



SEND AND LEARNING SUPPORT

1. This document outlines the provision made for pupils with SEND and/or Learning Support Needs at Willington School, including the EYFS (Early Years Foundation Stage).

Introduction

2. The aims of our policy and practice in relation to special educational needs and disability are:
 - a. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment and to remove barriers to learning.
 - b. To ensure that pupils with SEND engage in the activities of the School alongside pupils who do not have SEND.
 - c. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - (1) Communication and interaction
 - (2) Cognition and learning
 - (3) Social, mental and emotional health
 - (4) Sensory/physical
 - d. To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
 - e. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 - f. To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
 - g. To work in cooperative and productive partnership with Merton and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
3. We use the four broad areas of need above to identify what action we need to take to support pupils, but we do not label pupils or try to fit them into categories. We understand that all pupils have a variety of needs that must be considered, and these needs may have characteristics of different areas and may change over time.

What are Special Educational Needs (SEN) or a disability?

4. We use the definition for SEN and for disability from the SEND Code of Practice (2015):
 - a. **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*
 - b. **Disability:** *Many children and young people who have SEN 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions.*
5. In addition, we support pupils with Learning Support Needs. This includes pupils with Specific Learning Differences (SpLDs) or gaps in their learning who may require technology such as word processing



or reader pens, some further classroom differentiation or 1:1 intensive lessons to close the gap between them and their peers, or to reach their potential. They are working within national academic expectations for their age.

What is our Admissions Policy with regard to SEND?

6. Prospective pupils with SEND (but without an Education, Health and Care Plan), or pupils with Learning Support Needs are welcome to apply for a place at our school, in line with our Admissions Policy. Where a pupil meets our entrance requirements, we will use our best endeavours, in partnership with parents, to make the provision required to meet the SEND and Learning Support needs of our pupils.
7. We seek to ensure that our Admissions Policy is compliant with the Equality Act and that we make Reasonable Adjustments for our pupils.

What types of SEN do we make provision for?

8. We have pupils attending the school with SpLDs including, for example, dyslexia, dysgraphia, dyspraxia, sensory difficulties, emotional difficulties and autistic spectrum challenges who access our curriculum in a mainstream academic setting. We do not have specific expertise in any area of SEND.

How do we identify and assess pupils who may have SEND?

9. We aim to identify pupils with SEND as early as possible and we recognise the impact of early intervention. We identify pupils falling behind age-appropriate expectations through:
 - a. Admissions data and questionnaires.
 - b. Teacher and staff observations, assessments and marking
 - c. Whole-school tracking through standardized testing in English, Mathematics, Verbal and Non-Verbal Reasoning, Spelling and Reading
 - d. Parent consultations
 - e. Screening programmes and where concerns are raised
 - f. Reports from Educational Psychologists or other specialists.
 - g. Pupil self-referral.

Alongside the above, the following apply in the EYFS:

- a. Nursery visits and reports.
 - b. Induction morning.
 - c. Meet the teacher picnic.
 - d. Baseline assessments.
10. Where staff or parents have concerns that a pupil may have a SpLD or SEND, the SENCO can signpost specialists that can assess and diagnose. School staff may raise concerns about certain aspects of learning or behaviour causing concern, but are not qualified to diagnose.
 11. Our Learning Support/SpLD Teacher is qualified to carry out assessments that indicate patterns that may be related to specific learning difficulties, but she does not diagnose. These assessments are carried out at parents' expense.
 12. We understand that some pupils may have undiagnosed SEND and we monitor progress and achievement, as well as seek to identify under-achievement.



What should parents do if they think that their child may have SEND?

13. If parents have any concerns about their child's progress, they should make an appointment to see their class or form tutor, or specific subject specialist teacher in the first instance. This may result in a referral to the SENCO. Parents may also contact the SENCO directly if they would prefer.

Who is the Special Educational Needs Coordinator (SENCO) and how can she be contacted? What qualifications do staff responsible for SEND hold?

14. Our SENCO is Louise Pearson. Louise Pearson holds a SENCO University Advanced Diploma and is a qualified teacher. She is at School full-time and available for meetings, both formal and informal. Please contact: louise.pearson@willingtonschool.co.uk. The SEND Governor is Beverly Davis. The SEND Governor and the SENCO liaise on SEND and Learning Support.

