



**SEND**

**Policy**

**SENCO: Sara Kemp (NASENCo Award)**  
**Acting SENCO 2016: Kate Edwards**  
**Assistant Head Teacher of Inclusion: Joanne Dee**  
**Karen Sutcliffe: Teaching Assistants' Manager**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools' SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

### **Section 1: School Ethos**

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

The Special Educational Needs Department prides itself on their multi-layered support systems and personalised approach towards each student's needs. We encourage open lines of communication to our parents/carers, Werneth staff and external agencies.

The Special Educational Needs Department is primarily a teaching space for personal study, small group work and specialist teaching by the Learning Support Service. The room also acts as a sanctuary for our more vulnerable cohort, especially during social and unstructured times.

The Student Support Team consists of the Special Educational Needs' Co-ordinator (SENCo), Sara Kemp (Kate Edwards for academic year 2016-2017), and a team of specialist teachers delivering Literacy and Numeracy programmes and individual teaching sessions.

Our team of Teaching Assistants, led by Karen Sutcliffe, include specialists in important areas such as SALT (Speech and Language Therapy), ASD (Autistic Spectrum Disorder) and Art Therapy.

Werneth School is focused on raising the aspirations and expectations of all students with SEND and we provide a focus on outcomes for children and young people and not just hours of provision/support. At Werneth School, we make it our priority to not only identify and assess the needs of our SEND students, but to also consider the needs of the 'whole child' which will not just include the special educational needs of the student, but their general needs too. This may include looking at their attendance and punctuality, health and welfare, EAL (English as an Additional Language) or other contributing factors such as being entitled to Pupil Premium funding; being a Looked After Child or being a child of Serviceman/woman.

We are committed to safeguarding and promoting the welfare of all our students. We strongly believe that all students have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our students.

Every teacher is a teacher of every child or young person including those with SEND.

### **Definition of Special Educational Needs and Disability (SEND):**

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

**School 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 2014;
- To operate a “whole student, whole school” approach to the management and provision of support for students with special educational needs;
- To provide a Special Educational Needs’ Co-ordinator (SENCo) who will work with the SEND Inclusion Policy;
- To provide support and advice for all staff working with SEND students;
- To meet the needs of SEND students in the mainstream setting;
- To listen to the views of the SEND student;
- To help parents/carers in supporting their child’s SEND education.

Section 2: Identifying Special Educational Needs

**NEW STAGES**

<p><b>STAGE 1</b></p>	<p>Students’ needs should be met by normal classroom procedures and differentiation.</p> <p>Quality first teaching in the classroom.</p>
<p><b>STAGE 2</b></p> <p><b>SEN MONITOR</b></p>	<p>Further assessment will be needed.</p> <p>Different materials.</p> <p>Different teaching methods – range of visual, kinaesthetic and auditory learning styles.</p>
<p><b>STAGE 3</b></p> <p><b>SEN SUPPORT</b></p>	<p>Will involve all previous resources and may require involvement from outside agencies.</p> <p>SENCo and other appropriate professionals to create a plan with focused targets/intervention for the student. This information and suggested strategies to be shared with staff working with the student.</p> <p>The plan should be reviewed and adjusted across</p>

	three cycles. If no progress is being made, formal assessment should be made.
<b>STAGE 4</b> <b>EDUCATION AND HEALTH CARE PLANS AND STATEMENTS</b>	All previous resources and possibly additional resources as identified in Education and Health Care Plan or Statement.

#### **4 Categories of Need:**

1. Communication and Interaction;
2. Cognition and Learning;
3. Emotional, Social and Mental Health;
4. Sensory and/or Physical.

### **Section 3: A Graduated Approach to SEND Support**

#### **A Graduated Approach:**



#### **Assess:**

A range of assessments carried out to identify a specific need or difficulty.

#### **Plan:**

Small targets are set in order to strengthen and support the specific difficulty or need.

#### **Do:**

Teacher to carry out the targets in the plan with the student within a specified time frame.

## **Review:**

Teacher to review and assess the progress made through the targets in the plan and feedback findings to both the parent/carer and student.

The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching from within their normal classroom setting. All teachers at Werneth School are responsible and accountable for the progress and development of students in their class, including students who have access support from teaching assistants or specialist staff.

