Whittington Green School

Dream Reach Achieve

SEND Policy

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Reviewed By (Name)	Jennifer Elsmore
Job Role	SENDCO
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Adopted by Governors	
Date	

A definition for Special Educational Needs and Disability (SEND)

"All teachers are teachers of students with SEND."

It is with this in mind that all teachers and staff working at Whittington Green School prepare and plan for every lesson. Thinking this way helps to build our inclusive community and focuses on setting the highest expectations for all students as part of high-quality teaching.

According to the Special Educational Needs and Disability (SEND) Code of Practice for 0-25 years,

> "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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
>
> (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
>
> (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25

We feel it is important to note what is **NOT SEND** but may impact on progress and attainment:

There are 8 reasons a pupil may not be achieving their age-related expectations (ARE) and only 1 of them is SEN and/or D.

1. A gap in learning.
2. English as a second language
3. Life event i.e. bereavement
4. Pupil Premium
5. Gifted and Talented
6. Delay with a positive trajectory
7. Low attainment
8. SEN (K)

At Whittington Green School, we endeavour to meet the needs of all out students and we offer short term interventions and 1:1 personalised sessions.

It is our aim to meet the needs of and young people with SEND through a relevant and ambitious mainstream curriculum. Raising achievement and ensuring the progress of students with SEND is a collective responsibility that is part of everyday classroom practice. All our teachers deliver high quality lessons that meet the needs of the students in the classroom.

Rationale

Whittington Green School is committed to providing a relevant and high quality education to all the students attending school. We believe that all students, including those identified as having "special educational needs" have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all students should be equally valued in school, so we aim to develop an environment where all students can flourish as well as feel safe.

Whittington Green School is committed to inclusion; this does not mean that we will treat all students in the same way, but that we will respond to students in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of students:

- girls and boys, young men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with 'special educational needs'
- learners who are disabled
- those who are 'high ability'
- those who are 'looked after' by the local authority (Children in Care)
- others such as those who are sick; those who are young carers
- those who are in families under stress; pregnant students and teenage mothers
- any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at Whittington Green School.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties, which affect their learning, and we recognise that these may be long or short term.

At Whittington Green School, we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every student to achieve to his or her full potential.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum.

- To provide specific input, matched to individual needs, in addition to scaffolded or personalised classroom provision at the earliest possible opportunity

- To identify those students who have SEND and who require support or intervention that are additional to those normally provided as part of the scaffolded curriculum will be given schoolbased SEN support. A 'K' code on the SEND register.

- Students' needs will be classified into one of the following areas of need where SEND schoolbased support may be required:

    1) Communication and interaction
    2) Cognition and learning
    3) Emotion, social and behavioural development 4) Sensory and /or physical

- To ensure that students with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

- To ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area using the 'school offer' and the 'local offer'. https://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/the-localoffer/the-local-offer.aspx

- To enable students to move from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands beyond Whittington Green School.

- To involve parents/carers in plans to meet the student's additional needs.

- To involve the students themselves in planning and in any decision making that affects them.

- To enable students with difficulties to remain in the mainstream classroom by planning and scaffolding for them appropriately.

- To address any learning and/or social needs that the student has by identifying a possible Special Educational Need at the earliest point, planning the support or intervention, ensuring the student accesses the support and completes the intervention and then reviewing it regularly.

- To offer short-term intervention to students in order to address their difficulties through schoolbased support and then if necessary, seeking advice from other agencies in collaboration with parents and carers and the pupil themselves.

- To provide guidance and advice to members of staff to enable them to support any students with any known difficulty or possible Special Educational Need.

- To reintegrate students successfully into mainstream lessons.

A Policy for Meeting Special Educational Needs

At Whittington Green School we aim to:

- give all our young people the opportunity to learn in ways that meet their individual needs
- offer a broad, relevant and ambitious curriculum;
- build a partnership between students, teachers, parents/carers and the community and break down barriers which may exist between them;
- encourage young people to appreciate and celebrate their achievement
- help each young person develop his/her full potential and offer guidance and counselling
- make learning experiences interesting, varied and appropriate
- value and encourage academic and all other forms of achievement
- give our young people the skills, attitudes, concepts and knowledge which will equip them to live fulfilled lives in an ever-changing society.