15. Our Learning Support/SpLD teacher is Krista Hanratty. She holds a Diploma in Specific Learning Difficulties from the Hornsby International Dyslexia Centre. The Hornsby International Dyslexia Centre merged with the Dyslexia Institute in 2005 and became what is now called Dyslexia Action.

16. The SENCO can signpost private specialists and professionals that have been recommended by parents of other pupils at the school, or parents may choose to consult NHS professionals. Teachers at our school do not diagnose SEND.

What is our approach to teaching pupils with SEND?

17. The aim of the School is to provide a rounded education for boys aged 4-13. The Junior School (R-Y3) has an inclusive ethos and a class teacher based structure. The Senior School (Y4-Y8) is form group based and prepares boys for the rigorous demands of academic selection at 11+ and 13+. We endeavour to provide personalised learning in a dyslexia-friendly environment.

18. Pupils with SEND and/or SpLDs are fully included in the school community. The School offers a rich curriculum and varied extra-curricular choices so that all pupils are given many opportunities to find what they excel at and enjoy. Pupils with SEND or SpLDs are widely represented on the School Council, in sports teams, in drama productions, music recitals, as well as the academic scholarship programme.

19. All pupils benefit from quality first teaching in small classes, where all teachers are responsible for the progress of the pupils in their classes in accordance with SEND Code of Practice 2015. Lessons are differentiated and aim to provide support and challenge all pupils. Specialist teaching in academic subjects (Years 4-8) and non-academic subjects (R-Y8) and the deployment of teaching assistants where allocated, ensure a high level of teaching, learning and participation. In general, our lessons are pitched at or above National Curriculum expectations, to meet the requirements of the academic selection process, especially in Years 4-8.

20. Many pupils, including some of those with SEND or SpLDs, find this a challenging environment. In collaboration with the SENCO and the Headmaster, parents may choose to opt their sons out of some of the academic challenges by arranging entrance to non-selective secondary schools for their sons. This is arranged on an individual basis.

21. Parents' views are welcomed and listened to. Parents are also kept informed where individual provision is made for pupils that is not the same as for the rest of the class. We try to involve pupils in decisions about their learning as much as possible.

22. We follow a 3 step approach to managing SEND and Learning Support.



STEP 1: High Quality Teaching for all pupils:

- a. Learning is personalized in small class sizes.
- b. Teachers use differentiation to personalize learning. This may include:
 - (1) Allowing pupils to work on different tasks within the same topic.
 - (2) Having a range of different guided options for pupils to undertake.
 - (3) Allowing pupils to interpret tasks at different levels.
 - (4) Measuring the pupil's work against personal, rather than class expectations.
- c. Teaching Assistants support pupils full-time in Reception and Year 1, and part-time in Years 2-4.
- d. The Learning Support/SpLD Teacher supports one group in English and Maths in Years 5-8, decided on a termly basis by the Heads of Department with the Director of Studies and the SENCO (if necessary).
- e. From Year 4, Mathematics is streamed by academic performance.
- f. In Years 7 and 8 the form groups are streamed by academic performance.
- g. Teachers plan using pupils' achievement levels, differentiating tasks which ensure progress. Teachers use an approach which correlates with the 'graduated approach' for pupils with SEND, who need provision additional to or different from their peers. Decisions and actions are re-visited, refined and revised formally and informally. Pupils with Learning Support needs who are making expected progress have their needs met within the classroom through differentiation.
- h. The quality of classroom teaching provided is monitored through a number of processes including:
 - (1) classroom observation by the Heads of Department and the Senior Leadership Team.
 - (2) ongoing assessment of progress, both formative and summative.
 - (3) work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 - (4) teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND.
 - (5) pupil and parent feedback on the quality and effectiveness of interventions provided.
 - (6) attendance and behaviour records.
- i. Some pupils are on a monitor list at STEP 1. For example, pupils with SpLDs who have interventions in place, such as the use of a laptop, and who are meeting their individual academic targets.

STEP 2: Specialist Intervention:

- a. Where pupils are identified as needing further intervention to close the gap to their peers or to meet their potential, further strategies may be put in place. These may include those suggested by the SENCO and/or external specialists, including Educational Psychologists.
- b. For pupils with Learning Support needs or SpLDs, 1:1 lessons are available with a qualified Learning Support/SpLD teacher during school time at parents' expense.
- c. Further services provided by specialists at the School, at extra cost to parents, include Speech Therapy and Counselling.
- d. Access arrangements (for example: Extra Time, Readers, Modified Papers) are accommodated within our offer.
- e. Technological and learning aids are welcomed. These should be supplied, maintained and insured by parents.
- f. Teachers will meet with specialists when necessary and use their best endeavours to apply recommendations from private assessments and advice from our visiting specialists and 1:1 Learning Support/SpLD teacher. However, sometimes these are not compatible with the effective teaching



and learning of the rest of the class and cannot be reasonably accommodated due to restrictions on our resources.