High quality first teaching and use of differentiation in the classroom is the first step in responding to students who have, or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Senior Leadership Team, Middle and Subject Leaders regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing the quality of teaching and learning and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of SEND frequently encountered.

## **How does Werneth School decide whether to make special educational provision?**

The classroom teacher and the SENCo will consider all of the information gathered from within school about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. As appropriate, the SENCo will draw on more advice and specialised assessments from external agencies and professionals.

## **Section 4: Managing students' needs on the SEND register**

Methods used to review progress:

- Individual Teaching and Learning Plans (ITLP);
- School Provision Map;
- Parents' Evenings;
- Intervention Meetings;
- Person Centred Reviews;
- School Reports/data;
- Classroom Assessments.

## **Section 5: Criteria for exiting the SEND register**

Known SEND students are regularly monitored by the Learning Support Service teachers who will assess whether a student still meets criteria for extra support. If students are currently entitled to individual sessions with the LSS and they no longer meet criteria, parents/carers and students will be informed.

## **Section 6: Supporting students and families**

Parents/carers can find information about issues and queries regarding SEND in the Stockport area by clicking on the following link regarding the LA Local Offer:

<http://stockport.fsd.org.uk/kb5/stockport/fsd/home.page>

For more information about SEND specifically at Werneth School, please find the school information attached in the appendices' section at the end of this policy.

## **Section 7: Supporting students at school with medical conditions**

The school 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 students with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students may also have a Statement of Educational Needs or an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as special educational provision and the SEND Code of Practice (2014) is followed.

## **Section 8: Monitoring and evaluating of SEND**

The SENCo regularly monitors the progression of the school's SEND students by liaising with staff within school and external agencies.

SEND students who are currently on the SEND register are regularly monitored by the Learning Support Service teachers who will assess whether a student still meets criteria for extra support.

## **Section 9: Training and Resources**

All staff are offered training around SEND issues via the SENCo and through their own professional management. The SENCo provides relevant training resources and information through email and training sessions regularly.

The SENCo shares links with external agencies for parents/carers to access via the school website.

## **Section 10: Roles and Responsibilities**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014), Children's & Families Act, guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

The SENCo:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day- to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants.
- Screening and identifying students.
- Co-coordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Recruiting and deploying the School's Curriculum Support Team, which includes Teaching Assistants and Specialist Teachers.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents/carers of students with SEND.



- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs.
- Liaising with outside agencies.
- Contributing to in-service training.
- Reporting to Governors.

### **Section 11: Storing and Managing Information**

Staff are informed when material is of a confidential nature and hard copies should be stored in a locked, confidential area. All confidential information sent via email is password protected. Any information that is to be discarded is done so using our confidential paper shredding and recycling bins within school. These bins are locked and secure.

### **Section 12: Reviewing the Policy**

This policy is reviewed and amended annually.

### **Section 13: Accessibility**

The school is a wheelchair-friendly school.

We try to ensure that SEND students have access to the full curriculum by monitoring, assessing and evaluating their needs and providing solutions and strategies where possible.

### **Section 14: Dealing with Complaints**

Complaints should be directed to Sara Kemp (SENCO) or Kate Edwards for academic year 2016-2017, in the first instance.

### **Section 16: Appendices**

- School Information

## **Appendix:**

### **School Information for Werneth School 2016-2017**

#### **Teaching and Learning**

**What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)**

GCSE and KS3 exams are fully supported by revision lessons and revision weeks for formal exams. In Year 11, extra sessions are added to the students' timetables, particularly after school and during lunch time sessions. Some subject staff provide Year 11 with podcasts that are created to support learning at home.

Access arrangements are provided for identified students for all formal examinations within school.

At KS3, the school embeds the Accelerated Reading programme to support students' reading and comprehension skills.

The SEND department offers a homework club straight after school until 4.10pm, Monday – Thursdays. Parents of regular attenders to the SEND homework club will be notified if there are any changes to this arrangement.

#### **Staff specialisms/expertise around SEN or Disability?**

The school SENCo has the required National SENCo Award. All of the Teaching Assistants within the SEND department have a level 3 NVQ qualification, or equivalent, in Teaching and Learning. Within the SEND department there are many specialisms. We have qualified staff that can deliver programmes to identified students in: Motor Skills, Art Therapy, Dyslexia in the Open, and Speech and Language. We also have a member of staff that has her PG Certificate in Autism Spectrum Condition.

