



WILLIAM ELLIS SCHOOL

Special Educational Needs and Disability Policy

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William Ellis School (WES) is an inclusive school where we focus on the wellbeing and progress of every student and where all members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning and for all students to 'achieve their very best'.

The school's Accessibility Plan ([Available Here](#)) and Equality Policy ([Available Here](#)) both describe how we are improving the school for students and adults with disabilities. Further information is also available from the school's information report ([Available Here](#)).

The school also follows Camden's Local Offer. Further information about the Local Offer is available here ([Camden's SEND Local Offer - Camden Council](#)).

1. INTRODUCTION

All teachers are teachers of special educational needs. It is the teacher's responsibility to meet the needs of all students in their class through quality first teaching, their classroom organisation, differentiated resources and materials. If the student does not make adequate progress when teaching approaches are targeted at the student's identified area of difficulty, the student may be identified as having special educational needs.

The (0-25) Special Educational Needs Code of Practice (2014) ([Available here](#)) states "A student has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for Special Educational provision to be made for them'. The Code of Practice states that a young person has a learning difficulty if they:

- have a greater difficulty in learning than the majority of others the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in mainstream schools

2. AIM OF POLICY

The aim of the Special Educational Needs and Disabilities (SEND) policy is to communicate what support is available for students with special educational needs to ensure they make the greatest possible progress. This is based on whole school systems of identifying, assessing, monitoring and intervention.

This policy was developed by the school SENDCo and the Local Authority's Senior SEND Adviser, following the appointment of a new SENDCo in the school. The Senior Leadership Team in school and the school's governing body regularly review all policy documents to ensure that their information remains accurate, up to date and to ensure that the provision in the school means no student is left behind in their academic progress, attainment or personal development.

3. OBJECTIVES

The objectives of this policy are to ensure that:

- we have high expectations of all students regardless as to whether they have SEND or not.
- all teachers are aware that it is their responsibility to meet the special educational needs of students
- all students including those with difficulties and disabilities have equal access to a broad, balanced curriculum that is differentiated to meet individual needs and abilities.
- all students have their specific needs identified and effective interventions are put in place to support them with their learning.
- the knowledge and expertise of the parent/carer in relation to their child needs is taken into account when considering provision

4. ROLES AND RESPONSIBILITIES

TEACHERS

All teachers are responsible for adapting teaching and learning practices to meet the needs of students with SEND.

All staff are aware of the procedures for identifying, assessing and making provision for students with SEND.

Our specific approach for supporting young people with SEND in their learning is through the 'assess, plan, do, review process', conducted in an additional and more routine and specific way than it is for students whose progress is monitored and evaluated through the universal offer for all student.

In addition, subject, pastoral and progress leaders provide further support and challenge to ensure teachers meet the needs of young people with SEND.

SUPPORT STAFF

Alongside teachers, we have a team of support staff who provide relevant interventions and additional catch-up work to enable young people with SEND in meeting their academic and personal development goals. etc. This includes experienced and specially trained Teaching and Learning Assistants, a Speech and Language Therapist, based in school, who works regularly with young people with speech, language and communication needs in all Key Stages and a School Counsellor who works closely with the SENDCo to directly support students with social, emotional and mental health needs and, where appropriate advise on additional referrals to external services such as the Child and Adolescent Mental Health Service.

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENDCo)

The SENDCO, in collaboration with the Headteacher and the Governing Body, plays a key role in determining the strategic development of the school's SEND provision and in raising the achievement of students with SEND.

The SENDCo holds responsibility for overseeing the day-to-day operation of the school's SEND provision, supported by all teaching and support staff in delivering this through the 'assess, plan, do, review' process as outlined in the SEND Code of Practice. This includes leading on the identification of students with SEN, liaising with, advising and supporting teachers to ensure they are well-equipped to meet the needs of SEND learners and monitoring and reviewing the progress of students with SEND as part of the 'assess, plan, do, review' cycle.

The SENDCo also co-ordinates the provision for students with SEND, including leading and managing the Learning Support team of TLAs, the Speech and Language Therapist and the school counsellor. Ensuring the school more than fulfils its statutory obligations for students with an Education, Health Care Plan, along with overseeing the record-keeping for all students with SEND is also a key part of the role of the SENDCo, who has access to administrative support to assist them in meeting their responsibilities.

The SENDCo also leads school staff in their liaising with parents and families of young people with SEND, as well as directly liaising with parents and families themselves. The SENDCo meets regularly with SENDCOs from other schools, to keep up to date with current initiatives locally and nationally and to share best practice in the school and liaises with external agencies including local authority support, primary schools and their SENDCOs, educational psychologists, school nurse, speech and language therapists and other health services, social services, voluntary bodies, Connexions and colleges of further education.

Leading on the professional development of staff in relation to SEND; our whole school CPD programme is in place to support and train staff in meeting the needs of young people with SEND. In addition, individual staff are trained to deliver relevant and specific interventions and additional SEND training is also available for staff as and when additional needs are identified.

HEADTEACHER

The Headteacher has overall responsibility for ensuring the provision for students with SEND and, although the day-to-day management of the support for students with SEND is the responsibility of the SENDCo, the Headteacher ensures that an appropriate member of the school's senior leadership team supports the SENDCo in their role through line management.

The Headteacher and the SENDCo keep the Governing Body fully informed about SEND provision in the school.

GOVERNING BODY

The Governing Body has specific responsibility to ensure that the necessary provision is made for any student who has special educational needs.

There is also a named SEND governor who offers strategic support and challenge to the SENDCo on a regular basis.

