Woolwich Polytechnic School for Girls

SEND Policy and Information Report

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Contents

1.Statement of intent

This policy outlines the framework for the Woolwich Polytechnic School for Girls to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Woolwich Polytechnic School for Girls therefore intends to work with Greenwich Local Authority and within the following principles, which underpin this policy:

- The involvement of parents and young people in decision making for a child centred approach.
- The identification of young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.
- Success for everyone

At Woolwich Polytechnic School for Girls all staff Aim to:

- Work tirelessly to provide high aspirations, high motivation and high achievement for all

- Create an ethos of support and encouragement in order to allow our students to succeed both academically and personally.

- Build a strong community based on the development of character, leadership and intelligent, moral and ethical compass.

- Aspire to develop learners who are confident outstanding human beings, active and articulate participatory citizens and exemplary members of their community

- Be committed and reflective to our ongoing development as teachers and leaders, in our continuous strive for excellence.

- Promote positive dialogue and partnership with our community

1.Aims

Ethos and Principles:

At Woolwich Polytechnic School for Girls, we recognize that some students may need different or additional support at specific times during their school career to meet learning challenges, whilst others may need ongoing support. Woolwich Polytechnic School for Girls makes a commitment to provide outstanding support to all students, planned and delivered to the highest standard by all teaching and support staff.

The principles that reinforce all support activity at Woolwich Polytechnic School for Girls are:

- **Support is available** for all students of all abilities who require it, which includes those who are gifted and talented, and those for whom barriers to learning exist.

- **Inclusion is everyone's responsibility.** We recognize that success for every student is dependent on a whole-school approach to inclusion, and that this must form the core of all teaching and learning activities at Woolwich Polytechnic School for Girls.

- **No child is a label**. At Woolwich Polytechnic School for Girls, we never assign labels to our students, as we recognize the damage that this can cause to self-esteem and outcomes. While we understand that some diagnosis can be helpful for students to understand their difficulties, we ensure that those difficulties do not define them or our expectations.

- **Early Identification** of needs is critical for maximising progress. Intelligent and accurate assessment techniques are utilised to provide data informing the deployment of interventions.

- **Careful monitoring of progress** ensures that individuals receive appropriate, carefully planned and personalised support.

- **A pro-active approach** to employing interventions is used to predict areas of the curriculum that may present additional challenges. Interventions are pre-planned where possible, to ensure continuing success rather than simply responding to failure. At Woolwich Polytechnic School for Girls, we do not wait for pupils to experience failure and frustration, we support them to meet the challenges of learning and succeed. Excellence for all.

Aims:

At Woolwich Polytechnic School for Girls, we believe that students with special educational needs must have, their social and academic needs addressed. All students with special educational needs should have access to a broad, balanced and inclusive education and, wherever possible, learn alongside their peers. Woolwich Polytechnic School for Girls believes it is important to provide both support and challenge to ensure all students engage in learning and fulfil their

potential. The school's commitment to achieving excellence through creativity caters for a wide range of learning styles and abilities.

Woolwich Polytechnic School for Girls is committed to ensuring that all students can achieve without limits, in whatever field they choose, regardless of their starting point or background. Recognising the strengths and needs of the individuals is at the core of our school, ensuring that all girls can and do achieve both academically and personally. We believe that all pupils should leave school having achieved more than they ever believed possible and with the qualifications, resilience and confidence to help them to achieve even more in the future.

Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
- To work with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education.
- To provide access to a broad and balanced curriculum appropriate to the individual needs of the student.
- To commit to delivering a SEND Inclusion Policy coordinated by the Special Educational Needs Co-ordinator (SENCO).
- To ensure that students express their views and are involved in decisions which affect their education.
- To provide support and advice for all staff working with students with special educational needs.
- To promote effective partnership and involve outside agencies where appropriate.

2. Legislation and guidance

This policy and information complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice (April 2015) and the following legislation, including, but not limited to:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

It also references to the following statutory and non-statutory related guidance and documents, including but not limited to:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (April 2015)

- Schools SEN Information Report Regulations (2014)
- Children's Act 1989
- Heath and Social Care Act 2012
- Mental Capacity Act 2005.
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy was created by the school SENCO in liaison with SLT in order to co-ordinate and secure Special Educational Need provision called for by the Child and Young Person's SEND.