#### **What on-going support and development is in place for staff regards supporting children and young people with SEN?**

The SENCo provides regular training sessions on SEND related topics to staff. The Director of Behaviour offers regular behaviour management training to staff. Selected staff carry out Excellence Visits to Outstanding schools to evaluate provisions and strategies. All staff have access to CPD opportunities through the Appraisal system.

### **What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?**

Students with a history of using ICT as their 'preferred' way of learning may apply for ICT in their exams via the SENCo. The Sensory Support Service advise school with any strategies to support students that have a known sensory difficulty. The Learning Support Teachers assess students annually regarding access arrangements for any identified students. The access arrangements are distributed to all staff termly by the SENCo and Learning Support staff. Staff are to notify the SENCo about any upcoming tests so that these arrangements can be put in to place.

### **How do you share educational progress and outcomes with parents?**

Every year the SENCo will have three learning conversations with parents of statemented students, and those with an Educational Health Care Plan, regarding their progress at school. Interim reviews can be arranged where needed if there are any concerns. We hold annual parents' evenings at school for parents to meet with subject teachers and a member of SEND staff. Termly school reports are sent out to parents regarding progress. ITLPs are distributed to parents from the Learning Support Teachers to students who have one-to-one support from the Learning Support Service.

### **What external teaching and learning do you offer?**

We have three part time Learning Support Teachers within school, the equivalent of two full-time teachers, who deliver intensive learning sessions to students that fall into the criteria for this support.

### **What arrangements are in place to ensure that support is maintained in "offsite provision"?**

Students attending 'off site provision' are supported by our Applied Learning Co-ordinator. Their role is to provide support to students, parents and employers, through weekly communication and fortnightly monitoring visits. Records of all visits are written up and filed in the students' individual folders.

### **What work experience opportunities do you offer?**

The SEND department support students in finding work experience placements where needed. All students are encouraged to engage with one week of work experience at the end of Year 10. Support is offered to students to assist them in finding a suitable placement. All placements are visited or communicated with before work experience commences to conduct the relevant Health and Safety checks and Risk Assessments.

## **Annual Reviews**

### **What arrangements are in place for the review meetings for children with statements or Education, Health and Care (EHC) Plans?**

Each year the SENCo will have three learning conversations with parents of statemented students, and those with an Educational Health Care Plan, regarding their progress at school. Interim reviews can be arranged where needed if there are any concerns. We send minutes of the meetings to the Local Authority and other relevant agencies to inform them of students' progress and targets set as a result of the meetings.

### **What arrangements are in place for children with other SEN support needs?**

Reviews are held for students that are SEND Support. For students that have teaching by the Learning Support Service reports are written by the Learning Support Teacher.

## **Keeping children safe**

### **What handover arrangements will be made at the start and the end of the school day? (Do you have parking areas for pick up and drop offs)?**

We can make discreet arrangements for a handover process for identified students. This will be discussed with the SENCo and SEND department in advance.

### **What support is offered during break and lunchtimes?**

Room 55 (Student Support Department) is a supervised base for students to access during social, unstructured times at school. There is also a pre-school and after school homework club offered every Monday to Thursday. The school library is open during social times, other than Friday break-times. Caroline Cherrington, the Year 6 Transition Mentor, holds a Year 7 Breakfast club before school during the autumn term. There is a Friday Sports' Club offered during lunch time.

### **How do you ensure that my son/daughter stays safe outside the classroom? (E.g. during PE lessons and school trips)**

Risk Assessments are carried out prior to all school trips. When statemented and Educational Health Care Plan students are on school trips, we ensure that staff are aware of their needs and allocate Teaching Assistants where needed.

Teaching Assistants are deployed at change of lessons for named students.

All PE equipment and teaching areas are Risk Assessed and checked for maintenance at various points throughout the year.

### **What are the school arrangements for undertaking risk assessments?**

Risk assessments are carried out by the School Business Manager in conjunction with all interested/involved parties as and when required. All teaching spaces are Risk Assessed by the SBM and Site Manager periodically. Specialist Health and Safety advisors conduct Risk Assessments in specific areas e.g. Fire, H&S.

