



Special Educational Needs and Disabilities (SEND) Policy

Policy aims

1. This policy aims to set out how our school will support and make provision for students with special educational needs and/or disabilities (SEND) including learners whose first language is not English (EAL) and to explain the roles and responsibilities of everyone involved in providing for students with SEND.
2. The SEND policy details how Wendover Online School will do its best for any student who has special educational needs and will ensure that teachers in the school are able to identify and provide for those students who require additional support.
3. We set out to enable students with SEND to join in the activities of the school along with those who do not have SEND so far as is reasonable, practical and compatible.
4. Wendover aims to ensure that all SEND students feel that they are part of the school community and are able to make successful transitions between key stages and educational establishments.
5. This policy aims to support all staff in providing positive whole school approaches towards the learning, progress and achievement of students with SEND.
6. All teachers are teachers of students with SEND. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.
7. Meeting the needs of students with SEND requires partnership working between all those involved, school, parents and carers, students, where applicable the local authority, children's services and all other agencies.
8. No student with SEND will be refused admission to Wendover Online School on the basis of his or her special educational needs. In line with the Equality Act 2010 we will not discriminate against children with disabilities in respect of admissions for a reason related to their disability.
9. Needs and adjustments will be considered on an individual basis.

Fundamental principles

Wendover Online School sets out to ensure that:

- Teachers are aware of the importance of early identification and of providing for the SEND students they teach.
- SEND students' needs are met.
- The views of students, parents and carers are actively sought and are central to any decisions made about the provision the student receives.
- Parents and carers play a key role in supporting their child's education and enabling them to achieve their potential by means of challenging, yet achievable aspirations.
- parents and carers are supported through the process of transition and adjustment by providing timely and clear information about future steps, both within the school and beyond.
- SEND students are offered full access to a broad, balanced and relevant education.
- SEND students have full access to all school activities so far as it is reasonably practicable and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the student and will act on information provided by making reasonable adjustments.

Wendover Online School will ensure:

- That parents and carers are aware of how their child is educated and will have access to information, support and advice regarding their child's SEND.
- We will work collaboratively to ensure that the child's needs are met to enable their equal access to education within our provision and beyond.
- Teachers and support staff will be informed of best practice to enable a child to access education through Wendover. They will also be supported with relevant training and information to help the student develop appropriate learning and life strategies.

Legislation

This policy is based on:

- Statutory guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Part 3 of The Children and Families Act 2014
<https://www.legislation.gov.uk/ukpga/2014/6/part/3> which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014
<https://www.legislation.gov.uk/uksi/2014/1530/contents/made> which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Definitions

A student 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 facilities of a kind generally provided for others of the same age in mainstream schools

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.

Roles and Responsibilities

The SENDCo will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the implementation of this SEND policy and the coordination 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 students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of resources to meet students' 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 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

The Principal will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND Policy

SEND information report

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
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

2. Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate.

Teachers will make regular assessments of progress for all students 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.

Teachers may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student 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 student and their parents and carers. 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.

Where changes are necessary to enable the child to access learning at Wendover, this will be documented on an Individual Education Plan to be discussed with parents and carers and the student alike.

3. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision; this may be on entry to Wendover Online School or in the course of the student's education. These conversations will make sure that:

- everyone develops a good understanding of the student'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 and identified strategies will be added to the student's record and given to their parents.

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

The records will be reviewed on a termly basis so that the student's needs are considered in a developmental manner.

4. Assessing and reviewing student' 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 SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment or behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents and carers
- the student'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 student 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 student's progress.

5. Supporting students moving between phases and preparing for adulthood

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

Students and parents and carers will be provided with information regarding the transition between all key stages within the school.

When starting learning with Wendover, students will be supported by their individual tutor, who they can contact by email outside their 1:1 session; they will be able to discuss any concerns for their future steps.

Where available, we will enable links between the next stages in education through supporting induction, visits (where applicable) and communication between the student, their parents and carers, Wendover and the next provision in their learning journey.

Wendover recognises the importance of smoothing the transition to ensure there is success.

6. Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class, in consideration of the student's individual needs..

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students in line with the expectations indicated with regards to Quality First Teaching.

We will also provide the following interventions where required according to individual needs:

- Pre-tutoring support via 1:1 tutorial or additional sessions
- Homework support
- Differentiated work to enable success and progression
- Building learning on successful prior learning
- Offering the student extra time to complete work where necessary
- Using IT to support the learning and offer solutions to barriers which may exist.
- Confirming learning with the use of questioning techniques
- Using a variety of learning to reflect the way that a student receives information, be this visual, kinaesthetic, auditory.
- Interventions will be individual to the student to enable success.

7. Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, using breakout rooms to enable checking of learning.
- Adapting our resources, staffing and allocated teaching time.
- Using recommended aids, such as laptops, coloured overlays e.g. colorveil, visual timetables, larger font, recording of lessons where necessary etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Asking students to report back what they are being asked to do.
- Revisiting learning to secure understanding.
- Using a variety of teaching resources both hard copy and online resources for embedding learning at the student's pace.

8. Additional support for learning

Lessons are taught in classes of no more than 6 students; where necessary additional 1:1 support may be put in place in agreement with parents and carers.

All students are allocated a personal tutor who will monitor and reassure them in their learning journey.

Support will be reviewed on a termly basis to ensure that the right provision is in place for the individual student.

9. Expertise and training of staff

We use subject specialist staff to teach lessons and they are supported by regular updates from the SENDCo where they are informed directly of strategies regarding particular children.

Staff teaching particular children are kept up to date by regular email contact to ensure that students' needs are being met.

In addition to regular written updates, it is expected that staff will have face to face training online in issues that particularly affect the children with whom we work.

10. Securing equipment and facilities

All students work online in their lessons and are expected to have a laptop / computer to work on. If there are additional resources / apps or equipment that would make their access to education easier, parents and carers will be kept informed and advised appropriately.

Lessons are face to face with teachers.

Students will follow an induction in the use of the IT required for their lessons, teachers will support and extend these skills within the learning, they will also be supported to make the interface more user-friendly for themselves.

Where students are identified as needing additional support and equipment, we will be advised by relevant agencies and ensure we have the expertise to put this into place to support the student in their learning.

11. Evaluating the effectiveness of SEND provision

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

- reviewing students' individual progress towards their goals each term
- reviewing the impact of interventions at the end of a half term
- using student satisfaction surveys
- monitoring by the SENDCo/ Head of Key Stage
- using provision maps to measure progress
- participating in annual reviews for students with EHC plans

- seeking teacher feedback to support the effective progress of the student.

12. Accessibility

All of our activities are available to all our students, including focused learning weeks such as poetry week or art week as well as extra-curricular lessons such as coding, baking or music.

All students are encouraged to participate.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Students with disabilities will be supported in their transition to learning with Wendover Online School:

- They will be allocated a personal tutor to whom they can go should they need support.
- They will undergo an induction to using relevant IT to access the lessons and the use of Assistive and Augmentive Technology will be encouraged where necessary.

Accommodations will be made to ensure that all students, regardless of the difficulties that they encounter, can access the curriculum.

Students' achievements will not only be reflected in their academic progress but also in their social, emotional and mental health progress.

All students will follow courses in Personal, Social, Health, and Economic (PSHE) Education to encourage supportive thinking of others and to ensure that they understand one another.

Where applicable, students will be encouraged to use any aids that enable them to access education, teachers will be informed where this is the case and will be expected to monitor how the intervention is supporting learning.

Wendover's education programme is accessed through an online platform, making it available to all students regardless of their location.

13. Support for improving emotional and social development

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

- All students, including those with SEND, are allocated a personal tutor who will listen to their views and seek feedback on provision. All student feedback is essential in the process of school improvement.
- Students with SEND are actively encouraged to participate in extra-curricular activities such as poetry week and art week.

We have a zero-tolerance approach to bullying and all students follow an extensive programme of PSHE to widen their understanding of the world around them and the value of supporting other people.

14. Working with other agencies

Where additional needs are identified, parents and carers will be encouraged to seek clarification from local experts in relevant fields.

We will work collaboratively with any services and agencies that have been identified to support the student's education and well-being.

We will work closely with the family to support them in helping their child, there will be regular contact between the school and parents and carers to ensure that students' needs are being met appropriately and to reassure parents, recognising that they may need support too.

15. Complaints about SEND provision

Complaints about SEND provision in our school should be made through the Principal in the first instance. The school's complaints policy can be found on our website at <https://wendoveronlineschool.com/about/policies/>.

The parents and carers of students 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 child. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments.

16. Contact details of support services for parents of pupils with SEND

Within the UK support services for the parents of students with SEND can be accessed by contacting the local authority.

Special Educational Needs and Disabilities Information, Advice and Support (SENDIAS) services offered by the UK local authority may provide support.

Offshore support may be provided by services local to the family.

17. Access arrangements for external assessment

The SENDCo and Exams Officer work closely in partnership to ensure that appropriate access arrangements are applied for in a timely fashion. They work with teachers, students and parents and carers to compile appropriate evidence before liaising directly with awarding bodies to ensure that students with SEND have access arrangements in place appropriate to their needs.

These might include:

- Extra time.
- A reader.
- A scribe.

- The use of an exam reading pen, a word processor or assistive software (screen reader/voice recognition)
- Exam papers printed on coloured paper or printed in larger font.
- Supervised rest breaks.
- A separate room to take the test in.

18. Accessibility plan

Please see Appendix 1.