Inclusion Principles

- Staff at Whittington Green School value students of different abilities and support inclusion.
- Staff and students will be constantly involved in the best ways to support all students' needs within the school. There is flexible approach in order to find the best placement for each student.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. To support student identified with additional needs they will be places in appropriate groups and follow appropriate curriculum pathways.
- Programmes are in place throughout the school to address the diverse needs across the Key Stage 3 and Key Stage 4 student population.

Access to the Environment

Whittington Green School is a fully accessible single site school serving Key Stage 3 and Key Stage 4 students. The school is accessible for wheelchair users with lifts between floors.

The School Support area, known as Student Support, is situated on the upper floor and is accessible via the lift. There are 3 rooms where students can receive counselling, meet with specialist outside agency workers or have 1:1 session with pastoral staff. There is a meeting room with soft furnishings for counselling.

We also have our Learning Support Hub, which is situated on the ground floor, here students are welcomed before school and during unstructured times (breaks and lunch) to get help with any homework issues or simply chat with the teaching assistants and interact with peers.

Most classrooms are carpeted to improve the acoustic conditions so that the effects of hearing difficulties are minimised and to reduce noise.

Some classrooms have adjustable tables and equipment within them to allow students in wheelchairs to access the equipment.

Students requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

- Whittington Green School will ensure that all students have access to an ambitious, relevant and accessible curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every student's needs. (No student will be excluded from any learning activity due to his or her impairment or learning difficulty unless it is clearly of benefit to that individual and leads towards inclusion.

- Learning opportunities will be effectively scaffolded, and the teaching styles will be diverse.

- Schemes of work and policies for each area of the curriculum are in place to include appropriate learning outcomes for all students.

- Differentiation and scaffolding can take a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

- We adapt printed materials so that students with literacy difficulties can access the text or ensure access by pairing students/peer support/extra adult support.

- We provide alternatives to paper and pencil recording where appropriate.

- Staff use of a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure students with additional needs are able to demonstrate their achievement appropriately.

SENDCO Roles and Responsibilities

Job outcome

- To develop joint working across the school and with feeder primaries and Post 16 placements to develop sharing of good practice and communication in relation to the needs of students with SEND.

- To ensure that legal requirements in relation to SEND needs are being met.

Support Services

Educational Psychologist
Teacher of Visually Impaired students
Teacher for Hearing Impaired students
Careers Service
Early Help
Pastoral Leader/DSL
Pastoral Leader/Deputy DSL
PCSO
School Nurse

Primary liaison

The Pastoral Team, the SENDCO, Learning Support Team and Senior Leadership Team work closely to ensure the successful transfer of appropriate information prior to transfer. We offer an extended transition for students with higher level funding.

Links with the Educational Psychologist

The SENDCO liaises with the Educational Psychologist on matters related to the assessment of students.

Links with Social Care

Louise Brewer (DSL) and Denise Marsden (Deputy Headteacher) undertake this role. Matters relating to child protection are dealt with by Louise Brewer and by Denise Marsden in her absence.

Early identification, single assessment, Monitoring and Review Procedures

Whittington Green School's data collection system for regularly assessing and recording the progress of all students is used to identify students who are not progressing satisfactorily and who may have additional needs.

The system includes reference to information provided by:

- baseline assessment results
- progress measured against the objectives in the National Literacy and Numeracy strategies
- National curriculum descriptors for the end of a key stage
- standardised screening and assessment tools
- observations of behavioural, emotional and social development
- an existing Education, Health and Care Plan

- assessments by a specialist service, such as educational psychology, identifying additional needs

Based on observations and assessment data and following a discussion between the subject teacher, SENDCO, teaching assistants as well as parents/carers, the student may be recorded as needing, either:

1. Scaffolded curriculum support within the class - **Wave 1 2**.
   SEND support **at either Wave 2 or Wave 3 level**

The different waves of support at Whittington Green School

We adopt a person-centred approach to supporting our students and will include students and parents and carers at all stages of the following steps.

