



Special Educational Needs & Disability (SEND) Policy

1. Introduction

At Wheldrake with Thorganby CE School we believe that all children have the right to a full and rounded education which will enable them to achieve their full potential and be fully included in all aspects of school life. Our Christian values underpin our commitment to welcoming pupils and staff with disabilities and learning difficulties, and by being inclusive of different faiths and of pupils from diverse backgrounds.

““Make level paths for your feet,” so that the lame may not be disabled, but rather healed.”

Hebrews 12:13

We recognise that there are children who have Special Educational Needs or a Disability and we endeavour 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 areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/Physical

Wheldrake with Thorganby CE Primary School has a named Special Educational Needs Coordinator (SENDCo) (Clare Thompson) who has undertaken the Government SENDCo qualification and a Governor responsible for SEND. They ensure that Wheldrake with Thorganby CE School’s Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Educational Authority and other policies current within school.

What are 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... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

This SEND policy details how, at Wheldrake with Thorganby, we ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with special educational needs and thus enable them to participate effectively in all school activities together with children who do not have special educational needs.

2. Aims and Objectives

- To ensure SEND Code of Practice (2014) and the Equality Act (2010) are implemented effectively across the school;
- To ensure that the special educational needs of children are identified, assessed and provided for;



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- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- To request, monitor and respond to the views of parents/carers and pupils in order to evidence high levels of confidence and partnership;
- To make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To ensure support for all pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

3. Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for participation in a multi-ethnic society and have equal access to succeeding in all aspects of school life.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Respond to a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to regulate their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, to take part in learning.

4. ADMISSION ARRANGEMENTS

Wheldrake with Thorganby CE Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEND. Parents are encouraged to share with the Head Teacher any special educational needs that have already been identified in their child. The school will then try to ensure that appropriate provision is in place to support the child on entry and throughout their time at the school.

5. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs. The particular roles of the Governors, Head Teacher and Special Educational Needs Coordinator at Wheldrake with Thorganby CE Primary School are outlined below.



The Role of the Governors

The Governing Body of Wheldrake with Thorganby CE Primary School will do its best to ensure that the necessary provision is made for any pupil who has SEND. They will monitor and review the effectiveness of the school's policy and provision for SEND. The named governor with particular oversight of the school's arrangements and provision for meeting special educational needs is Mrs Bron Unwin.

The Role of the Head Teacher

The Head Teacher, Ms Alison Shaw, has responsibility for the day-to-day management of provision for children with SEND. She will keep the governing body informed of the school's arrangements and provision for children with SEND. She will appoint a Special Educational Needs Coordinator (SENDCo) for the school. She will keep up to date through the SENDCo with all action taken towards helping pupils with SEND.

The Role of the Special Educational Needs Coordinator

The Special Educational Needs Coordinator (SENDCo) at Wheldrake with Thorganby CE Primary School is Mrs Clare Thompson. The key responsibilities of the SENDCo are:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after pupil has SEN teaching groups and individuals with SEND;
- Liaison with and advising fellow teachers;
- Advising on the graduated approach to providing SEND support;
- Working with the Head Teacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Overseeing the records of all children with SEND;
- Liaison with parents of children with SEND maintaining a range of resources and teaching materials to enable appropriate provision to be made;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaison with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies;
- Keeping informed of current developments with special education through continued professional development;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Contributing to the in-service training of staff.

The role of class teachers:

- Providing high quality teaching for all children;
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil);
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for the child, including working with the child on a daily basis;
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- Directly liaising with parents of children with SEND.

The role of teaching assistants:



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● Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND and use the school's procedure for giving feedback to teachers about pupils' progress;

● TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing provision and monitoring progress.

6. Identification

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The City of York Special Educational Needs Banding Documents are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year. For pupils with EHCPs (Education, Health & Care Plans), one of these reviews must be a formal annual review meeting which is used to update the EHCP before it is submitted to the Local Authority Special Educational Needs Department. Each child on the SEND register has an individual provision document which keeps a record of additional provision provided.

Types of SEN

SEN is divided into 4 types:

- Cognition and Learning - this includes children who demonstrate features of Specific Learning Difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia; or general Learning Difficulties (which may be moderate, severe or profound).
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration (including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder).
- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, hearing impairment and children who exhibit difficulties communicating with others (those with Autistic Spectrum Condition may display difficulties in this area).
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties (including those with visual or hearing impairments).