Policy review

This policy is designed to set good practice standards. However, the school recognises that best practice develops over time and, as such, will update it regularly in light of experience and as a result of changes in legislation or its own internal organisation and policies. As with all Wendover policies, this policy will be reviewed according to our comprehensive policy review calendar.

Date of policy: October 2023

Date of review: October 2025

Appendix 1: Accessibility plan Wendover Online School 2024-27

Wendover Online School has an Accessibility Plan which provides for students with disabilities. Key duties as indicated under Part 4 of the Disability Discrimination Act are a focus:

- To not treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

Adjustments which the school deems helpful to a student but not reasonable for the school to undertake within the normal school fees might include:

- Provision of a laptop/special software for general school use
- Likewise, advice should be sought by individuals regarding working with display screen equipment; it is the responsibility of the client to ensure that the student has a suitable, safe work place.

This plan should be read in conjunction with the SEND Policy and the Health and Safety Policy.

Introduction

The Equality Act 2010 (Para 3(1) and (2)) imposes a duty on the school to produce an accessibility plan. An accessibility plan is a plan for:

- increasing the extent to which disabled students can participate in the school's curriculum,
- improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

The Principal is responsible for ensuring that the contents of this plan are implemented as far as is practically reasonable, as well as holding the responsibility of ensuring that this plan is communicated to all members of staff, and that those required to undertake training are provided with sufficient time and encouragement to do so.

We aim to enhance the accessibility of our curriculum further for disabled students by the following over the next three years, 2024-2027.

Target	Strategies	Progress updates and evidence
Ensure that there is capacity to meet the individual needs of students	Offering 1:1 teaching where group classes may not be appropriate for the student	SLT meeting records, staffing reviews
Ensure that teachers are provided with strategies to suit the learner with SEND	To direct teachers to resources found on TES Educare, to offer support via the SENDCo in planning teaching of student with SEND	Student profiles created on student arrival in school and updated throughout their time in school
Ensure that all staff have an understanding of the effects	To provide training and resources to support teachers	SEND update in weekly teacher newsletter

of unmet needs on a student's learning		
Ensure that the SENDCo is involved in the onboarding of any student with SEND and reviews are held during the first half term of learning at Wendover Online School, along with subsequent reviews through the year	To follow a programme for every student with SEND, where there are review meetings booked into the first half term of learning and beyond	Student profiles to be updated at each review, identifying any changes that may have been made
Provide suitable staffing to meet the needs of the student with SEND	SLT to review staffing on a termly basis in the light of students who may have joined the school or are about to join the school	SLT to review the skills base of staff on a termly basis
To ensure there is an awareness and understanding amongst staff of the needs of neurodiverse students in the school	To direct staff to training on TES Educare which is focused on neurodiversity. To share good practice through the teacher newsletter and training sessions for teachers	Students who are neurodiverse will progress, and be monitored through the Records of Work
To ensure that resources are shared with students in a way that ensures they are accessible	To share good practice regarding presentation of PowerPoints – keep the amount of information short, concise and clear	Training sessions at the beginning of the academic year when teachers are asked to consider the background colour of materials and the size and font they use on materials. Aptos is the school's branding font and is easier for dyslexic students' understanding.
To encourage the use of Plain English in teaching to avoid ambiguity in learning	Train staff through the use of newsletters and training sessions	Plain English to be a standard expectation across the school as evidenced in documentation and on the website
To ensure that Access Arrangements are considered at the earliest opportunity and that students are enabled to use adaptive resources such as reading pens, voice recognition software and word-processing as a normal practice	Teachers to be notified of any adjustments to working as soon as a student arrives, this to be noted on the student profile. Teachers to notify Heads of Key Stage and SENDCo should they find a student needs support that may not, as yet, have been identified.	Exam arrangements data from summer 2023, 2024
To explore a range of examination levels to ensure that all students have the	Introduce studying for Functional Skills awards in Maths and English for	Spring 2023, student starting Functional Skills courses and

opportunity to record success and to reach the next level in their education	students for whom GCSE may be a barrier.	are much happier in their learning as a result.
--	--	---

Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

Strategies being reviewed/implemented and considered for introduction to further enhance information access 2022-26

Issue	Strategy	Timeline
To ensure that all documentation is provided in an accessible electronic format where students are able to use adaptive technologies to access	Training of staff to ensure that materials are accessible to all	Summer 2024
To recognise the value and application of adaptive technologies to support the learning of students who may otherwise struggle to participate	To investigate the use of AI tools, adaptive technologies that are developing and to learn from agencies that work closely with other students	Academic year 2024-25
To ensure that extra-curricular clubs are accessible to all	Review the attendance at clubs to identify any possible or reduced attendance	Summer 2024
To identify digital books where possible that are adaptive, the font size can be altered and where there may be an immersive reader function too	Review the books that are currently used and to identify digital copies where possible, listing on the booklist	Summer 2024