The Head of School and the Local Academy Committee have delegated the responsibility for the on-going implementation of this SEND Policy to Vicky Colley, school SENCO.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.

All teachers are teachers of students with special educational needs. Teaching such students is, therefore, a whole-school responsibility, requiring a whole-school response.

3. Definitions

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states "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 each individual child.

A pupil has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or Post 16 institutions.

Many children and young people who have SEND may have a disability under the Equality Act 2010- that is "…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities."

This definition includes students with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition."

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.

4. Roles and responsibilities

4.1 The SENCO
The SENCO at Woolwich Polytechnic School for Girls is Vicky Colley
They will:

- Work with the Head of School, Assistant Heads and SEND Local Academy Committee member to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned

- Work with the Head of School and Local Academy Committee 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 pupils with SEND up to date

- Liaise with the relevant designated teacher where a Child in Our Care has SEND.

- Ensure, as far as possible, that pupils with SEND take part in activities of the MAT together with those who do not have SEND.

4.2 The Local Academy Committee, in co-operation with the Head of School:

The Local Academy Committee, in co-operation with the Head of School will:

- Help to raise awareness of SEND issues at Local Academy Committee meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Academy Committee on this

- Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head of School

The Head of School will:

- Work with the SENCO and SEND Local Academy Committee member to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- All teachers are expected to read/access and implement SEND pupil information and recommended strategies which are available on the MAT's information system.

- All teachers work within the graduated approach to SEN.

- All teachers are responsible for planning/assessing and reviewing work in order to meet the needs of individual pupils.

- All teachers have a responsibility to identify/refer any concerns regarding SEND to Head of Department/Head of Year/SENCO.

- Working closely with any LSA's (Learning Support Assistants) and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow the SEND policy

4.5 Learning Support Assistants

LSAs will work with specific targeted children and liaise with the SENCO. Interventions will be carried out both in class and through withdrawal sessions.

LSAs also have to assist the teacher in the classroom in order to enhance the learning of the pupils they are assigned to. The specific tasks/routines will be determined by the teacher of the class and the SENCO in line with students SEND needs and these may include:

- To encourage independence at all times.
- Repeat/re-explain or simplify instructions.
- Acting as interpreter in reading and writing for individual/groups of pupils.
- To offer support to individual pupils who have an EHCP.
- Helping the child to stay on task even when the task is difficult.
- Giving praise and encouragement.
- Giving immediate feedback and knowledge of results.
- Anticipating and dealing with behaviour problems that might occur.
- Organising/distributing/collecting materials…
- Simple adaptation of materials for individual pupils.
- Feedback to class teacher.
- Monitoring individual pupils across the curriculum.
- Monitoring specific targets across the curriculum.
- Offering friendly support to less confident pupils.
- Alerting form tutor, Head of Year and SENCO of inconsistencies in behaviour or performance from area to area.
- Liaise with Teachers ensuring that all communication and administrative tasks between Special Needs and faculties are effectively undertaken and completed.
- Mentoring programme to review short term targets towards outcomes on EHCP's.
- Participate in Annual Reviews and Transition Planning meetings where appropriate.
- Take part in CPD during Department time.

4.6 Learning Mentors

Learning Mentors will work with specific targeted children and liaise with the SENCO. Interventions will be carried out both in class and through withdrawal sessions.

The specific tasks/routines will be determined by the SENCO in line with students SEND needs and these may include:

- Plan and deliver high quality 1:1 and small-group support sessions interventions (Zones of regulations, Emotional Literacy, Anger Management, Confidence/Wellbeing, Social Skills…)

- Classroom observation for students on interventions list.
- To review data to provide effective targeted mentoring/Intervention sessions to meet the pupils needs.
- To plan intervention resources, curriculum….
- To keep up to ate record of interventions
- Liaise with teachers, LSAs, Head of Years and parents to ensure that students are meeting their targets as directed by SENCO.
- Supporting EHCPs pupils based on their EHCPs or other documentation as directed by SENCO.
- Share relevant information with the pastoral, teachers, and the SEND team as directed by SENCO.
- Participate in Annual Reviews and Transition Planning meetings where appropriate.
- Take part in CPD during Department time.

