



Special Education Needs and Disabilities

Introduction

This document is a statement of the aims, principles and strategies for Special Educational Needs and Disabilities (SEND) at Wemms Education Unlimited. All policies are reviewed annually. The Principal regularly monitors the implementation of the SEND policy, addresses staffing issues and organises appropriate training where necessary.

The development of SEND provision is on-going and continues to be reviewed regularly.

Aims and Rationale

Wemms Education Unlimited has high expectations of both its children and its staff. We are proud of our multicultural community, as we believe that it enriches our school. We believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality or age.

We aim for each child to achieve their academic potential and enjoy learning. Each child's needs are supported so that they may feel happy, confident and valued. We aim to teach to a high standard, monitoring progress to check each child is fulfilling their potential. We aim to work in partnership with parents/carers to achieve the best outcomes for the child and by supporting and providing development opportunities for our staff, work together as an effective team.

The 1993 Education Act defines Special Educational Needs as:

“A child has Special Educational Needs if s/he has a learning difficulty which calls for special educational provision to be made.” A child has a learning difficulty if s/he:

- Has a significantly greater difficulty in learning than the majority of children at that age
- Has as a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools, within the local authority concerned, for children of his/her age.

All children at Wemms Education Unlimited have an entitlement to support as set out in the Special Educational Needs Code of Practice (2002) and access to the whole range of school activities.

Children requiring School Action or School Action Plus can be accommodated by the school with the parents/carers funding specialist provision either in school or externally. It is integral to the school's ethos that all children experiencing special educational needs are respected, encouraged and viewed in a positive way.

Our objectives are: to ensure that the curriculum is tailored to the needs of each child and that it extends to meet his/her competence.



This policy will contribute to these objectives by:

- Putting into effect a plan of action which involves parents and teachers
- Using outside agencies and/or resources as appropriate
- Evaluating the results of the plans regularly
- Revising the plan of action, when/and if appropriate

Wemms Education Unlimited operates a selective admissions policy. Each case is considered on its merits.

The School does cater for Statemented children.

Wheelchair access is available in the school.

Before a child joins the school, as much information as possible is obtained from previous schools and professionals involved with the pupils education. Parents are requested to submit any recent Educational Psychologist or specialist reports with their application. The initial interview may be conducted before this information is available, but the child will usually make a second visit to the school when all the information has been gathered and discussed. At the end of this process it is usually possible to assess the amount of extra provision that will be required for the child in order to meet his/her special needs.

All children are regularly reviewed throughout each term and the allocation of extra provision can be adjusted according to performance in school. All help given to children with SEND is directed towards helping them gain greater access to the curriculum.

This is achieved through a programme that supports all forms of differentiation, modification and where appropriate, disapplication of parts of the curriculum if necessary and overseen by the Principal. All activities undertaken by the school body are carefully selected to ensure the full integration of all children.

The following steps are actioned when a child is thought to have a previous unrecognized SEND:

- The subject teacher alerts the Principal when a child is noted to be experiencing learning, behaviour difficulties or speech and language difficulties in the learning environment.
- The Principal discusses the comments and feedback with other appropriate members of staff and forms a better picture of the pupil's issues.
- The Principal enters a conversation with the student.
- Parents/carers are contacted and invited to visit the school for a meeting with the Principal to discuss concerns raised and to discuss the support planned.
- The parent/carer's and student's views are discussed and recorded.
- The Principal may recommend that an appointment is booked with Educational Psychologist/Speech and Language therapist or other professional (where applicable).



- The Principal will ensure that a letter (or email) is sent to the parents, as a follow up to the meeting outlining any recommendations made.
- A copy of this letter will be held on the child's confidential file.
- The child , subject staff, class teachers, and SENCO meet to discuss what actions might be appropriate to introduce (School Action, School Action Plus) and the provision is put in place
- A Pupils Profile/individual Education Plan is written and distributed to the teaching staff concerned. children
- The school is able to provide for children with a wide range of Special Educational Needs through through classroom differentiation.



The identification and management of children with SpLD (dyslexia)

“Dyslexia can be described as a continuum of difficulties in learning to read, write and/ or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short term and working memory
- sequencing and directionality
- number skills
- organisational ability
- motor skills and coordination

may also be affected.”

A process of staged intervention has been put in place to enable teachers to access support and raise concerns regarding individual pupils. It provides structured planning for individual pupils who require additional support for their overall learning needs. Staged intervention provides:

- an agreed action plan for individual pupils
- a structured monitoring and review cycle
- a record of achievement and intervention for pupils as they progress through the School

Stage 1

- Initial concerns identified by teacher, parent/ carer or pupil
- Differentiation in place / extra support from teacher
- Teacher still has concerns and registers these with SENCO
- Review and consultation process continues

Stage 2

If concerns continue:

- A meeting is set up with parents/ guardians/ teacher/ tutor invited to attend to
- discuss the results
- Agreed action plan/ additional support
- Next steps planned and review date set
- Next steps implemented
- Monitor and review



Stage 3

- Parents may be advised to have a further assessment at: The Helen Arkell Centre/Independent Psychologist
- an orthoptist
- an audiologist
- any other appropriate specialists
- Monitor and review

In the event that a Special Educational Needs child is transferring to a new school, the Principal liaises (when appropriate) with the new school SENCO and forwards any details required in relation to the provision that the child has received.