### **Where can parents find details of policies on bullying?**

Parents can find information on our bullying policies on the school's website. There is also information in the student handbook, student planners and in the Parents/Carers' handbook.

### **Health (including Emotional Health and Wellbeing)**

#### **What is the school's policy on administering medication?**

Prescription medication is administered at the main office when the required paperwork is completed by the parent/carer. Paracetamol and Ibuprofen are not handed out to students unless in extreme circumstances and verbal consent must be sought from the parent. In ALL instances the parent will be contacted and asked about this before any medication is administered. All administered medication is recorded in a First Aid log book.

#### **What would the school do in the case of a medical emergency?**

In a medical emergency first aiders would attend to the student immediately and an ambulance would be called. An Ambulance Protocol Sheet is next to every member of staff at the beginning of the year and one is positioned by every telephone in the school, along with instructions of what to do in the case of an asthma attack.

#### **How do you ensure that staff are trained/qualified to deal with a child's particular needs?**

We have a number of support staff in school with a wide variety of training across many different areas. We have a regular cycle of re-training for the first aid team, along with specific training for specific needs that is delivered by the onsite school nurse.

#### **Which health or therapy services can children access on school premises?**

We have a school nurse attached to the school several days a week that provides drop-in clinics. We also have a Teenage Health Clinic based in school. Referrals by staff can be made to Beacon Counselling and Mosaic where applicable and the appropriate criteria are met.

## **Communication with Parents**

**How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?**

The school holds an Induction Evening for Year 7 students with the form tutor and SLT in the Autumn Term.

**Do parents have to make an appointment to meet with staff or do you have an open door policy?**

We do have an open door policy, however appointments are preferable, as the member of staff that you wish to see may not be available.

**How do you keep parents updated with their child/young person’s progress?**

We issue out termly school reports which show pupil progress in all subject areas. We hold parents’ evenings at least annually to ensure that parents can meet subject teachers and discuss progress. Parents may be invited to an Intervention Evenings where students may be underachieving to discuss ways forward. Staff may make telephone calls to inform parents of progress and issues. Students with SEND will have a termly learning conversation. For students that have one to one teaching by the Learning Support Service, reports are written by the Learning Support Teacher.

**Do you offer Open Days?**

There is a set annual Open Evening in October for Year 5 and 6 students. Parents can also arrange an appointment to visit the school where needed.

**How can parents give feedback to school?**

Parents can offer feedback to school via telephone, email and the student school planner. Parents can also write comments on IEPs if the student has Learning Support sessions within school and via the parental questionnaire sent out at SEND reviews.

## **Working Together**

**Do you have home/school contracts?**

Yes, these are in the Year 7 Induction Pack and are handed out by form tutors to all other year groups for both students and parents to sign annually.

**What opportunities do you offer for pupils to have their say? (E.g. School Council)**

There is a School Council at Werneth. All students can apply to be a member of the School Council. Form discussions are carried out regularly through Senior Students to feedback issues /queries to the School Council. SLT, subject teachers and form tutors can carry out pupil voice conversations where needed.

**What opportunities are there for parents to have their say about their son/daughter's education?**

Parents can discuss their child's education via their child's Parents' Evening and Review Meetings. Parents can also contact the school via telephone, email and the student school planner.

**What opportunities are there for parents to get involved in the school or become school governors?**

We have a parent governor within school. If a place becomes available, letters will be sent home for any parents wishing to apply.

**What help and support is available for the family**

**Do you offer help with completing forms and paperwork?**

Yes. If parents can inform us when they need support and assistance with paperwork, we will allocate a relevant member of staff to support.

**What information, advice and guidance can parents and young people access through the school?**

Many of the school's policies are available to download on the school's website. Information such as social evenings and the school calendar are also available on the school's website. When students are in KS4, they have access to meetings and drop-ins with Services for Young People to discuss careers and post-16 options.

**Who normally provides this help and how would they access this?**

There are a number of staff who can provide support in school. For example, a member of the pastoral team, SENCo, SLT, Student Support. All of these members of staff can be contacted through telephone and email.

**How does the school help parents with travel plans to get their son/daughter to and from school?**

Travel trainers can get involved in identified student's needs where applicable. Please contact the school's SENCo for more information.

