



THOMAS WILLINGALE SCHOOL

The Broadway, Loughton, Essex. IG10 3SR. Tel: 020 8508 7287 Fax: 020 8502 5364

Headteacher: Miss T. Phillips B.A. (Hons.), PGCE

Special Educational Needs (SEN) Report from the Governing Body

The school's admission arrangements for pupils with SEN or disabilities

Many of the children who join our school have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that the school can build upon their prior learning. The school uses this information to provide starting points for the development of an appropriate curriculum for all our children.

Children with statements of special educational needs that name a school in the statement are required to be admitted to the school that is named.

The steps taken to prevent pupils with SEN from being treated less favourably than other pupils

The governing body reviews the SEN Policy annually and considers any amendments in the light of the annual review findings.

The governing body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs.

The governing body does its best to secure the necessary provision for any child identified as having special educational needs. The governors, in supporting the Headteacher and the Inclusion Manager, ensure that all teachers are aware of the importance of providing for these children. The governing body, in supporting the Headteacher and the Inclusion Manager, ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for children with special educational needs. The designated governor is Ginny Woods. The 'responsible person' in this school is the Inclusion Manager. The Inclusion Manager ensures that all those who teach a child with a statement of special educational needs are aware of the nature of the statement. The Inclusion Manager regularly updates the Governing Body of the progress and provision of pupils with SEN as well as additional meetings with the designated governor for SEN.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have

special educational needs, but may still have rights under the Disability Discrimination Act. The school will assess each child as required, and make the appropriate provision, based on their identified needs.

Details of the school's access facilities for pupils with SEN

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the current, 2014 Code of Practice. A range of evidence is collected through the usual assessment and monitoring arrangements and observation; if this suggests that a child is not making the expected progress, the class teacher will consult with the Inclusion Manager, Miss Ford, in order to decide whether additional and/or different provision is necessary.

The class teacher and the Inclusion Manager assess and monitor the children's progress in line with existing school practices. This is an on-going process. **Assess, Plan, Do, Review.**

The school record, in a Provision Plan, the strategies and objectives used to support the child. The Provision Plan will show the short-term objectives set for the child and the teaching strategies to be used. The Provision Plan will be formally reviewed at least 3 times per year. The plans are always child-centred and where possible, involve the wishes and aspirations of the pupil.

If the Provision Plan or One-Page Profile review identifies that support is needed from outside services, the school will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies. External support services will provide information for the child's new or updated Provision Plan. The new strategies in the Provision Plan will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for assessment for an Education, Health and Care (EHC) Plan will be made to the Local Authority (LA). A range of written evidence about the child will support the request.

The accessibility plan your governing body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010

See Managing and Supporting Pupils with a Medical Condition and First Aid policy and the School Equality Plan/Objectives documents for detailed information.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006). The action plan at the end of the Equality Plan (see separate document) outlines the actions our school will take to meet these duties.

Thomas Willingale School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- * To establish effective systems to communicate the school's equality duties.
- * To ensure that all pupils make progress including vulnerable groups
- * To ensure that there are sufficient opportunities within the school's curriculum to address equalities issues
- * To continue to ensure that displays are reflective of the school community.
- * To monitor bullying and harassment of pupils and staff by race, disability and gender, and is this information used to make a difference to the experience of other pupils
- * To ensure that all pupils are given similar opportunities with regards to clubs.
- * To increase pupils awareness of different communities and celebrate a range of cultural events
- * To ensure pupils are given an opportunity to support Equality within school
- * To ensure the school environment is as accessible as possible to pupils, staff and visitors to the school.