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- **Communication and interaction,** for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or understanding and using social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

  Children and young people with ASD, including ASPERGER'S Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can have an impact on how they relate to others.

- **Cognition and learning**, for example, dyslexia, dyspraxia. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as physical disability or

sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the curriculum and environment. Children and young people with an MSI have a combination of vision and hearing difficulties.

  These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a student into a category but consider their needs.

- **Moderate/severe/profound and multiple learning difficulties**

Circumstances that may affect progress and attainment, but are not considered as constituting 'SEND'

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Negative behaviour may be an underlying response to a special educational need.

- Slow progress and low attainment do not necessarily mean that a child has SEND and will therefore not automatically lead to a student being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

- Also, difficulties related solely to limitations in English for children and young people for whom English is an additional language (EAL) are not SEND.

- Difficulties with attendance, punctuality, health and welfare do not constitute SEND neither does being identified as a child for whom the Pupil Premium grant is paid, being a Looked After Child nor being a child of service personnel.

5.2 Identifying pupils with SEND and managing and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Managing Students' Needs on the SEND Support Register

Principles:

- To monitor and evaluate termly the progress of all students on the SEND support register.
- To provide a personalised package of support.
- To involve parents or carers and students in every step of the progress including identification of need, decisions on actions (including any necessary referrals to external agencies) and evaluation of progress.
- To raise awareness of students' needs through dissemination of personalised guidance via the SEND register, SEND Strategies booklet with students' profiles, The staff handbook, and staff training.

To help clarify level of need, we are dividing the EHCP and SEND Support students into four further categories:

1.Education Health and Care Plans

These are the students with EHCPs who are entitled to a high level of additional support from specialists, external agencies and Inclusion staff, in addition to first quality teaching, in class support and monitoring with annual reviews.

2.SEND Support Students

These are students may or may not have diagnoses who require support. These students' needs should be met by the following measures of support:

- First quality teaching (i.e. teachers knowing students' needs and differentiating/adapt the curriculum accordingly).
- Some inclass support by LSA (Learning Support Assistant /external agency involvement as required.
- Targeted interventions such as literacy intervention, reading support, Counselling and Well Being services support, STEPS programme, Catch up reading support.

- A student profile is co produced by the pupil with the SENDCO and highlights to staff exactly which needs have been identified, how to remove key barriers to learning effectively and the clear outcomes to be achieved within an agreed time frame.

- The SENCO is responsible for maintaining and updating the profiles and plans, seeking feedback from the student and staff. The profiles and plans are reviewed termly in conjunction with the SENCO and the SEND team.

Criteria for Exiting the SEND Register

- The SEND register is reviewed termly; any student who has made good progress following interventions is highlighted as 'Monitor to Remove' (MTR). The following term, if no further concerns have been raised and there is positive feedback regarding the student's progress, the student's name is removed from the SEND register and the student's electronic and paper files are updated.
- The SENDO responsible for maintaining the SEND register keeps a separate list of all students who have been removed from the SEND register to inform future practice and evaluate provision.

Supporting Students and their Families

Please see the school website for links to Greenwich Local Offer and the school's SEN Information Report, including links with other agencies to support the family and the following policies: Anti-bullying; Complaints; Disability and Deafness; School Admissions and Medical. -

Tailored support provided includes:

- Primary school visits.
- Attendance at Year 6 Annual Reviews.
- SEND induction morning for parents or carers and students.
- Interventions and in class support as appropriate.

- Prospects
- Assistance in finding and managing work experience placements.
- Sixth form college visits

Supporting Students at School with Medical Conditions

Woolwich Polytechnic School for Girls recognises that students 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 Woowlich Polytechnic School for Girls will comply with its duties under the Equality Act 2010.
- Some may have special educational needs (SEND) and may have an Education, Health and Care (EHC) Plan.

Students with Health needs that cannot attend School.

Ensuring a good education for children who cannot attend school because of health needs.
Statutory Guidance for LA 2013
Equality Act 2010
It is recognised that students unable to attend school because of illness or health needs will require alternative provision. The LA will be consulted for support and guidance, so that access to suitable and flexible education is provided and is appropriate for the individual needs. This is will provide continuity of education and full integration where appropriate.
The Head of Inclusion and the Pastoral team work alongside with a range of agencies and parents to ensure the best possible outcomes for the student.