**Transition from Primary School and School Leavers**

**What support does the school offer for Year 6 pupils coming to the school? (E.g. Visits to the school, buddying)**

Transition visits are arranged primarily by the school's Transition Mentor, Caroline Cherrington. The Transition Mentor also visits the Werneth School's Primary Feeders to deliver sessions about moving up to Werneth School and preparing students for this transitional process. The SENCo will arrange extra transition visits with the SEND students, where applicable.

**What support is offered to the young people leaving the school? (E.g. Careers guidance, visits to colleges, apprenticeships, supported employment, etc.)**

We have a regular member of staff from Services for Young people that comes into school to offer individual, group and drop-in sessions to guide and support students in making post-16 choices. In KS4, there is a section of the curriculum that addresses careers and post 16 options. All students in Year 11 receive an individual IAG appointment where they are provided with impartial careers' advice and guidance. Post-16 Options' Information Evening is also held at the end of the Summer Term for Year 10 students. This provides an excellent opportunity for students and their parents to gather information and speak to colleges and apprenticeship providers.

**What advice/support do you offer young people and their parents about preparing for adulthood?**

The SEND department can offer transition visits to post-16 provisions for KS4 students and works closely with the local college providers to put in the necessary arrangements.

**Extra Curricular Activities**

**Do you offer school holiday and/or before and after school provision? If yes please give details.**

The SEND Department offer pre-school and after-school provisions for students every day before school, and Monday to Thursday after school. This is primarily run as a homework club and is supervised at all times.



Some subjects provide weekly extra lessons for Year 11 students, as well as weekend revision classes before exams.

**What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**

There are a wide range of activities available to students at lunch times and after school. The PE Department offer seasonal extra-curricular activities and this information is given out during form time.

There is also a Friday Sports' Club during lunch-time which is very student friendly and is supervised by PE staff and Junior Sports' Leaders.

Students do not need to pay for any clubs that are run by Werneth staff after school. If there are any opportunities of outside agencies providing an extra-curricular activity, parents will be notified if there is an additional cost prior to the activity running.

**How do you make sure clubs, activities and residential trips are inclusive?**

Clubs are all inclusive - before or after-school these vary between – the school band, singers, choirs (mostly at lunch-time). Dance and Drama activities vary throughout the year and run at both lunch-times and after-school. All are free of charge and open to all. Performing Arts run whole year group theatre experiences; whilst a contribution maybe asked for; students are not discriminated against if they are unable to pay. The department does regular fundraising and this allows us to support access for all, including residential experiences.

We will provide Teaching Assistants to support SEND students where appropriate. We ensure that trips are to suitable premises with appropriate transport and equipment provided. Risk assessments are carried out prior to any trips taking place. Occasionally the SEND department run specialised trips.

**How do you help children and young people to make friends?**

All subject teachers are encouraged to promote teamwork, paired and small group work in the classroom. We hold regular extra-curricular activities, including our school productions in order to promote social inclusion. We put on social evenings and events, such as the Scary Sleepover, Can Do days, and residential trips. The SEND department offer Room 55 (Student Support) as a base for students to socialise in a supervised area. We have a 'buddy' system for identified students that we feel need support with making friendships. There are selected Speech and Language groups delivered within school for students that have complex social, communication difficulties and are monitored by the Speech and Language Service.

<b>Policy</b>	<b>Date modified</b>	<b>Date of approval</b>	<b>Review date</b>	<b>Governor Committee</b>	<b>Responsibility</b>
SEND	September 2016	September 2016	September 2017	Achievement	SKE/KED

# Access Plan

# Policy

## Accessibility Plan 2016-2017

Our Accessibility Plan has been written to take into account the new building's layout and its current state of operation. It will need to be amended when we have access to full parking facilities.

- 8 disabled spaces have been allocated at the front of the main building and these will be completed before May 2017.
- 4 disabled spaces have been allocated at the Sports Hall.

