



Inspiring excellence



Special Educational Needs (SEND)
and Disability Policy
2020-2021

1. Introduction

Wymondham High Academy is a fully inclusive learning community which endeavours to ensure that curriculum, environment and all facilities are accessible to staff, students and visitors.

Wymondham High is characterised by high expectations of pupil progress and is committed to the provision of challenging academic experiences for all students – in addition to the provision of access to a wide range of extra-curricular opportunities. Both curricular and extra-curricular opportunities are designed to prepare students for socially engaged, independent and successful adulthood.

2. Definitions

2.1 Definition of Special Educational Needs (SEN)

A child or young person has SEN 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 person has a learning difficulty or disability if they:

i) have a significantly greater difficulty in learning than the majority of others of the same age

or

ii) 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 and Post-16 institutions.

2.2 Definition of Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3. Categories of SEND

The [SEN Code of Practice](#) outlines four areas of Special Educational Need:

	Communication and Interaction
	Cognition and Learning
	Emotional, Social and Behavioural Development
	Sensory and/or Physical Needs

Further information with regard to the SEND categories of need is available in Appendix 1.

At Wymondham High Academy, it is understood that a student does not have a learning difficulty or disability because the language in which they will be taught is different from the one they speak at home. Difficulties related solely to limitations in English as an additional language are not SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN. Factors which may have contributed to poor progress are therefore considered in order that the reasons for them are understood.

Behavioural difficulties do not necessarily mean that a student has a Special Educational Need.

4. Identification, Assessment and Provision

4.1 Identification

The identification of SEN at Wymondham High Academy High School is built into the whole-school approach to monitoring the progress and development of *all* pupils.

- i) Wymondham High Academy High School recognises the benefits of early identification and works closely with both Cluster and feeder schools in order to support identification and monitoring of students with SEN.
- ii) All teaching staff are responsible for assessing, monitoring and tracking the progress of students at Wymondham High Academy. Students are assessed regularly and tracking data identifies pupils who are making less than expected progress. Class and subject teachers are supported by the Senior Leadership Team, Pastoral Team and Raising Achievement Co-Ordinators in making regular assessments of progress for *all* pupils.
- iii) The school's SEND and English Departments administer Literacy screening tests annually in years 7-9 and below average performance results in the provision of intervention. All intervention is time-limited and tailored to the needs of individual students. Intervention aims to accelerate student progress and to help close identified attainment gaps. Numeracy screening tests are undertaken by the school's Mathematics Department, working in collaboration with the SEND Team.
- iv) The school's SEND Team support the administration and distribution of Cognitive Abilities Testing (CATs) in Year 7. CATs tests are used, in conjunction with attainment screening test and Ks2 outcomes, to inform understanding of an individual student profile – and may be used to

identify or illustrate areas of strength in addition to areas for possible development.

- v) Teaching and support staff, parents and students are encouraged to consult the SEND Team where there are concerns regarding the progress or attainment of an individual student. The SEND Team are likely to be consulted in instances where concerns regarding progress and/or attainment have been sustained over time or are sustained over a number of subject areas. The SEND Team and Director of Learning Support act as a supportive consultancy service and first point of contact for the school's staff, parents and students.

It is not assumed that slow progress and/or low attainment necessarily mean that a child has SEND. Equally, it is not assumed that attainment in line with chronological age means that an individual student is not experiencing a learning difficulty. Teaching and support staff at Wymondham High Academy are provided with regular training in order that standardised testing and student profiles are understood. The Senior Leadership Team work to ensure that there is a common understanding of the fact that learning difficulties and disabilities occur across the range of cognitive abilities; there is a culture of high expectations for *all* students at Wymondham High.

Where a student's progress is significantly slower than that of peers starting from the same baseline; fails to match or better an individual's own previous rate of progress; fails to close the attainment gap between an individual student and peers; or widens the attainment gap between a student and their peers, action is taken in order to address identified issues. Where actions undertaken by teaching and/or pastoral staff do not result in sufficient progress, the SEND Team are likely to be consulted.

4.2 Assessment

Wymondham High Academy employs a broad range of screening tests in order to identify students who are under-achieving or experiencing difficulty. Wymondham High Academy makes use of assessments relating to both attainment and cognitive abilities and training is provided that ensures student attainment is not always reflective of underlying ability or potential.

