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## Ercall Wood Ethos

Our overarching aim is Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century. At Ercall, success is defined in its widest sense: in students achieving appropriate qualifications, in equipping them with the skills to be lifelong learners and in developing each individual into a confident, well rounded adult. Each student is encouraged to achieve their best in the pursuit of excellence. High quality teaching and learning, taking place in a safe, supportive environment provides the basis upon which our students grow. Both achievement and attainment at the school are exceptional, enhanced through a broad range of learning opportunities available both within and beyond the school day.

The school provides an inclusive ethos towards education. This is in the form of a 'whole pupil, whole school' approach to the management and provision of support for, not only students with Special Educational Needs or Disability (SEND), but for all students. The school employ a team of people to oversee the needs of all students within the school, providing support and advice for all stakeholders. This team includes a Special Educational Needs Co-ordinator (SENCO) who will work within the guidelines of the SEND Code of Practice 2014.

We have found students benefit greatly from the additional support the department has to offer. It is important that children have a 'base' within a large secondary school. This helps students build confidence and makes their secondary experience a happy and successful time, allowing them to achieve their full potential. This is achieved by recognising all students as individuals and endeavouring to tailor support to meet their needs.

## Legal Guidance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April, 2014)
- The National Curriculum in England Key Stage 3 and 4 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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## Special Educational Needs and Disability Co-ordinator:

The school SENCO responsible for managing EWTC school settings response to the CoP 2014 is:

Mrs. A Weaving. – NASENCo Award (July 2012, Worcester University)

Telephone: 01952 387800

E-mail: [amanda.weaving@taw.org.uk](mailto:amanda.weaving@taw.org.uk)

The SENCO is line managed and directly responsible to the Senior Leadership Team member:

Ms. K. Athawes – Deputy Head

Telephone: 01952 387300

E-mail: [karen.athawes@taw.org.uk](mailto:karen.athawes@taw.org.uk)

## Identifying Special Educational Needs

### Definition of Special Educational Needs and Disability (SEND):

“A pupil 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.” (SEN CoP, 2014:94)

### Four Broad areas of need

The new Code of practice identifies the following four broad areas of need:

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

## Assessing and identifying SEND

The school will use the *graduated response* as outlined in 'The Code of Practice (2014)' to help with the process of identifying and supporting students.

### New Intake – Year 7

The school will assess each pupil's current skills and levels of attainment on entry to year 7, building on information from previous settings and key stages where available. This information will help to inform subject teachers on the individual needs of students.

Primary schools are visited/contacted throughout the year prior to transfer. Any pupil identified as having a 'learning difficulty' and who is on SEN support or has an Educational Health Care (EHC) plan (previously a Statement) will be referred to the SENCO.

The Local Authority (LA) notifies the school of any student with an EHC plan that wishes to transfer to Ercall Wood. Where practical the SENCO or a member of the SEN team will attend any relevant meetings to support a smooth transition to secondary school. The transition coordinator frequently attends feeder primary schools prior to starting in Year 7, liaising with staff and parents to ensure a successful transition. Relevant information can then be disseminated to teaching staff prior to transfer.

### Screening in Other Year Groups

Screening tests are administered when required, including individual diagnostic assessments when it is felt necessary.

### Access Arrangements for Examinations

The SENCO, fully supported by teaching staff and members of the Senior Leadership Team (SLT), leads on the Access Arrangement (AA) process within EWTC. The school employs a specialist assessor to support the SENCO in the arrangement of AAs for examinations, working under the guidance of the Joint Council for Qualifications (JCQ).

Teaching staff and members of the SLT support the SENCO in determining and implementing appropriate AAs.

Students identified by staff will be assessed for special arrangements under JCQ guidance.

'The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled' (JCQ, 2016:3)

## Staff Observation

Members of staff liaise with the SEND department if they have concerns over a student's progress, following department interventions that have not been successful in showing progress. Students may then be screened for any underlying barriers to learning.

## Referrals by Parents or Carers

All parental referrals are acted upon, once information is gathered. The process is the same for staff referrals.

## The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. font size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

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## The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers pupils who are gifted and talented
- pupils with Special Educational Needs
- pupils with a Disability
- pupils who are in public care and identified as a 'Child in care'
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or transgender young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. Eid Parties, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

## A Graduated Approach to SEN Support

Teaching students with SEND is a whole school approach. Central to the work of every teacher and subject. All students benefit from 'Quality first teaching'. As stated in the CoP (2014):

'Teachers will be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TAs or specialist staff'. (CoP 2014:99)

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Where students are identified as making less than expected progress, despite receiving high quality teaching, differentiated for their individual pupils and interventions at classroom level, they are referred to the SENCO or Specialist Assessor.

The SENCO will collate information from all stakeholders including the students and parents views, in line with the CoP (2014). At this point it will be decided if further intervention/monitoring is required.