STEP 3: SEND and EHCP Process:

Where a pupil has SEND (as outlined in the introduction), action relating to interventions will be formalised on an individual basis. The SENCO will support parents with EHCP applications as necessary.

23. Alongside the above 3 steps, the following apply in the EYFS:

- a. *A baseline assessment is undertaken at the beginning of Reception as soon as possible after the start of the term and, at least, before half term. Then Merton tracking forms are used in conjunction with the EYFSP (Early Years Foundation Stage Profiles) to make sure pupils make steady progress. Any anomalies in the tracking are investigated by the teacher.*
- b. *Parents are informed of any concerns and permission is requested to investigate e.g. observation by SENCO, Speech and Language Therapist, or academic support teacher. They are asked to arrange hearing tests, OT assessment etc., outside of school if we think it would be helpful.*
- c. *Where necessary, an IEP will be drawn up, either by the class teacher, or the specialist involved. The SMART targets information will be used in compiling this. For some pupils, a risk assessment may also be compiled.*
- d. *For pupils not making expected progress, or needing a boost, staff arrange activities to help the individual, differentiate in all Numeracy and Literacy activities, have group activities e.g. EAL session led and, where it is helpful, group pupils by ability. Pupils may be partnered to demonstrate certain abilities to each other.*

24. SEND and Inclusion in the EYFS are audited by Merton.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

25. We currently do not have any pupils who are unable to engage with the activities the School offers. However:

- a. Risk assessments are carried out and procedures are put in place to enable all pupils to participate in all School activities.
- b. As needed, the School aims to ensure sufficient staff expertise to maximise participation.

What support is in place for pupils with Medical Needs?

26. Pupils with medical conditions have Individual Healthcare Plans compiled in partnership with parents, the school Matron, and the SENCO and/or medical professionals when necessary. The School Matron administers medicines.

How do we consult parents of pupils with SEND/Learning Support needs and involve them in their child's education?

27. We value the contributions and expertise of parents. Parents may raise concerns with class, subject and form teachers, or a member of the Leadership Team at any time. Meetings with teachers and leaders can be scheduled as necessary. Teachers liaise with external specialists.

28. Where IEPs are written for pupils accessing 1:1 support through the Learning Support/SpLD Teacher, these are shared and reviewed with parents on a termly basis.



29. The SENCO and Learning Support/SpLD teacher signposts support services for parents and carers through Merton or privately. Information events are offered periodically at school for parents.

30. Class or subject teachers may suggest additional ways of helping pupils to progress.

How do we consult pupils with SEND and involve them in their education?

31. Pupils are taught to review their own learning and to self-assess their progress.

How do we assess progress and evaluate the effectiveness of our SEND/Learning Support provision?

32. Pupil progress is assessed using standardized testing, alongside teacher and self-assessment.

33. Pupils seeing the Learning Support/SpLD Teacher for 1:1 lessons have comprehensive IEPs drawn up and reviewed termly.

34. For pupils with SEND, Provision Mapping is used to monitor interventions.

How do we support pupils moving between different phases of education?

35. On Entry to Willington:

- a. Entry at Reception: All prospective pupils are visited at their Nursery setting by our Transition Co-ordinator and events are arranged prior to joining to help pupils familiarize themselves with their new teachers and peers. Meetings with Reception teachers, the Head of the Junior School and/or the SENCO can be arranged if necessary.
- b. Entry at other point is through the School's Admission process, outlined in the Admissions Policy.
- c. We request that any information that would help us to put the best support in place be disclosed by parents and previous schools as soon as possible.
- d. We suggest that for all pupils joining our School with SEND, parents make an appointment with the SENCO without delay.