Where further assessment is deemed necessary, a broad range of standardised test materials are available and utilised in order to screen students for learning difficulties and conduct further in-depth assessments of need where this is deemed appropriate. Standardised testing may be undertaken by the school's Director of Learning Support and used to inform subsequent educational provision for individual students. A list of assessments is available as part of the school's SEND Information Report.

Wymondham High Academy also ensures that, where necessary, access may be provided to Educational Psychologists; Advisory Support Teachers; and other educational professionals, as required. Further assessment is likely to be necessary when it is felt that Quality First Provision; in-school monitoring;

and in-school programmes of intervention are not enabling a student to make sufficient progress. The school will fund specialist assessment of students according to its graduated approach to SEND provision and access for students. Where it is the case that further assessment, input or support is required by healthcare professionals, the SEND Team may support parental requests for onward referral and assessment by writing to healthcare professionals, or – where it is able – undertaking direct referral to public healthcare services. The school may also signpost parents to private healthcare professionals or agencies where this is deemed to be appropriate.

Wyndham High Academy contracts outside agency support on an annual basis and according to the identified needs of the school cohort. Information regarding the school's SEND Profile and contracts with outside agencies are published at the end of each academic year – in the SEND Information Report.

A PDF of the SEND Information Report is available for download from the school website and updated at the end of each academic year.

When conducting assessment of students, Wyndham High Academy uses all available evidence and data sources in order to work out what action the school needs to take.

4.3 Provision

Wyndham High Academy operates a graduated and fully inclusive approach to SEND provision. The school is committed to ensuring 'Quality First' classroom provision for all students and all teachers are teachers of students with SEND. Accordingly, Wyndham High Academy ensures that regular and appropriate professional development opportunities facilitate the provision of tailored learning opportunities for all pupils. Embedded within the school's approach to Continuing Professional Development (CPD) are opportunities to develop staff knowledge of specific SEND, in addition to staff development of a broad range of teaching styles and strategies that facilitate progress for *all* students.

Wyndham High Academy's graduated approach to SEND provision is outlined according to a 'Three Wave' model of intervention: At 'Wave 1,' effectively differentiated and high quality teaching should enable the majority of students at Wyndham High to make expected or better than expected progress; at 'Wave 2,' time-limited and bespoke packages of intervention are provided – and progress monitored; at 'Wave 3,' outside agency or external support may be sought and/or contracted by the school.

Quality First Teaching:

At Wyndham High Academy it is understood that learning needs will be met as a result of high quality teaching delivered by subject teachers. Additional intervention and support cannot compensate for a lack of good quality teaching. Staff at Wyndham High Academy therefore work tirelessly to