## **Environment**

- As we are a new build, our facilities are all DDA compliant.
- We operate a designated area for taxis/parents to collect and drop off students who use a wheelchair.
- We have lifts inside the school building with a full maintenance: the contract is with Classic Lifts.
- The Sports Hall also has a platform lift so students can access the changing facilities and the gym area. Keys are held within the PE department.
- Designated staff support the students who need to use a lift. There are currently eight key holders within school including members of staff with mobility issues.
- We operate a one way system around school to ensure that students can move around in a safe manner.
- In case of fire, there are refuge areas on every floor and every stairwell. These relay back to reception.

- Some students can access the staff stairs in the heart space if they require a less congested route to class or need to move at a slower pace.
- The flooring within school is new and has anti-slip properties (no polished flooring) so this should improve the safety of pupils as they move around the school.
- Stairs have handrails to support students to move up and down safely.
- We have a therapy room which has a hoist and a physiotherapy bed for our disabled students to use when required. This also includes shower facilities.
- We have a disabled toilet facility at the end of the Student Support corridor as well as 6 AWC in the main building and in the Sports Hall we have one AWC/changing facility for community use as well as student use.
- Most classrooms have soundboards to make the environment less noisy: this is particularly beneficial for our ASD students and those students who have hearing impairments.
- At present, the walls are uncluttered and minimalistic. Again, this can be beneficial for students who have additional needs particularly ASD and dyslexia.
- Lights are dimmable closest to the board and this will be beneficial for students with any sight impairment.
- Most practical classrooms have adaptable chairs and tables for our wheelchair users such as ICT, Science, and Food Technology. Food Technology also contains multi-positional oven and facilities.
- Students have access to dyslexia friendly keyboards to enhance the learning of our dyslexic students.
- There are electronic doors around school to support students' in accessing the building.
- Mobile hearing loop units are available to use in suitable classrooms/halls to support students with any hearing impairment.
- Students with physical needs are supported in their transition around the school as required. This is the same where a change of clothing is required or where there needs to be much movement around the room (for example, PE, Technology or Expressive Arts).
- A number of staff in school have had paediatric first aid training and there is a first aid rota in school so that there is always someone available in case of emergencies. This course is updated every 3 years.
- Also, a number of staff have been trained on the Movers and Handlers course to enable to assist and support the physical needs of students.

## **Curriculum**

- We have offered regular INSETs and training packages on topics relating to SEND to all of our staff.
- We issue Stent Information Sheets as part of the SEND register to all staff so that they are aware of the needs of the students and how to meet them.
- With our current Year 7, we are trialling the use of mybooks as a way to disseminate information about a students' needs and how they can access the curriculum.
- We regularly liaise with the Sensory Support Service in Stockport to ensure that we are sharing best practice amongst our staff and are meeting the needs of our students who have identified sensory needs.
- We have a new policy for supporting our EAL students and a designated member of staff who supports any INAs into school.
- Currently, Werneth is working alongside Stockport's Behaviour Support Service and Mark Finnis to develop a restorative approaches to working with young people.

**At the moment we are currently working on delivering and implementing the following:**

- We have a weekly Inclusion meeting where the SENCO, Assistant Director of Behaviour, Assistant Head teacher for Inclusion and the Behaviour Support Service meet to discuss and identify individual students needs and also talk about areas relating to SEND and behaviour.
- We are holding person centred SEND reviews for our SEND students so that we ensure that the student and their parents/carers are involved in making sure that the right type of support is in place and implemented.
- We have Teaching Assistants who are skilled up in the following areas and deliver these types of programmes to identified students:
  - Speech and language
  - Art therapy
  - ASD
- We utilise two teachers from Stockport's Learning Support Service to work with targeted students to develop their progress in literacy and numeracy as well as developing their self-confidence and boosting their self-esteem.

**Future Plans:**

Werneth School is looking at the demolition of the old building. The Headteacher meets with the contractors regularly to ensure that we are fully compliant with legislation and are focused on meeting the needs of our SEND students and our staff with mobility issues.

**Other areas to work on:**

- Visual timetables

- Making school information more accessible to students with a range of needs including visual impairments. For example, use of braille, easy to read text etc.
- We have highlighted that an area in school that we feel that we need to address further is Mental Health. Our Assistant Headteacher for Inclusion is currently writing a Mental Health Strategy to be utilised across the schools in Stockport.

Policy	Date modified	Date of approval	Review date	Governor Committee	Responsibility
Access Plan	November 2016	November 2016	November 2019	Resources	KED/SKE

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