



WENNINGTON HALL SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

January 2017

INTRODUCTION

Wennington Hall School is administered by Lancashire County Council and provides for the needs of up to 80 boys of secondary age (11-16). The client-group may have difficulties associated with their academic, social, emotional and/or behavioural development which, at the time of referral, makes mainstream provision inappropriate for them.

The school is housed in a Grade II Listed Building, set in seventeen acres of attractive grounds, in the Lune Valley.

We at Wennington Hall School are committed to meeting the Special Educational Needs (SEN), of all pupils and ensuring that they make progress. In line with our Mission Statement, we regard education as the foundation stone for each pupil's future. Individuals are valued for themselves and all are expected to give of their best. We believe in equality and the equality of opportunity for all children. We also believe that all children should be accorded the basic rights of individuality, respect and dignity.

This policy document is reviewed annually and takes account of:

- Education (Special Educational Needs) (Information) Regulations 1999
- The Special Educational Needs and Disability Code of Practice 2014
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Equality Act 2010
- Children and Families Act 2014
- Health and Social Care Act 2012
- School Admissions Code (DfE)

AIMS

- To encourage each individual to make progress towards fulfilling his own potential, in an environment appropriate to his special educational needs
- To help each individual learn to live and work as a member of a multi-cultural society, accepting its discipline and responsibilities and respecting the rights and needs of others
- To provide a broad, balanced and relevant curriculum, to include the National Curriculum, which encourages every pupil to acquire knowledge, skills and understanding relevant to adult life, the world of work and leisure

“Inclusion: Providing effective learning opportunities for all children”
QCA/99/458

The four primary areas of Special Educational Need are:

1. Communication and interaction
2. Cognition and learning
3. Emotional, Social and Behavioural Development
4. Sensory and/or Physical

The main category of need addressed at Wennington Hall School is SEMH. Some pupils may exhibit other needs linked to ASD, Spld, ADHD, SLCN, MLD, VI.

OBJECTIVES

1. To develop the participation of pupils in the learning process, increasing their responsibility for their learning and behaviour as they move through the school.
2. To ensure that the school offers a broad, balanced and differentiated curriculum. That this curriculum is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
3. To ensure all teaching and other relevant colleagues are involved in planning and meeting the learning needs of special educational needs pupils.

ROLES AND RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

At Wennington Hall School, this role is undertaken by Mrs E Saunders, who will meet regularly with the Headteacher Mr P Wealleans, Deputy Head Teacher/SENCO Mr C Tomlinson.

The SENCO/Headteacher will work closely with the SEN governor and staff to ensure the effective day to day operation of the schools SEN policy. The SENCO/Headteacher will identify areas for development in SEN and contribute to the school's development plan. Provision for pupils will be co-ordinated.

All teaching and relevant non-teaching staff will be involved in the formulation of the special needs policy. They are responsible for differentiating the curriculum for pupils with SEN and will monitor their progress. All teachers will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

ADMISSIONS

Pupils with SEN will be admitted to Wennington Hall School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will work closely with parents/guardians prior to admission and during the induction period, to clarify and agree the needs of the child, as defined in the statement, should that be available.

ACCESS FOR THE DISABLED

To ensure access for pupils or parents with disabilities, the school has carried out an accessibility audit. The governors have adopted an 'accessibility plan' which reflects the school commitment over the next 5 years. This document is available from the school secretary upon request.

RESOURCES

The governors will ensure that the needs of the pupils are met. The Headteacher/SENCO will use both the child's SEN Statement and Education Health Care Plan and the LEA banding document to identify the areas of pupil need and make appropriate provision. As appropriate, the governors will ensure that support staff are employed to support staff and pupils.

IDENTIFICATION, ASSESSMENT, REVIEW

When children are first admitted to the school, following a settling-in period, a baseline assessment will be carried out, covering reading age, spelling age and maths age. This information will be relayed to relevant parties in school. If a teacher or teaching assistant has a concern about a child, they will refer this to the SENCO, via their weekly team meeting, or as soon as possible if a matter is deemed urgent. The attainment and progress of pupils will be regularly monitored.

Individual grade cards will be completed at the end of each term and sent to parents/guardians. IEPs will be written and reviewed on a termly basis. The school will endeavour to meet all the requirements of the Statement of Need. An Annual Review will be arranged for each pupil. Parents/guardians and other relevant agencies such as educational psychologists, social workers, YPS, representatives of the LEA, will be invited to attend, as relevant.

CURRICULUM

Pupils will have access to a broad, balanced and differentiated curriculum as required. The full National Curriculum is offered at Wennington Hall School. Work Related Learning is part of the curriculum, as is a period of Work Experience. The school offers a range of Vocational Courses that complement our academic offer.

According to need, pupils will have access to additional Literacy and Numeracy support. ICT is well embedded throughout the school. Pupils will be further assessed by the LEA for an individual laptop, if it is felt that this will aid their inclusion to accessing the curriculum.

Teachers plan lessons according to a common format, detailing progress through Schemes of Work. Differentiation is used to enable SEND pupils to access to learning. A wide range of national qualifications are offered from Yr 9 – Yr 11.

ACCESS TO A FULL SCHOOL LIFE

All pupils have access to the full life of the school. A number of pupils are 'dayboys'. Inclusion opportunities are presented to these pupils, as well as the residential pupils, allowing them to take part in both evening and weekend activities. All pupils are given home learning, the completion and quality of which is closely monitored. Mini-plays and musical events occur regularly. The pupils enjoy access to a large variety of sport/activities, including fixtures with other schools, both special and mainstream.

COMPLAINTS

Parents/guardians are advised of the complaints procedure, via the School Prospectus. Should a parent/guardian have a concern about the SEN provision made for their child, they may contact the school on 015242 21333 and speak with the Deputy Head – Mr C Tomlinson in the first instance.

If the concern cannot be satisfactorily dealt with at this stage, it will be brought to the attention of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN governor (Mrs E Saunders). The Chair of Governors (MR MAX LUNT) will be involved after other avenues to resolve the situation have been exhausted.

TRAINING

It is explicit and implicit in Section 317 (Education Act) 1996, that governors and school staff keep fully informed about developments in SEND.

The governors and Headteacher at Wennington Hall School, believe in regular training and updates for staff. This is evidenced by the achievement of the Investors In People Award and its renewal of status.

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