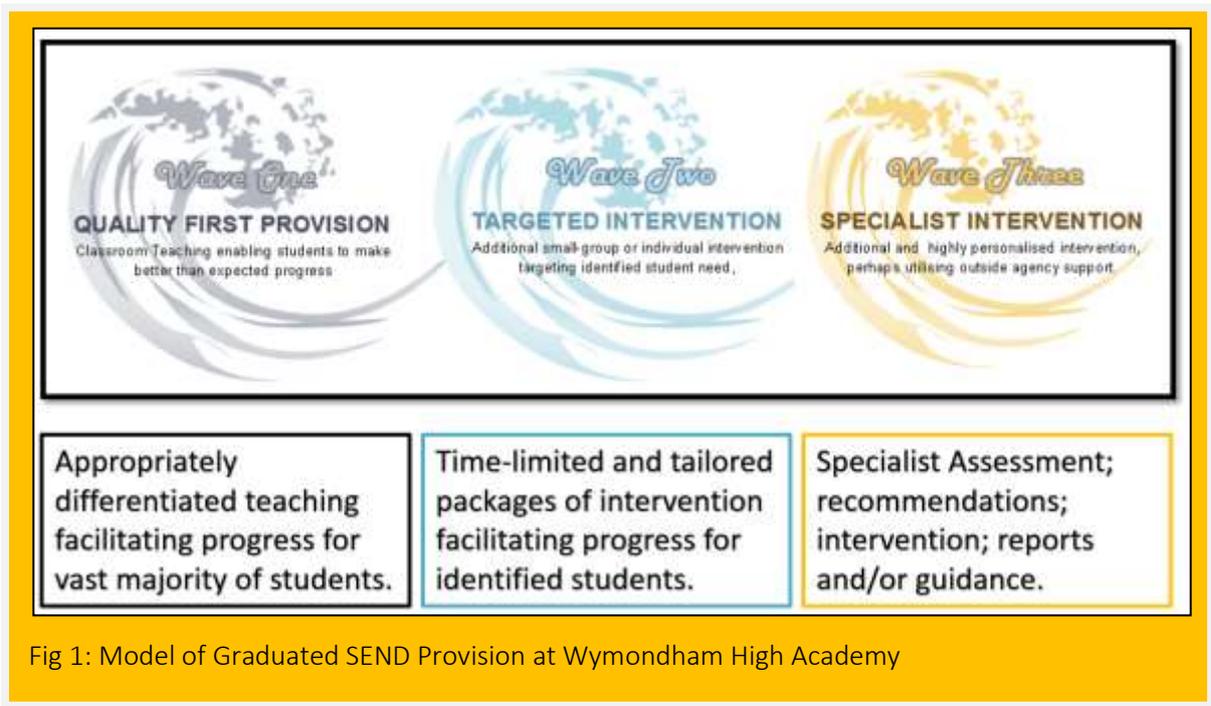


Fig 1: Model of Graduated SEND Provision at Wymondham High Academy

provide high quality teaching for all students and set high expectations for every pupil - whatever their prior attainment or identified learning need. Teaching staff adapt teaching and resources according to the needs of all students. Teachers also utilise a variety of creative methods and strategies to engage, enthuse and motivate students.

There is a school training schedule and CPD programme for both teaching and support staff. This ensures that staff access regular training in order to improve knowledge and skills; it also ensures that there is appropriate expertise to support SEND students within classrooms at Wymondham High Academy. Teaching strategies for effective differentiation form a core part of CPD at Wymondham High Academy.

The SEND Information Report, updated annually, provides information regarding specialist and general training that has been accessed by teaching and/or support staff during the course of each academic year.

High Quality Intervention:

Where students demonstrate attainment that is below average – regardless of whether a student has a formally diagnosed or identified SEND - appropriate intervention is offered as part of the whole-school approach to advancing student progress. All programmes of intervention offered by the SEND Department are time-limited and led by appropriately trained and qualified staff. Inclusion on an intervention programme does not necessarily indicate that a student has SEN. However, a students’ response to appropriate teaching and intervention can help to identify SEN.

Intervention schedules are compiled annually, and care is taken to balance the need for intervention with a student’s need to fully access all aspects of school

life. Where a student has been identified for intervention, participation is mandatory, and parents will receive written notification of their child's identification in addition to written notification of progress made. Intervention records are stored on students' individual intervention files – and this information is returned to students' main school files when SEND intervention is no longer required.

For further information regarding the full range of intervention programmes available at Wymondham High Academy, including in-class support and details of how in-class support is deployed, please see Wymondham High Academy's [School Offer](#). This also contains details of additional pastoral support available to students at Wymondham High Academy.

Information regarding the training and expertise of the SEND team is updated annually and published in the SEND Information Report.

Outside Specialist and Multi-Agency Support:

Wymondham High Academy works closely with Education, Health and Social Care partners, engaging in joint planning and collaborative work in order to support students with SEND. Wymondham High Academy High School may also commission services to complete periods of work with identified groups of SEND students, or individual students, on the basis of assessed need – and in line with its graduated approach to identification and provision for SEND students. Information regarding contracted services is published annually – in the SEND Information Report.

5. Recording and Dissemination of SEND Information

The SEND Team are responsible for the dissemination of information relating to the identified and diagnosed SEND of students – in addition to dissemination of information regarding students identified for intervention.

The SEND Team operate a 'three tier model' of SEND information with regard to formally identified or diagnosed students. At the first tier, the SEND Team compile and distribute an SEND List; at the second, 'Student Profile and Strategy Sheets' are produced for teaching and support staff; at the third tier, the SEND Team hold professional reports on file for identified and/or diagnosed students.