Criteria for SEN Support include:

- Low numeracy/literacy scores compared to that of their peers
- Teacher's observations
- Primary Teachers' comments (year 7)
- Feedback and reports from stakeholders

The school will provide resources, where required, to meet the student's needs to enable them to progress. Interventions may include:

- Literacy interventions
- Small group sessions
- Appropriate teaching groups – related to ability
- Group support on a regular basis
- Additional staff training.

Where students fail to make progress, despite additional interventions, the school can seek advice and involvement from external support services. These services may be asked to provide support in:

- Specialist assessments
- Advice on teaching strategies or materials
- Short-term support or training for staff or students

Where significant cause for concern has been raised and identified through monitoring and intervention, the school, parent/carer may decide to request that the LA undertakes further assessment for an Educational Health Care Plan (formerly a statement).

## Monitoring pupils needs on the register

The needs of students with SEN is represented at all the college's policy making groups as well as in the various bodies meeting regularly to look at the needs of individual students.

The college uses measures, both subjective and objective to measure the success of all students including those identified as SEND.

The teaching and learning focus of the SOLO taxonomy learning line linked to the 5 minute lesson plan provides a clear consistent framework to ensure lessons are planned specifically for the individual as well as the groups, ensuring progress is visible to all and challenge is embedded in every lesson.

- Regular audits to assess teaching and learning delivery in school via formal and informal observations linked to staff appraisal.
- Regular book scrutiny reviews and internal moderation to ensure consistent approach in supporting pupils learning.
- Pastoral care and support provided to individuals and groups within the school community is regularly reviewed by the school.
- Sampling of parents views via online surveys, pupil voice surveys and staff evaluation of CPD, both internal and external.
- Role of school governor – governors assigned to particular departments/faculties to support. Governors meet regularly with meetings focusing on areas such as teaching and learning, pupil progress and pastoral care.
- Through the cyclical departmental and whole school self-evaluation system, departments formulate targets for development improvement based on the self-evaluation process. These targets cover 4 key areas; achievement, quality of teaching and learning, curriculum provision and leadership and management. These targets are reviewed, reflected upon and evidenced at every department meeting.
- The school also delivers a regular departmental development review audit which all departments experience on a cyclical basis.
- These systems provide a robust method of self-evaluation and review, with targets set and actioned, evaluated and improvements mad to ensure that all pupils receive the best provision possible.

In addition to these SEND students benefit from:-

- Regular reviews for each student with an EHC Plan (formerly a Statement of special needs) the students' views and opinions are requested and recorded. This gives the college feedback on how well the student's needs are being met from their perspective.

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- The parents of our students with SEN are involved in re-assessments, annual reviews and the procedures outlined in the Code of Practice (2014). This involvement gives the college valuable feedback relating to the SEN policy.
- Ercall Wood believes that norm-referenced testing gives a good indication of the effectiveness of some aspects of the SEN policy. Many students receive tuition to remediate specific areas of weakness as specified in EHCPs or statements and other assessments and recommendations. Regular testing allows the college to evaluate the effectiveness of this teaching.
- All students with SEN at Ercall Wood take some public examinations in Year 11, where necessary Access Arrangements for examinations are completed.
- For students with an EHC Plan Future Focus are involved to support transition from Year 9 onwards.
- The School Planner allows teachers, parents and students to communicate concerns and praise. The college's merit mark and commendation systems give a good indication of educational achievements for students with SEN. Behaviour is monitored by the amount of C1s, C2s and C3s given to each individual. All students have predicted grades measured against his/her actual performance. This information for all students with SEND is collated, examined and reviewed by the SEND department.
- An appropriately differentiated curriculum for students with learning difficulties. This is developed and monitored by learning support and subject staff working closely to achieve this. Implicit in this work is the monitoring of each department's progress in achieving a differentiated curriculum.
- Parental preference when allocating students to secondary schools is particularly relevant in Telford where families have a significant number of schools to choose from. Parents of children with an EHCP or Statement of Special Educational needs are particularly anxious to place their child at the most appropriate school. The number of EHCPs and statemented students having Ercall Wood as its first preference is used as an indication of the success of the school's SEND policy.
- The number of students receiving teaching and support from the Learning Support Department is an indication of the effectiveness of the policy. The college has a policy to monitor all students to ensure that they are achieving their potential and to address individuals, groups of students or areas of the curriculum where this is not happening. The Learning Support Department has a major role to play in this process and the more efficiently it works the more students it will be involved with. This also includes some responsibility for the most able students (documented elsewhere).
- The work of the Learning Support Department is monitored regularly by outside agencies. This includes Ofsted Inspections, and Crested (May 2014).

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## Supporting pupils at school with Medical Conditions

- The school recognises that pupils 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, 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 is followed.

## Monitoring and Evaluation of SEND

This policy will be evaluated using the following indicators:

- Views of students and parents or carers, recorded at meetings
- Measurable or observable gains from students, particularly in terms of targets, screening tests and other assessments carried out where appropriate and examination results.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments and outside agencies.
- Complaints received.