'Wave 1'

This includes all teaching that occurs in every classroom where student's needs are met through differentiation by the teacher and other adults in the classroom.

Whittington Green School uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- closes the attainment gap between the student and their peers
- prevents the attainment gap from growing wider
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- matches or betters the student's previous rate of progress ensures full access to the curriculum
- demonstrates an improvement in self-help or social or personal skills
- demonstrates an improvement in the student's behaviour.

In order to make adequate progress happen all curriculum areas can be scaffolded in any of the following ways:

- The scaffolding may involve modifying learning objectives, teaching styles, and access strategies.
- Personalising student's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the lesson planning by the subject teacher.
- Monitoring of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning.

- The student's progress will be reviewed at the same intervals for the rest of the class and a decision made about whether the student is making satisfactory progress at this level of intervention.

- Teachers can work collaboratively to do paired planning with other teachers and TA's

- Advice from SENDCD and SEND team (TAs, CSW etc…)

- SEND staff training offered to all staff (teaching and support) several times a year.

- Intervention groups

- SEND strategy meetings held by the SENDCO

Where a period of scaffolded curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, provision at the **SEND Support (wave 2)** level may need to be made.

SEND Support Wave 2:

This '**Wave**' of SEND Support would be indicated where there is evidence that:

- there has been little or no progress made with existing interventions at '**Wave 1**'

- additional support is required to develop literacy or numeracy skills

- additional support is required for emotional, behavioural or social development

- additional support is required for sensory or physical impairments

- additional support is required for communication or interaction needs.

This is any additional intervention which may be offered to a student in order to 'close a gap' in progress that may have been identified. This may be initiated at any point in the year and may result in an in-school SEN-support being assigned to a student for a set period of time.
This can include:

- A referral to Student Support – for both Key Stage 3 and 4 students where a variety of learning support interventions may be offered including screening for dyslexia, paired reading, literacy interventions, small group or one to one work plus emotional support.

All of these interventions will be reviewed regularly, and progress reported to parents and carers.

There are likely to be two groups of students recorded at **SEND Support level** (**Wave 2 and Wave 3)**

- Students who have needs similar to other students with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling

- Students whom we consider having more severe or longer-term needs that are likely to result in an application for further professional advice

- Where needs are similar, it is appropriate to support these students within a group, focusing on the common needs

- Both groups of students will have provision for their common needs in a small group as well as some individualised support for their unique needs. Provision will run concurrently with scaffolded curriculum support.

- The group may be taught by the subject teacher and supported by another adult in some lessons.

- The responsibility for planning for these student remains with the subject teacher.

- Outcomes for the interventions at **SEND Support level** will be set and reviewed in consultation with staff and parents at parent's evenings.

- **Monitoring** will be carried out on a regular basis by all involved with the student. Significant achievements and difficulties will be recorded and adjustments to the support made if appropriate.

- Targets will be **reviewed** at least twice a year, although some students may need more frequent reviews. The student will be invited to contribute and will be consulted about any further interventions.

- As part of the review process, the SENDCO, SEND staff and teaching colleagues in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the student continues to have significant needs which are not being met by current interventions. Where this is the case, a collaborative decision may be made to make provision at the **SEND Support to 'Wave 3'**.

SEND Support 'Wave 3' (specialist)

This is the level of intervention that is more specialised in its support for a student. It may be that the SENDCO has consulted a specialist service about a possible SEND need and may result in the point, which **as a school we may apply for specialist support**. This may include taking advice from the Educational Psychologist, a referral to CAMHs, a referral to hearing specialist or a Physical Disability Service.

We acknowledge it is vital that before reaching this level of support the other two 'Waves' of support have been thoroughly used to help identify and close any gap in progress which may have been identified.