Supporting Students in Exams

The exam Officer oversees exam dispensation. This includes a wide range of access arrangements. We analyse previous data and referrals from students, teachers and parents or carers to identify students' needs for exams. Students receive exam dispensation, as per their entitlement, at Key Stage 4.

Monitoring and evaluation of SEND

Woolwich Polytechnic School for Girls regularly and carefully monitors and evaluates the quality of provision we offer all students. The self-evaluation process is undertaken across the school at key points throughout the year, including reporting to Local Academy Committee members' performance appraisal, updating of the school SEF and department meetings. There are regular opportunities for consultations with parents or carers, staff and students regarding SEN provision.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

A graduated approach to SEND Support

Students' needs will be identified and met as early as possible through:

- The analysis of data including entry profiles, reading ages and student progress data.
- Regular classroom-based assessments and monitoring arrangements.
- Following up parental concerns.
- Tracking individual student's progress over time.
- Information from previous schools.
- Information from other services.
- **Maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through Raising Attainment and Progress (RAP) meetings.**
- **Understanding, when necessary, a more in-depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs, or involvement of an outside agency, ie dyslexia and SALT**

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review.**

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data

- The views and experience of parents

- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Woolwich Polytechnic School for Girls will, once concerns of potential SEN are raised, follow the graduated approach to meeting the student's needs including:

- **ASSESS** – Establishing a clear assessment of the student's needs; once identified the student will be added to the SEND register.
- **PLAN** – Planning with the student and their parents or carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **DO** – Implementing the interventions, with the support of the SENCO, Specialist teachers, LSAs or external agencies as appropriate.
- **REVIEW** – Reviewing the effectiveness of the interventions with the student, their parents or carers and relevant staff and making any necessary revisions.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

First quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Inclusive teaching is supported by effective whole school policies and frameworks clearly targeted on all learners' needs and prior learning. This teaching needs to be based in planning and schemes of work that are designed to move all learners from where they are to where they need to be. Where there are large numbers of learners who share the same learning needs the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning programme to take learners to where they need to be in terms of age-related expectations. First quality inclusive teaching anticipates the needs of learners based on good use of yearly transition data.

Wave 1: Quality First Teaching

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries is identified via regular subject RAP meetings where accurate formative assessment data is analysed.
- The student's class teacher will take steps to provide differentiated/adapted learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.'
(SEND Code of practice 0-25 years, p.101 para 6.52)

- The inclusion team will be consulted as needed for support and advice and may wish to observe the student in class, or request feedback from staff involved in teaching and supporting the student.
- Once a student has been identified as possibly having SEN, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
- Through the above investigation it can be determined which level of provision the student will need going forward.
- If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents or carers will be informed of every stage of their child's development. They are encouraged to share information and knowledge with the school.
- Students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Wave 2: Additional SEND Support

A student will be offered additional SEN support when:

- It is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered to all students in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- They make little or no progress when teaching approaches are targeted specifically at the student's identified areas of weakness.
- They show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- They have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.
- They have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

It may be decided that a student on the SEND register requires additional High Needs funding or an EHCP to secure an entitlement to additional, specialist provision. This may particularly be the case where outside agencies have been involved in assessing the student. The SENCO will contact parents/carers to discuss any applications to external agencies (including the Local Authority) for extra support for their child

Wave 3: Interventions

Using the umbrella of the broad areas of need as stated in the Code of Practice, Communication and interaction, Cognition, and Learning, Social Emotional and Mental Health, Sensory and Physical Needs, we offer a range of interventions and provisions to meet individual needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

LSAs & Learning Mentors will support pupils on a 1:1 basis, in small groups and will work with specific targeted children and liaise with the SENCO to identify those students. Interventions will be carried out both in class and through withdrawal sessions.

We work with the following agencies to provide support for pupils with SEND:

- ASD Outreach

- Speech and Language Service

- Educational Psychologists

- Visual Impairment Services

- Hearing Impaired Service

- Occupational and Physiotherapy Services

5.9 Expertise and training of staff

The SENCO and Head of SEND combined have many years of experience in their role. They are supported by the Assistant Head of Inclusion.
We have a team of LSAs & Learning Mentors that are trained to deliver SEND a range of interventions and they receive regular training opportunities to develop their expertise working alongside outside agencies.