The SEND Team operate an SEND List and an Intervention List. The SEND List contains the names of students who have been *formally identified or diagnosed* as experiencing SEND. This list is updated and distributed to staff termly. The Intervention List is a fluid list that is compiled annually and amended throughout the course of the academic year. It contains the names of students for whom additional support is provided by the SEND Team.

Both SEND and Intervention Lists are available to all teaching and support staff on Metro Central. Both documents are confidential.

5.1 SEND List

Where a medical professional, Educational Psychologist, Advisory Support Teacher or other suitably qualified professional has formally diagnosed or identified a student's SEND, the student's name will be added to the school's SEND List.

The SEND List enables the school to keep a record of diagnosed and identified needs. It is recognised that a student needs change over time and subsequently that a student with a formally diagnosed or identified SEND does not necessarily require additional intervention or support. However, teaching and support staff should be aware of all formally diagnosed or identified SEND.

The school's SEND List is distributed to all teaching and support staff. It contains succinct and essential guidance regarding teaching strategies for each individual student. More detailed guidance is distributed using Student Profile and Strategy Sheets (SPSS), where necessary and appropriate.

The SEND List and Student Profile and Strategy Sheets are available to teaching staff on the school network and are predominantly for use by the school's teaching staff. Guidance may also be reviewed and shared with parents.

5.2 Intervention List

Where students are identified as requiring access to time-limited individual or small-group intervention programmes - in addition to intervention that may be undertaken independently by the school's Departments - student names are added to the school's SEND Intervention List.

The Intervention List is a fluid document and student names are removed from the List when sufficient progress has been made and/or when further intervention is no longer required. As such, Wymondham High Academy's Intervention List forms an integral component of the school's approach to *identifying, analysing, taking action and reviewing* progress in relation to SEND.

A students' inclusion on the Intervention List is dependent upon identification criteria having been met; it is not the case that intervention is dependent upon formal identification or diagnosis of SEND. The provision of intervention, where identification criteria are met, may be used to illustrate severity and persistence of need over time and forms a core part of the school's graduated approach to the identification of SEND.

6. Transition

Wymondham High Academy provides support for SEN students moving between the primary to secondary phase of education. Support is also provided for students preparing to transition into Post-16 provision.

6.1 Primary to Secondary

Wymondham High Academy High School works collaboratively with Cluster and feeder primary schools in order to support students achieve a successful transition to mainstream secondary education.

The SEND Department provide additional transition visits for identified SEND pupils and works closely with primary SENCOs and parents to offer enhanced transition arrangements where necessary.

6.2 Admissions

Arrangements regarding the admission of students with SEND can be found in the school's [Admissions Policy](#). Wymondham High Academy's SEND Department works closely with parents, carers and other agencies in order to offer enhanced transition arrangements where necessary. The SEND Department will also ensure that relevant information regarding student need is circulated to teaching and support staff, as necessary.

Students who are admitted to Wymondham High Academy will undertake screening tests upon entry in order that they are able to access intervention as appropriate.

6.2 Transition to Post-16 Education

Where Wymondham High Academy is not the Post-16 destination for students, Wymondham High Academy works collaboratively with Post-16 providers and Education, Health and Social Care professionals to prepare students for Post-16 placement and to ensure continuity of provision, where appropriate. SEND Information is shared with alternative Post-16 Providers in advance of transition and in collaboration with parents.

Where Wymondham Students transition into the schools Sixth Form, the SEND Department works in collaboration with the school's Sixth Form Team to ensure continuity of provision and access to support as outlined in this policy.

Where students transfer to Wymondham High Sixth Form from other education providers, the SEND Department work collaboratively with other providers and professionals to ensure continuity of support.

Information regarding the needs of Sixth Form students is disseminated to teaching and support staff as outlined above.

7. The Role of the Director of Learning Support, Assistant Director of Learning Support and SEND Team

The school's Director of Learning Support has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support students with SEND and those who have Education, Health and Social Care Plans. The Director of Learning Support evaluates the effectiveness of the school's provision for SEND students. The Assistant Director of Learning Support ensures that record-keeping is kept up to date; and communicates information regarding student SEND to teaching and support staff.