Most students make progress with these steps taken by staff to meet their needs, however, where there may be 'gap's in progress' identified or there may still be an unidentified SEND, it may be necessary to consult with the SEND department and refer the student for further support and apply for an Education, Health and Care Plan (EHCP).

Education, Health and Care Plans (EHC plans)

Where students continue to make inadequate progress despite high-quality teaching targeted at their areas of weakness, the class teachers, alongside the SENDCo should assess whether the student has a significant learning difficulty. Where this is the case, there should be an agreement about the SEND support that is required to support the child.

For those students whose needs are most complex and the 'waves' of intervention and which provide SEND support have not been successful in 'closing any progress gaps' for a student, it may be necessary to apply for an Education and Health Care Plan. These plans run from 0-25 years and focus on goals for each young person involving the young person and parents/ carers with the school heavily at all stages.

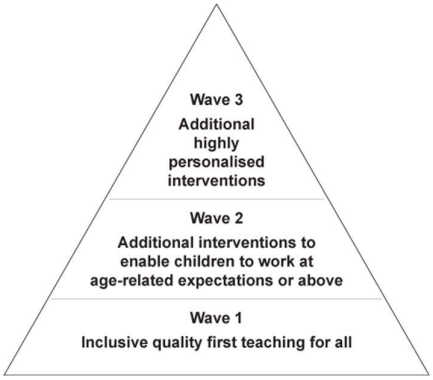
The aim of an EHC plan is for all services (Education, Health, Social Care and other agencies) to work together to provide support for the young person in achieving their goals as they develop. EHC's usually bring additional funding in the form of a personal budget which young people and parents/carers can work with services to decide how the funding may be spent to best support the needs of their child.

Whittington Green School is required to submit evidence to the Local Authority whose weekly moderation of assessments panel makes a judgement about whether or not the student's needs can continue to be met from the resources normally available to the school. This judgement will be made using the Local Authority's current criteria for making a statutory assessment'.

Planning, provision, monitoring, and review processes continue as before while awaiting the outcome of the request for an Educational Health Care Plan.

At all stages we work very closely with parent/s and carers so that the best support can be given to the student.

It may be helpful to look at this diagram to help explain the different 'waves' of intervention we offer at Whittington Green School.



(Taken from DfE) **A Graduated response for all**

Where it is identified that a student is not making adequate progress, teachers and SENDCOs and parents / carers should **collaborate** on problem-solving, planning support and teaching strategies for individual students.

Below is a list of the different ways Whittington Green School makes the **first step responses** in order to support students to make progress. The list contains many different strategies, it is important to note that each one may be used to form a **graduated response** to an emerging need identified for individual students.

There may not be a need to apply all of them, but the list gives a clear indication of the different strategies which **may** be used:

1) High quality teaching
2) Scaffolded work / tasks for individual students
3) Additional intervention/s
4) Staff training opportunities about different SEND needs
5) Additional Support through a TA
6) Formal gathering and monitoring of progress, views of students and parents/carers
7) Working with the SENDCO
8) Paired planning with a colleague
9) Co-delivery of lessons if possible / appropriate

If it is felt a further assessment is needed it should be done in agreement between; the parents / carer, the child, the school (SENDCO). It should be a general agreement about the SEND support that is required to support the student.

The Four Areas of Special Educational Need

There are four broad areas of Special Educational Needs and Provision, which can be used to identify a SEND Support level of need. These are:

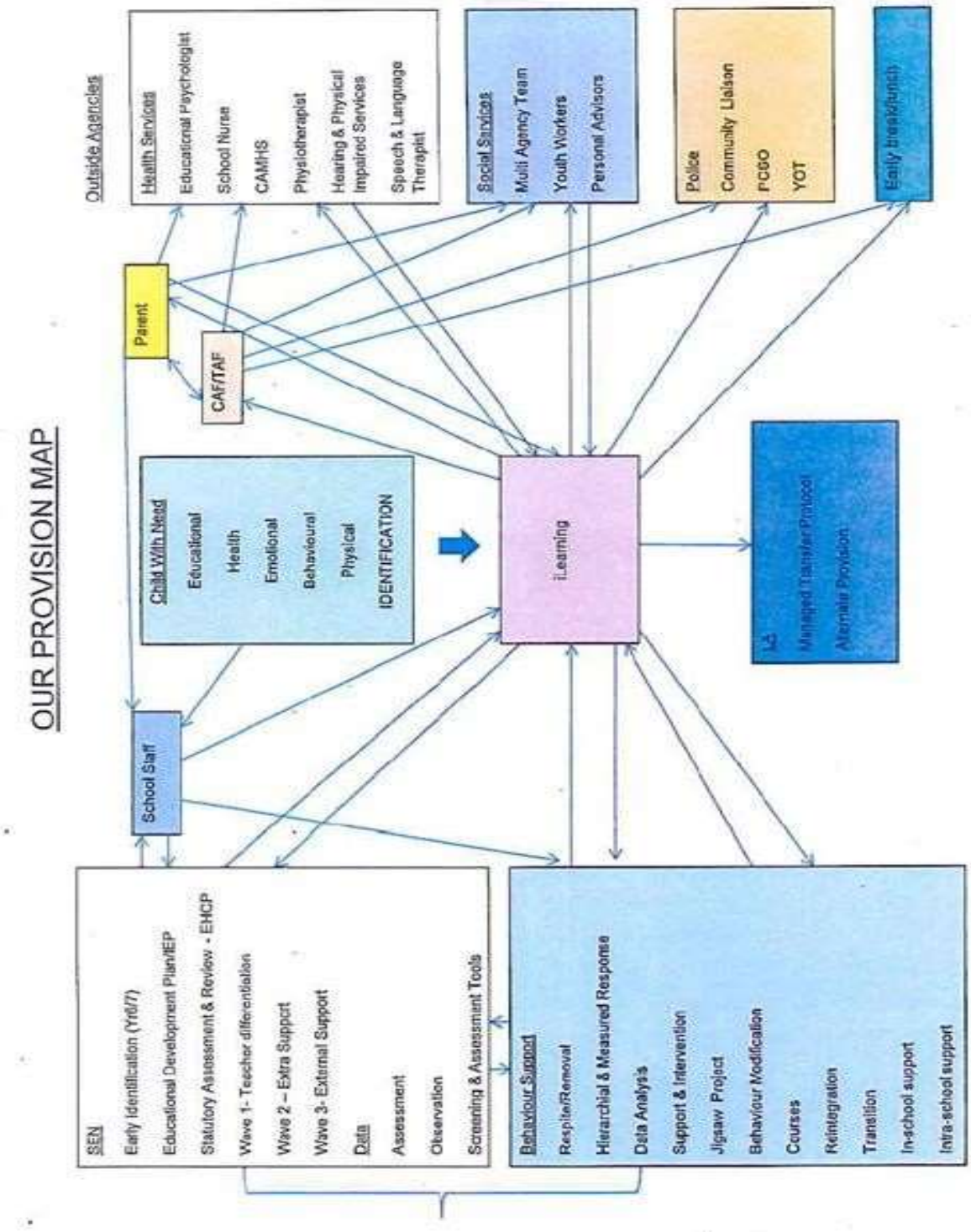
1. **Communication and Interaction** – dyslexia or physical / sensory impairment such as HI, SLCN, ASD

2. **Cognition and Learning** – when students learn at a slower pace and find learning harder to acquire basic literacy and numeracy

3. **Social, mental and emotional health** – may have immature social skills or find it difficult to sustain healthy relationships, may display withdrawn, isolated, challenging and disruptive / disturbing behaviours. Includes: mood (anxiety or depression), ODD conduct problems, selfharm, substance misuse, eating disorders, ADD or ADHD, attachment disorder, autism or pervasive development disorder, schizophrenia or bi-polar and disruptive disorder

4. **Sensory and/or physical** – includes visually impaired (VI), hearing impaired (HI), multi-sensory Impairment (combined VI and HI), physical disability (PD)

Our 'School offer' at Whittington Green School



Whittington Green Support Literacy Statement

The policy for meeting Special Educational Needs and Disability states the fundamental belief that every student should leave the school functionally literate.