5. ADMISSIONS

Students with an Education, Health and Care Plan are admitted to the school on the basis of William Ellis School being named on the student's EHCP following consultation facilitated by the local authority. Students are added to the SEND Profile when they have additional needs using the school's SEND referral processes.

6. ACCESSIBILITY

The school welcomes all students with SEND. More details on this can be found in the school's Accessibility Plan ([Available Here](#)) and Equality Policy ([Available Here](#)).

7. ALLOCATION OF RESOURCES

William Ellis School funds its support for young people with SEND from within its allocated budget. There is additional delegated funding within the school budget for pupils with SEND who are also Camden residents. Students with EHCPs may also receive additional funding over and above what is available for other students with SEND from the local authority. The local authority also offers additional funding in the form of their Exceptional Needs Grant. More information can be found through Camden's Local Offer ([available here](#)).

8. IDENTIFICATION, ASSESSMENT AND PROVISION

All students are entitled to a broad and balanced curriculum including the National Curriculum. We record the progress of students as part of our monitoring and assessment practices.

The aim of the SEND policy is to ensure that teachers use inclusive teaching and learning practices. The majority of students will have their needs met through appropriate differentiation in the classroom.

Identification and Referral process

On entry to the school, the attainment of all Year 7 students is assessed. These results are shared with subject teachers so that they can adapt their teaching methods to take account of the academic and reading level of the students.

Any member of staff can refer a student to the SENDCo if they are concerned about an aspect of their learning. Parents and carers are also invited to contact the SENDCo directly if they have concerns around learning as well. If it is recommended that a young person should be included on the school's SEND profile, the young person and their parents/carers will be consulted.

Please also refer to Camden's Guidance Criteria for Additional Needs and Statutory Assessment for pupils with Special Educational Needs. ([Available here](#))

Provision and Support for Students with SEND

Depending on their academic progress Students on the SEND profile may receive appropriate support: eg.TLA in - class support, differentiated work,

All teachers are responsible for differentiation in their classrooms to support the learning of all young people, including those identified as having SEND.

Differentiation means adapting teaching methods and learning resources to take into consideration the individual student's educational needs. For example, this might include using graduated questioning or providing additional visual support.

All staff are responsible for ensuring that all students, including those with SEND are making adequate progress. If a student is not making expected progress despite the interventions of the subject teacher the student would be referred to the Subject Leader to ascertain if different strategies are needed. If they are not effective after a term, or

the student is not progressing in a number of different subjects, the subject teacher will refer the student to the relevant pastoral leader and, if necessary, to the SENDCo.

Students with additional needs are divided into 3 distinct categories:

- **M – SEND AWARENESS:** Students in this group may have an identified learning need that can be met by our universal offer of high-quality teaching. They may be included in occasional and specific interventions but, generally, do not receive any additional or different provision.
- **K – ADDITIONAL NEEDS:** Students included in this group have a range of identified or specific needs and, as well as receiving the support offered through high-quality teaching, they also have access to a host of additional and/or different provision.
- **E – EHCP:** These students have a particularly high level of need, over and above what can be provided for by our universal or usual in-school SEND offer, and have been issued an Education, Health and Care plan by their home borough to offer further support and guidance.

The SENDCO monitors the progress made by all students on the SEND Profile and meets regularly with each Head of Year to review the progress of all students using Progress Review data. Students are identified as having special educational needs if they have additional or different provision. Parents are informed by letter if their child is placed on the SEND Profile. If the student's progress in English and Maths or their behaviour for learning has significantly improved, the student is removed from the SEND Profile.

The SEND Profile is reviewed termly by the SENDCo, with input from pastoral leaders and other members of the team working with students with additional needs.

Parents can request to meet with the SENDCO regarding their child's progress at any available time during the term.

REVIEWS FOR STUDENTS WITH EDUCATION, HEALTH AND CARE PLANS (EHCP)

The progress of students with EHCPs is reviewed termly by the SENDCO to ensure students are making appropriate progress.

The progress of students with EHCP is reviewed annually at a formal meeting, the Annual Review. Parents receive a confirmation letter 2 weeks prior to the meeting and a telephone call during the week of the Annual Review to ensure they can attend.

Each subject teacher produces a report on the progress of the student with EHCP which is shared at the Annual Review and contributes to assessment of students with special educational needs. Every EHCP student has a Lead TLA who monitors the achievement of the student and contributes to the Annual Review.

If a student makes sufficient progress the EHCP may be ceased by the LA. This is a significant achievement by the student.

Transition support

When students are due to transfer to another phase for example in year 9 or year 11, the process of planning support for this will be started in the academic year prior to the year of transfer.

9. STUDENT PARTICIPATION

The school will take account of the views of students with special educational needs regarding the sort of support they feel would be most helpful, by encouraging them to contribute to their own 'assess, plan, do, review' process

Students' participation is ensured through the use of student interviews and tracking participation of students with SEND in school activities.

10.COMMUNICATION WITH PARENTS

All students, including students with special educational needs, receive a termly school report about their child's progress; progress is also reported to parents at parent-teacher evenings. Parents are kept informed of the outcomes of any action, which aims to accelerate the progress of students with SEND. Parents are encouraged to contact the SENDCO should they be concerned about any aspect of their child's learning or well-being.

11.COMPLAINTS PROCEDURE

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff, including the SENDCo, if needed.

You may also contact the SENDCo, Ms Vuyo Gawe, directly via the school office or via email:

gawe@williamellis.camden.sch.uk

The school has a formal complaints policy which can be found on the website. ([WES Complaints Policy](#))

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements from the LA.

Additional support may also be obtained from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). Further information is available here: [SENDIASS](#)