	Right Start Intervention	Watchful Waiting	Reasonable adjustments where required
	Numeracy/Literacy Catch up		Counselling if required	
	Homework Club			

**Wave 2: More specific SEND Support Via SENCo and Inclusion team**

SIMS code K (SEN Support)

This will happen following a meeting with HOY/SENDCo

Wave/Category of need	Cognition and Learning	Communication and interaction	Social, Emotional and Mental Health	Sensory and / or physical
Wave 2	Access Arrangements for examinations as merited by evidence and approved by JCO			
	Targeted KS3/4 Subject intervention			
	Targeted 4 Exam support/revision			
	SAM Meetings / HOY meetings			
	One Page profile shared with Teaching staff. (If more specific strategies need to be shared)			
	Subject interventions by specific IIP's	Social skills Intervention	Nurture interventions	Teaching assistant support where required
	Dyslexia support	Further Screening where appropriate	Exit Card	Chill zone – relaxation
	Reasonable Adjustments <b>Additional ENG/MATHS in place of languages</b>	Use of external agencies e.g Speech and Language/educational psychologist.	Key worker provision as required	Reasonable adjustments and adaptations made to lessons where required
		6 <sup>th</sup> Form Mentors	Reflect Interventions	
		Behaviour support plans – Led by HOY	Counselling	
Part Time Timetables/Skills Group/ASDAN/Alternative Provision to be considered in specific cases.				

**Wave 3: EHCP – or EHCP in process**  
**SIMS code E for students with an EHCP and K (SEND support)**  
**This will happen following a meeting with HOY/SENDCo**

Wave/Category of need	Cognition and Learning	Communication and interaction	Social, Emotional and Mental Health	Sensory and / or physical
Wave 3	Personalised pupil profiles with Target setting. Termly meetings with Keyworker to discuss progress.			
	Multi-Agency Support			
	1:1 IIP support	Social skills Intervention	Keyworker	Teaching assistant support where required
	Dyslexia support	Further Screening where appropriate	Counselling	Access Plan
	Reasonable Adjustments  Additional ENG/MATHS in place of languages	Use of external agencies e.g. Speech and Language/educational psychologist/Occupational Therapists/CAMHS	Foundry College	Reasonable adjustments and adaptations made where required
	Targeted support from REFLECT			
	Provision advised by EHCP – this also includes yearly annual review meetings to discuss provision and set outcomes			

## **Additional Policy Information**

### **How funding is made available to schools to meet the needs of pupils who have special educational needs at SEND Support**

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2, allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to £6000 of additional support. Further information on funding for SEND can be found in the document '*Funding to Support Learners who have Special Educational Needs*'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan, can also be accessed through the exceptional needs funding process.

### **Exceptional Needs Funding Process**

Wokingham has developed an Exceptional Needs Funding model which can provide the additional resources needed to meet special educational needs in mainstream settings. Waingels is part of a cluster of schools who discuss individual cases where schools agree that the support needs for that pupil are exceptional. We also use our cluster meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We apply for this funding stream where the learning needs of the child/young person are exceptional but do not require their needs to be met within a specialist resource/school or significant levels of intervention from health or social care impacting on their education. Further information about exceptional needs funding can be found in the document '*Exceptional needs funding: Procedures and guidance*'.

### **When would school 'refer' to the local authority?**

The school refers a child to the local authority when they believe that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. Historically, any child who underwent a statutory assessment may have received a Statement of SEND which set out their needs, the objectives they needed to achieve and the resources which would be provided to help them achieve these. Since September 2014, schools can request the local authority to consider carrying out an Education, Health and Care needs assessments. An EHC needs assessment could result in an Education Health and Care Plan.

Education, Health and Care plans are required for those pupils:

- where the resources required to meet their special educational needs **cannot** reasonably be provided from the resources **normally available** to mainstream settings; and
- who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress being made may still represent adequate progress relative to the child/young person's ability.

When they receive a request for an assessment, all local authorities are expected to consider:

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice 9.14

In all circumstances, this school will ensure that prior to submitting a request for an EHC assessment to the local authority, it has:

- utilised all appropriate resources available for at least the last 12 months
- made any appropriate health and social care referrals
- created and implemented pupil profiles / provision plans which are relevant to the SEND need. Targets are SMART, reviewed and show progression
- made provision, which is appropriate to the child/young person and specific to them and their needs
- made provision which is both evidence based and cost effective
- fully and appropriately involved parents/carers in decision making
- involved relevant professionals/practitioners over the last 12 months and evidenced that their advice/strategies have been followed and evaluated

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<b>Author of Policy</b>	Louise O'Brien
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