



Wallingford School
SPECIAL EDUCATIONAL
NEEDS & DISABILITY
POLICY

Version 1.4

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*Wellbeing
Committee*



Wallingford School

Special Educational Needs & Disability Policy

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1. Aims & Values

Our school is an inclusive 11-18 school serving Wallingford and the surrounding villages. The school supports the principle of inclusion for pupils with Special Educational Needs and Disability (SEND). We believe that a policy of inclusive education has the potential to benefit ALL children. If children are educated together, whatever the nature of their needs and differences, they are more likely to accept and include one another. Through working in partnership with parents and students we are committed to ensuring that all students realise their potential by sharing a common entitlement to a broad, balanced and accessible curriculum and a wide range of extra-curricular activities. This provides equality of opportunity and enables high achievement for all students, regardless of specific need or disability, with the aim of '*sending every child into the world able and qualified*'.

2. Context

SEND is defined by a number of documents:

- **The Local Offer** gives detail about what should be available to those with SEND. This is the responsibility of Oxfordshire County Council. More information can be found at <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>
- **The Special Educational Needs Information Report** is published annually by the school's Special Educational Needs Co-ordinator (SENCo) and provides information about what is being delivered at Wallingford School. The latest report can be found at <http://www.wallingfordschool.com/index.php/documents/category/17-send?download=77:send-information-report-2017-2018>
- **The Special Educational Needs Policy** is produced by Wallingford School and gives detail about how the school aims to support students with SEND in conjunction with the Local Offer.

This policy has been written by the SENCos in consultation with the Governing Body and parents of students with SEND through the SEND Forum Group.



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3. Definition of SEND (Education Act 1996)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

If he/she -

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

4. What to expect at Wallingford School

Our principles are –

- to work successfully with parents/carers and involve them in the education of their children so that there is a shared perception of desired outcomes
- to work successfully with young people in our care and involve them in their own education, ensuring that they have a ‘real voice’
- for all teachers and teaching assistants to have high expectations of all students, particularly those with SEND
- for all students with SEND to become independent so that they are well prepared for the future
- to be flexible and creative in meeting specific individual needs.

We do this by –

- providing differentiated, ‘quality ‘first’” teaching (in the classroom) as a priority
- providing quality small group and 1:1 interventions
- identifying students with SEND and specifying the nature of need
- operating a whole student, whole school approach to the management and provision of support for SEND



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- providing a SENCOs to manage and co-ordinate Special Educational Needs provision in school
- providing support and advice for all staff working with SEND students through training delivered by SENCOs , Senior Leadership Team and outside professionals
- providing support and advice to parents/carers and students and actively developing and maintaining partnership and high levels of engagement with parents by operating an 'open door' policy
- providing access to the curriculum for all students
- continually assessing, monitoring and reviewing progress for all students, ensuring that a 'graduated response' is used i.e. focussing on assessing, planning, doing and reviewing to inform future plans
- making effective use of support services, where it might improve our service
- enabling every child to experience success and recognising and celebrating achievement
- providing a safe environment for SEND students with the appropriate facilities and specialisms: SEN Base for interventions, breakfast, lunch and homework clubs, Re-FLEX Learning Centre for students requiring support to manage their behaviour
- supporting the emotional and mental health needs of vulnerable students
- ensuring that transition from Primary School is carefully managed, enabling new students with additional needs to start Wallingford School with confidence. Ensuring that appropriate support is also provided for transition to higher or further education.
- More information about what to expect at Wallingford School is available in the Special Educational Needs Information Report

<http://www.wallingfordschool.com/index.php/documents/category/17-send?download=77:send-information-report-2017-2018>

5. Roles and Responsibilities

The Head Teacher (Wyll Willis) has responsibility for the management of all aspects of school's work including provision for students with SEND. He keeps the governing body informed.



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The Governing Body, in cooperation with the Head Teacher has a legal responsibility for determining the policy and monitoring provision for students with SEND. The SEND Governor is Charles Eales.

The Deputy Head Teachers (Katie Vowles and Rhona Miller) maintain an overview of liaison with outside agencies and students with SEND.

The SENCos (Helen Monaghan and Cat McWhinnie) have day to day responsibility for the operation of the SEND Policy. They coordinate specific provision to support individual students with SEND and are responsible for identifying these students using Oxfordshire County Council's Guidance and referrals from teachers, assessment data and concerns raised by parents. They also provide professional guidance to colleagues and work closely with parents and outside agencies. They oversee the deployment of Teaching Assistants and Teachers of SEND.

The Teachers are responsible for meeting the needs of SEND students in their classes.

The Teaching Assistants support students in the classroom to enable them to become independent learners. They also deliver a range of small group and 1:1 interventions.

6. Accessibility

Wallingford School offers a broad, balanced curriculum and extra-curricular opportunities for all students including those with SEND. Adaptations for Key Stage 3 and Key Stage 4 can be found on the Key Stage Provision map detailed on the SEN Information Report and the School's Disability and Access Plan.

<http://www.wallingfordschool.com/index.php/documents/category/17-send?download=77:send-information-report-2017-2018>

<http://www.wallingfordschool.com/index.php/documents/category/17-send?download=78:disability-equality-and-access-action-plan-2017>

7. Dealing with Complaints

Issues relating to SEND should be discussed with the SENCos in the first instance with a view to resolving them informally. If this is not successful, parents are asked to follow the school's Complaints Procedure, which can be obtained from the Head Teacher's Secretary.



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8. Storing and Managing Personal Information

Documentation relating to students with SEND is kept, locked, in the SEN office. Once a student has left the school their file can be requested by the receiving school or college. Files of students who leave are dated, stored securely and disposed of after 6 years.

9. Compliance

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

- SEND Code of Practice 0 – 25 Years (July 2014)
- Wallingford School's SEND Information Report (2018)
- Wallingford School's Disability and Accessibility Plan (2018)