36. On Exit from Willington:

- a. Our normal exit points are at 11+ (and for another couple of years at 13+):
 - (1) Our Future Schools Advisor meets with parents to assist with choosing and applying for an appropriate secondary school, usually when the pupil is in Year 5.
 - (2) The SENCO puts access arrangements in place for pupils taking external exams, where necessary. These usually come from the schools applied to, following requests from parents for arrangements in the school application. Parents are advised to follow up with both the school and the SENCO to ensure that these are in place. Willington does not liaise with future schools regarding SEND without parental permission. Where schools contact the SENCO to put access arrangements in place, the SENCO will assume that parents have requested this. We advise parents who are unsure about what information to share with future schools to make an appointment with the SENCO to discuss this further.
 - (3) The SENCO liaises with the SENCOs at future schools to ensure smooth transition, where needed.
 - (4) Any records requested will be promptly shared to ensure a smooth transition.
 - (5) Transition meetings with future school staff can be arranged.
 - (6) We welcome staff from future schools who wish to visit pupils at Willington as part of their transition process.



- (7) Accompanied visits to future schools may be arranged as appropriate.
- b. For SEND pupils or those with SpLDs leaving at another time, the last 5 points above apply.
 - c. The SENCO will also liaise with external professionals, specialists and Council representatives to ensure effective transition.

How do we support pupils with SEND to improve their emotional and social development and wellbeing?

37. **PSHCEE:** Our comprehensive Personal, Social, Health, Citizenship and Economic Education (PSHCEE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social wellbeing. We use the Go-Givers programme in conjunction with visiting specialists and speakers.

38. **Pastoral Support:** In R-Y3 class teachers monitor pupils and mentor them. Years 4-8 have form teachers who are vigilant to ensure that pupils are given the support they require. The Heads of the Junior and Senior Schools oversee Pastoral Support in their areas of the School. Friday morning staff briefing is focussed on pastoral concerns.

39. **Medical Support:** The School has a Matron who manages medicines and administers First Aid. Where pupils with Medical Conditions have Academic, Social or Emotional Needs, the SENCO contributes to the relevant sections of the Individual Healthcare Plan and arranges support as necessary. This includes exam access arrangements, where relevant.

40. **Mental Health:** A number of staff mentor pupils at the School on a 1:1 basis. Mindfulness programmes are run in Years 5 and (for another couple of years at Year 8).

41. **Behaviour Management:** Some pupils with SEND, or SpLDs are exempted from some of the behaviour management strategies employed by the school, where relevant. Sanctions take into account the needs of the pupils. Pupils with SEND or Learning Support needs are celebrated through the positive reinforcement behaviour managements systems (House Points and Class Dojo) without prejudice.

42. **Anti-Bullying:** The school does not tolerate bullying. The Child Protection Team run anti-bullying initiatives. CPD programmes recognize the importance of regular Anti-bullying training for teachers.

43. **Safeguarding:** Our Safeguarding Policy recognizes that pupils with SEND are additionally vulnerable.

44. **Organization:** Vulnerable pupils are given lockers in areas where they can have more support in using them.

How do we secure specialist expertise?

45. The SENCO signposts services and professionals that have been consulted and recommended by parents at the school. Parents can also contact their GP for referrals through the NHS for assessments.

46. We work with external specialists chosen by parents when this is requested as far as possible. Unless the specialist works at Willington, we do not facilitate private sessions on the School premises.

47. We accommodate pupils who may need to be educated off-site for part of the School week. We do not recommend that pupils who have this arrangement try to catch up all the work missed at Willington, but that parents try to arrange parallel lessons at a convenient time. Any such arrangements must be discussed with the SENCO and agreed with the Headmaster.

48. We have a number of specialists who visit the School, including: Merton Information and Advice Officer, Speech and Language Therapist, School Counsellor, Merton Sensory Team, Occupational Therapist.



How do we secure equipment and facilities to support pupils with SEN?

49. The School does not receive any SEND funding from the Local Authority, or Pupil Premium. Most equipment specific to certain pupils, for example laptops, are supplied and maintained by parents. For those pupils with the most complex needs, funding may be allocated through the EHCP process.

How do we handle complaints from parents of pupils with SEN/Learning Support about provision made at the School?

50. Willington School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School with care and in accordance with our Parents' Complaints Policy. Willington School makes its complaints procedure available to all parents on the School's website and it is also available on request to the School Office. The School seeks to ensure that parents are made aware that this document is published and available to them.

Where can Merton's local offer be found?

51. Willington School does not contribute to the Local Offer. The local Offer can be found here: <https://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Review period: Annual

Reviewed by: Assistant Head (Academic & SEND)