Training and Resources
- At Woolwich Polytechnic School for Girls, we will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND provision of its students.
- The training needs of staff are identified and planned through lesson observations and performance management review meetings.
- The SEND register is accessible to all staff through the Learning Gateway and staff contribute to the updating and reviewing of the send information.
- Inclusion staff provides INSET to staff and undertake training opportunities in their area of specialism.
- The SENCO attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Link to RBG SEND staff training programme.
  http://servicestoschools.royalgreenwich.gov.uk/courses

5.10 Securing equipment and facilities

Information regarding children with SEND will be treated confidentially and shared only with the relevant people. Student files will be stored in secured cabinets in line with school policy. When a child leaves the school, any SEND information will be transferred to the respective educational placement or stored according to school policy.
The school adheres to the duty placed upon it by the DDA, as amended by the SEND and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Pupil passports hyperlinked on the SEND register for staff to access
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
All pupils are encouraged to go on our trips.
All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
No pupil is ever excluded from taking part in these activities because of their SEND or disability. We will make reasonable adjustments necessary for all our student so they are able to participate in all activities.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to take part in our Leaderships programmes **(House captain, School Council, Ambassadors and Peer Mentor etc)**
- Pupils with SEND are also encouraged to take part in after school clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying. Bullying is dealt with through our behaviour and inclusion policies and plans.

5.14 Working with other agencies

If a student has been identified as having additional needs, the school will act in accordance with the Local Authority guidance.

If the school feels that we need more expert advice in order to best support our student, referrals to outside agencies can be made. During the referral process, the school will work with the parents/carers to collect evidence to support the need for referral.

Before a referral is made to an outside agency, parents/carers will be invited in to speak to their child's teacher, SENCO to discuss the process. At this meeting, the reasons for the referral will be explained and there will be a space on the referral form for you to add your comments.

Once parents/carers have given permission for the referral to take place, the referral will be sent to the appropriate agency and they will contact the parents/carers at home with details of their involvement. Information will be shared by the agency with the school.

Additional services and expertise:

- Educational psychologist
- IND Clinic
- ASD Outreach
- STEPS
- Early Help
- Hearing impairment support team
- Vision support team
- Speech and Language therapy
- Occupational therapy
- Community paediatricians
- School nurse

5.15 Complaints about SEND provision

Any complaints regarding the SEND policy or the provision made for children with SEND would be encouraged to forward their views to the Assistant Head for Inclusion, the Head of School and or the School Local Academy Committee member with special responsibility for SEND.

Complaints about SEND provision in our school should be made to the **SENCO** in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

At Woolwich Polytechnic School for Girls, we believe that students with special educational needs must have their social, emotional and academic needs addressed. All students with special educational needs should have access to a broad, balanced and inclusive education in an inclusive and safe environment.

Woolwich Polytechnic School for Girls believes it is important to provide both support and challenge to ensure all students engage in learning and fulfil their potential. The school's commitment to achieving excellence through creativity caters for a wide range of learning styles and abilities.

Woolwich Polytechnic School for Girls encourages high expectations of all, in our school community and provides focused outcomes to do well. Our relentless focus on ensuring your son or daughter achieves the very best outcomes and our pursuit of excellence, is based upon our belief that every child is unique and special and will succeed

SENDIASS is available for parents if they wish to get information, advice and support on special education needs and disability. Link to their website is:

https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/royal-greenwich-sendiass/

Greenwich Parent Voice is an independent group of parents in Greenwich. They offer support and are committed to giving a voice to all parents and carers of disabled children in government. Link to their website is:

http://greenwichparentvoice.greenschoolsonline.co.uk/News/WelcomeToOurNew Website/

5.17 Contact details for raising concerns

School SENCO
Vicky Colley vcolley@woolwichpolygirls.co.uk

5.18 The local authority local offer

Our local authority's local offer is published here:
www.royalgreenwich.gov.uk/localoffer

6. Monitoring arrangements
This policy and information report will be reviewed by the inclusion staff, School Leadership Team and the School Local Academy Committee members **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Academy Committee.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour and Exclusion

- Safeguarding and Child protection

- Looked After Children

- Preventing radicalisation

- Young Careers

- Anti-Bullying