All staff should be aware of and contribute to, whole school approaches to reading, writing and spelling.

The areas developed range from group work, writing frames, specific vocabulary and information retrieval, to a structured approach to the teaching of spelling and paired reading.

Learning Support Numeracy Statement

The policy for meeting Special Educational Needs and Disability states the fundamental belief that every student should leave secondary education functionally numerate.

Everyday living involves experiences of language interlinked with mathematical experiences like the appreciation of space, shape, form, patterns and rhythms.

A functional level of numeracy will enable an individual understanding of:

- one to one relationships
- the terms 'increase' and 'decrease'
- the language of 'space', 'quantities' and 'events' which enable the student to compare or describe things
- sorting which is related to discrimination
- volume which is related to size
- subtraction which is related to addition
- looking for and describing patterns
- estimation and prediction
- experience systematic approaches to learning, where memory, retention and logical thought processes can be developed with confidence.

Arrangements for co-ordinating SEND Provision

The SEND Co-ordinator is Jennifer Elsmore. Ellen Stonecliffe is the Assistant SEND Co-ordinator

- The above liaise with relevant subject teachers/curriculum leaders and the Pastoral Team at least twice a year to review individual outcomes and goals and reviews of Education, Health and Care Plans.

- Where necessary, reviews will be held more frequently than once a year for some students.

- Targets arising from review meetings and Parents Evening will be used to inform and support whole class approaches to inclusion, eg differentiation, varied teaching styles.

- SEND support is primarily delivered by subject teachers through scaffolded teaching methods. Additional support is provided via the SENDCo, the Student Support staff and by trained teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed regularly, by the SENDCo, in line with current student needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.

- Support staff, the Pastoral Team, subject teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised provision – the role of the SEN staff

Reading difficulties

Inadequate basic literacy skills is a factor in the low attainment levels of a significant number of students at Whittington Green School. We believe that improving reading skills of these students is a high priority. A range of strategies are employed.

1. A multisensory programme is used with students with specific learning difficulties i.e. dyslexia or a low level of general learning/thinking skills. English oversees this programme and supports other teaching staff in delivering the programme.

2. Individual reading following various reading schemes – these are conducted by some of the English teachers and support staff. Other staff - teachers, teaching assistants, administrative assistants' mentor individual students throughout the school year.

3. Paired reading with peers or adults, involving parental support.

Generally speaking, students who embark on the multi-sensory programme continue throughout Key Stage 3. The majority of students who complete the programme are functionally literate and will require no further structured help with their reading. Reading extension is the next stage in this situation. The development of numeracy skills occurs in the classroom in groups set by ability.

Provision Mapping to Monitor Progress

All students receiving support (as detailed in our 'School offer' and 'Local offer') are monitored regularly. The impact on their attainment, progress and development is monitored through a detailed provision map. This is reviewed regularly and shared amongst staff working with the students identified.

Whittington Green School's arrangements for SEND and Inclusion In-Service Training

- The SENDCO and all Learning Support staff attend regular meetings to update and revise developments in Special Needs Education and Inclusion.

- Meeting additional needs and inclusion issues are targeted each year through the schools long-term goals and The School Development Plan. In-service training and individual professional development is arranged matched to these targets.

- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual student or whole class level.

- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

- The use made of teachers and facilities from outside Whittington Green School, including support services.

- The Educational Psychologist visits Whittington Green School regularly (according to timetable),

- Specialist, direct teaching from this service is used where we do not have the necessary inhouse expertise – for example, in relation to student with autistic- spectrum disorders, or severe emotional and behavioural difficulties.

- The LA Local Inclusion Officer works with Whittington Green School.

