



Walthamstow School For Girls

"Neglect not the gift that is in thee"

Policy Document

SEND Policy

Author(s):	BHA/LFE
Ratification Date:	December 2020
Next Review Date:	October 2023
Reference:	SEND_POLICY_VI.0

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I. AIMS

Walthamstow School for Girls is an inclusive, 11-16, mainstream community school which values each of the nine hundred students equally and recognises them as individuals. The school motto is “Neglect not the gift that is in thee” and at Walthamstow School for Girls the staff work very hard to provide opportunities for all the girls to succeed and maximise their potential. Through a combination of high expectations, inspirational teaching and learning experiences we aim to equip the girls with the skills to become confident and independent learners.

This policy is the over-arching framework for SEN provision at Walthamstow School for Girls and should be read in conjunction with the SEN Information Report. The SEN Information Report sets out in greater detail the information listed in Section 5 of this policy.

SEN Provision at WSFG is co-ordinated through the Language & Learning Development Faculty (LLD). There is no additional specialist resource provision at WSFG. Through our SEN provision we aim to ensure that:

- Students with SEN and Disabilities (SEND) are able to access a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEN are educated, wherever possible, in the mainstream classroom environment alongside their peers to enable each student to reach her full potential.
- Additional support for learning is matched to the wide variety of individual learning difficulties, while enhancing self-esteem and developing self-confidence.
- We identify and assess students with SEN as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEN, and that we strive for close co-operation between all the relevant agencies concerned, both within and outside of the school.
- We meet the needs of students with SEN by offering appropriate educational provision, by the most efficient use of all of the resources available to us.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. DEFINITIONS

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Moderate learning difficulties

4. ROLES AND RESPONSIBILITIES

4.1 The SENCO

The SENCOs are B. Hallas and L. Fearon.

They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body 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 students with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

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

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class

- Working closely with any Learning Support 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN INFORMATION REPORT

A SEN Information Report is required to be published by all schools. It is based on the requirements set out in Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

These include:

- The kinds of SEN that are provided for
- Policies for identifying students with SEN and assessing their needs, including the name and contact details of the Special Educational Needs Co-ordinator (SENCO)
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing students' progress towards outcomes
- This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting students moving between phases of education and preparing for adulthood
- The approach to teaching students with SEN
- How adaptations are made to the curriculum and the learning environment of students with SEN
- Additional support for learning that is available for students with SEN

6. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Local Offer
<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2>
- Accessibility Plan
- Positive Behaviour for Learning
- Equality Statement
- Supporting Students with Medical Conditions