The school's Director of Learning Support provides professional guidance to colleagues and, as a member of the school's Senior Leadership Team, works collaboratively to develop the quality of classroom provision for the benefit of SEND students. Both Director and Assistant Director of Learning Support works closely with staff, parents and other agencies – in addition to working closely with the Principal and governing body in determining the strategic development of SEND Policy and provision.

Wyndham High's SEND Team are responsible for the provision of intervention programmes for students; the provision of in-class support; the dissemination of expertise across the staff body; and monitoring student progress as required. Information regarding the structure of the SEND Team is published and updated annually, as an appendix to the SEND Information Report.

8. The Role of Students, Parents and Carers

8.1 The Role of the Student

The students at Wyndham High Academy are placed at the heart of the system. There is a clear focus on outcomes and decisions are informed by the aspirations of students. SEND provision at Wyndham High Academy takes into account the wishes and aspirations of individual students.

All students at Wyndham High Academy are encouraged to develop independence and resilience. SEND provision is therefore designed to empower students by enabling them to make supported decisions about their lives.

8.2 The Role of Parents and Carers

Wyndham High Academy believe that parents and carers know their children best. Accordingly, the school values and acknowledges the contributions that parents and carers make. The school seeks to fully engage parents and carers in a dialogue regarding the needs of students and any provision that is made for them.

Wymondham High Academy seeks to ensure that parents and carers are actively supported in contributing to assessment, planning and review processes for the school's SEND pupils. Wymondham High Academy will work closely with outside agencies Parent Support Services to promote and sustain positive engagement with all parents and carers of students with SEND.

9. Related Policies

Wymondham High Academy's SEND policy is written in line with the requirements of the 'Children and Families Act 2014,' the 'SEN Code of Practice 2014' and the Equality Act 2010.

The SEND Policy should be read in conjunction with the school's Admissions Policy; Behaviour Policy; Safeguarding Policy; Homework Policy; and Access Arrangements Policy. Wymondham High School's Accessibility Plan is also available on the school website.

March 2021

Special Educational Needs and Disability (SEND) Policy	
Written:	Miss L. Sacre, Director of Learning Support
Date:	April 2017
Staff Responsible:	Director of Learning Support / Principal
Review:	Sept 2021
Adopted:	January 2019

Appendix 1

Categories of SEND

The SEND and Pastoral Teams at Wymondham High Academy provide support across the four areas of need as described in the [SEND Code of Practice 2015](#):

Communication and Interaction	<p>Students with Speech, Language and Communication Needs (SLCN) experience difficulties in communicating with others. They have difficulty in saying what they want to, or understanding what is said to them. Students with SLCN may also struggle to understand or use social, or 'unwritten,' rules of communication.</p> <p>Students with Autistic Spectrum Disorders (ASD) are likely to experience particular difficulties with social interaction, imagination and communication. Additionally, these students may be easily distracted or upset by certain stimuli and experience difficulties adapting to changes in routine.</p>
Cognition and Learning	<p>Students with learning difficulties will learn at a slower pace than other children and may demonstrate significantly greater difficulty in acquiring age-appropriate literacy or numeracy skills. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD).</p> <p>A student with a Specific Learning Difficulty (SpLD) may present difficulties with one or more aspects of learning. There may be a discrepancy between achievement and underlying cognitive abilities – although SpLD can occur across the range of abilities.</p>
Social, Emotional and Mental Health Difficulties	<p>Students may experience a wide range of social and emotional difficulties which may be displayed in a number of ways. Students can appear isolated or withdrawn; present challenging, disruptive or disturbing behaviour. These behaviours can be indicative of underlying mental health issues such as anxiety or depression, self-harming, substance misuse and/or eating disorders – requiring effective pastoral support and outside agency intervention. Schools should have clear processes to support children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.</p> <p>Other students may have other medically diagnosed disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).</p>
Sensory and/or Physical Needs	<p>There are a wide range of sensory and physical difficulties that can affect students across the ability range. Students with Visual Impairments (VI), or Hearing Impairments (HI), might require specialist support or equipment in order to access the curriculum. Students with Physical Disabilities (PD) may require reasonable adjustments to be made in order to access the curriculum. Schools have an anticipatory duty to ensure that reasonable adjustments are planned and put in place in advance.</p>