The SENDCO liaises with the Deputy Headteacher and with a number of other outside agencies, for example:

Early Help Team
Social Care
Educational Welfare Service
School Nurse
School Doctor
Community Paediatrician
Speech Therapy
Physiotherapy
Occupational Therapy
Physical Impairment Service
Visual Impairment Service
Hearing Impairment Service
Community Police force
CAMHS (Child and Adolescents Mental Health Service)

Parents/carers are consulted if any outside agency involvement may be required.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support students identified as having additional needs.

- Parents/carers will be involved at all stages of the education planning process. The SENDCO will attend this meeting if Whittington Green School or the parent/carer thinks this is appropriate.

- We make sure that all parents/carers are given information about the **Derbyshire Information, Advice and Support Service** (DIASS). This organisation provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their **parents** and **carers**.

- At review meetings with parents/carers we try to always make sure that the student's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- Targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

- Ideas and materials for supporting learning at home will be discussed with parents/carers.

- Parents/carers will also be invited to work alongside students in the classroom where/if this is appropriate.

- Parents/carers evenings provide regular opportunities to discuss concerns and progress.

- Parents/carers are able to make other appointments on request.

- Regular communication between The School and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

- **There is a parental drop-in SEND Surgery on WEDNESDAY afternoons Week 1, 3.10pm – 4.00pm.**

Working with disabled parents/carers

Whittington Green School recognises there will be a number of disabled parents/carers of students within the school and we work to try to ensure they are fully included in parents/carers activities. We also make sure that parents/carers' meetings venues are accessible, we will visit parents at home if they cannot access our School.

We ask parents/carers about their access preference and then send correspondence in the required format. Some parents/carers receive regular contact by telephone or email as this is their preferred method of communication.

Disability equality and trips or out of School activities

Whittington Green School tries to make all trips inclusive by planning in advance and using accessible places. Learning Support Assistants accompany students on trips and activities providing support for students.

All students are welcome at our after-school activities, and we try to arrange transport when necessary. The RSE/PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disabled people's organisations or appropriate resources.

Resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

Whittington Green School is aware of the impact of language on the students within our school. We work with our students to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability under our Anti Bullying Policy.

We also try to make sure we have positive images of disabled students and adults in displays, resources etc.

Whittington Green School and it's SEND profile

At the national level areas to be examined are set out below:

a) number of students with Special Educational Needs (including those with statements) and the level of support for these students

b) the school's policy for Special Educational Needs

c) access to, modification of and dis-application from the National Curriculum

d) staffing provision, including the use of external agencies

e) staff expertise and qualifications, INSET provision

f) use made of support staff and services for students whom there is a statement of Special Educational Needs

g) extent of and appropriateness of integration within the school

h) screening and assessment information within the school

i) student groupings

j) specialist accommodation and resources, the extent of physical access for groups with special needs;

k) discussion with staff, students and parents

l) discussion with medical, nursing specialists and psychologists, behaviour support providers

i) Performance indicators will be established to assess and evaluate the progress statemented students are making.

Possible performance indicators are therefore:

i) scores achieved on standardised tests of reading ability – test – retest

ii) progress reflected in students' National Curriculum record for the foundation subjects

iii) Standard Assessment Tasks – National Curriculum levels achieved at Key 2, 3, 4 on Primary/Secondary transfer

iv) subject based internal tests and examinations (review point data)

v) students, parents and teachers all have the opportunity to express opinions re the effectiveness of the support system. For instance:

(a) at the time of annual review students with an EHCP have the opportunity to have their views on the service provided formally recorded.

(b) opportunities for teaching colleagues to comment occur at curriculum area meetings, through their curriculum managers, directly to the SENDCO.

vi) Possible indicators of the efficiency of learning support administration are:

(a) time taken to complete EHC plans;

(b) proportion of annual reviews completed on time;

(c) proportion of parents expressing satisfaction, at the annual review, of their child's schooling.

This document will be monitored and reviewed regularly by the Special Educational Needs Support Team (SENST).

Complaints

If a parent/carer has concerns about the way the school is responding to the special needs of their child, please follow the complaints procedure that is on the school website. A paper copy can be requested by emailed info@wgs.derbyshire.sch.uk.