Under the new CoP 2014, and in association with the Headteacher, the department will produce an annual report which will be available on the school website.

## Supporting pupils and families

Parents are actively encouraged to take a full role in their child's education.

This is developed in the following ways: -

- The first links are made when parents whose child has an EHCP (or statement) are invited to visit the college, usually during year 6. This invitation often comes from the LA or by the primary school.

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- During the Summer Term prior to entry students with an EHCP (or statement) are invited to college to ease transfer. A good link with parents is an important consequence of this arrangement. This is in addition to the 5 full days given to all students as part of the college transition process.
- Parents are invited to attend and contribute to their child's review.
- Parents of SEN Support pupils will be involved at a level relating to the student's difficulties. A student may receive withdrawal support or carry out additional work at home. Parents will be informed and offered the opportunity to talk to a member of staff. They will be informed when the help is going to cease or any change is planned in the level of support. Their views are taken into account. Students with an EHCP, Statement or at SEN Support will have a Provision Plan.
- Special emphasis is placed on the family understanding the learning difficulty and how they can help. The need for parents to communicate with the school and the importance of early intervention to avoid problems becoming too severe is stressed.
- The Learning Support Department's policy is to always encourage parents to visit the school, and communicate in other ways, whenever the need arises. This is conveyed to parents and pupils whenever the opportunity presents itself.

## Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are in accordance with Code of Practice 2014 guidelines and job descriptions.

### Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Monitoring the policy through the school's self-review procedures.
- All Governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

### Head Teacher/Deputy Head:

- Is responsible for setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND.
- Informing the Governing body.

## Special Educational Needs Coordinator (SENCO)

### Key responsibilities include:

- Disseminating information and raising awareness of SEND issues throughout the school
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEND
- Managing and developing the roles of Teaching Assistants and Higher Level Teaching Assistants.
- 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 parents/carers of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals and other professionals
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Developing, amending and monitoring provision maps for those with SEND and others as required.
- Liaising and advising other members of staff on issues relating to SEND

### Teaching Assistants and Higher Level Teaching Assistants:

- Support students with SEND and the wider school population
- Where appropriate plan and deliver individualised programmes of study
- Assist with drawing up and maintain provision maps
- Contribute to the review process
- Work with small groups in or out of the classroom, under the direct responsibility of the class teacher.
- Attend meetings where relevant.

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Other Staff:

'Teachers will be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TAs or specialist staff.' (CoP 2014:99)

## Storing and Managing Information

The school follows the guidelines set out for schools by the Information and Records Management Society for retention of documents (Records Management toolkit for schools). Records are reviewed on an annual basis and confidential records are shredded. The school has a Data Protection policy which sets out clear expectations regarding the sharing of confidential information.

## Reviewing the policy

This policy will be reviewed by Governors and all relevant stakeholders using a two year review cycle. It will be reviewed using the current policies and data available at the time of review. At present the school is using guidance from the SEND Code of Practice 2014.

## Access Plan/Disability Equality Scheme 2014-2017

The college is committed to ensuring equal treatment of all its students, employees and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. We will continue to develop a culture of inclusion and diversity in which disabled people can participate fully in school life. For further information please refer to the Equality Policy (updated 2014)

The college follows guidance from the Equality Act 2010 and the Children and Families Act 2014. The college does not discriminate against disabled children in their admission arrangements, and we take reasonable steps to ensure that the children are not placed at a substantial disadvantage to those who are not disabled. Staff aim to enable the fullest possible participation of pupils with disabilities or particular needs in all subjects, making provision, where necessary, to facilitate access to activities. Advice and support are sought from external specialists where it is required

The school's policies, practices and procedures reflect the school's aim to give all children, regardless of gender, race, culture or disability, equal access to all experiences and opportunities. On admission of a disabled pupil, the school would consider the following:

- School policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines.
- The physical environment of the school.
- The curriculum.
- The ways in which information is provided for disabled pupils.
- The priorities currently set in other plans, particularly the School Improvement Plan.
- At Ercall Wood Technology College we aim to meet our specific duty in the following ways:
  - Involvement of disabled people in developing the scheme
  - Developing a voice for disabled students, staff and parents/carers
  - Encouraging participation in public life by disabled people
  - Eliminating harassment and bullying
  - Promoting positive attitudes towards disabled people
  - Removing barriers
  - Assessment of impact
  - The Governing Body
  - Collecting disability data.
  - Reviewing and monitoring

## Dealing with complaints

A parent or member of the public can make their complaint in the first instance either verbally or in writing to the headteacher.

The school, if asked, will help anyone who would like assistance to set out their complaint including access to translation services where necessary

## Bullying

Eliminating harassment and bullying, Ercall Wood Technology College has a clear policy on anti-bullying. People who feel they have experienced disability discrimination in the way the School has treated them may make a complaint through its usual complaints procedure. We have grievance and disciplinary procedures in place and a policy on dealing with of harassment relating to employees. We will take all complaints seriously and will not tolerate any form of discriminatory behaviour.