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

Learning difficulties

At Wheldrake with Thorganby CE Primary School all children are given end of year assessments against Early Learning Goals or National Curriculum levels. From these we can identify those children who are falling significantly behind the expected level for their age group and will need special provision.

Behavioural difficulties



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We operate a whole-school behaviour regulation policy with a range of rewards and sanctions which enables the vast majority of pupils to participate in the life of the school within appropriate boundaries. If, however, a child constantly finds it difficult to behave in an

appropriate manner and the normal rewards and sanctions are proving ineffectual then a discussion will take place with the parents as to what additional measures might be put in place to help the child.

Other needs

Where children are causing concern in other areas which are impacting on their learning the class teacher will speak to the SENDCo and with the parents permission the appropriate professionals (speech and language therapists, school nurse etc.) may be asked to assess the child. Parents will always be informed and their child's needs discussed before they are placed on the SEND register.

7. ASSESSMENT

Assessment for learning is an integral part of the teaching and learning process at Wheldrake with Thorganby Primary School. It is essential in order to identify a child's particular area of difficulty and so tailor provision appropriately. It is also necessary to monitor progress and evaluate provision. For children with SEND we use a variety of assessment procedures and materials including standardised tests of reading and maths, a range of phonics, key word and maths assessments as well as measuring against Early Learning Goals and National Curriculum levels. We also have assessment materials to identify children with dyslexic traits.

Graduated levels of intervention

The class teacher and child (possibly with the help of the SENDCo) will decide specific outcomes for the child in the areas of the curriculum where they are struggling. These outcomes will be discussed with the parents to ensure a collaborative approach in achieving them. Teaching strategies and arrangements will be put in place to help the child fill the identified gaps in learning. These may include extra help within the class, extra tuition out of the class individually or in small groups, and things to practise at home. These interventions are short and focussed.

If following review it is felt that the child has made progress such that his or her levels of attainment are similar to others of the same age then, with the agreement of parents, the child will be removed from the school's SEND listing.

Where a child at the initial level of action is not making satisfactory progress then, in consultation with parents, the SENDCo can ask for help from external services. This may be Behaviour Support, Speech and Language Therapy, Specialist Teaching Support for specific difficulties, Educational Psychology or possibly specific Health Service Departments. In some cases where outside expertise is needed such a referral may be made as soon as a child presents with difficulties. Someone from the appropriate service will be able to advise whether further on-going monitoring and support from an external agency is needed at the next level of support.

Children requiring this level of support will have an IEP. This will detail achievements and areas of need and will be completed by the child and family on a termly basis. In addition to the help given in school there is external support and advice tailored to the child's individual need. For children requiring this level of support, termly meetings will be held with the parents, class teacher and, possibly, the SENDCo to discuss progress, achievements, and areas of concern and agree actions. If the level of concern about the child's progress has reduced during the period of increased support and it is felt that the child's needs can be met within school then the child may return to the initial level of intervention. If concern continues and the child is failing to make satisfactory progress within the increased level of support then the SENDCo, in conjunction with the parents and the external agencies involved, will produce a 'My Support Plan' document which clearly identifies agreed actions and outcomes and is reviewed on a regular basis. Parents can also make such a request in their own right.



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Where there are significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals a statutory assessment/

Education Health Care Plan can be requested. The SENDCo and Head Teacher will arrange for all the necessary documentation and evidence to be submitted in support of the request. The local authority must decide whether or not to proceed with an assessment, and must inform parents of their decision within a maximum of 6 weeks of receiving a request for an assessment. The whole assessment and planning process, from the point when assessment is requested until the final Education Health and Care plan, must not take longer than 20 weeks. Parents will be given full information about the process of statutory assessment and the support available to them during the process.

Children with an Education Health Care Plan (EHCP) will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review. The SENCO will organise these reviews and invite:

- ☐ The child's parent
- ☐ The child if appropriate
- ☐ The relevant teacher
- ☐ The SENCO
- ☐ A representative of the LA
- ☐ Any other person the LA considers appropriate
- ☐ Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the EHCP targets/outcomes;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English/mathematics and life skills
- Consider the appropriateness of the existing statement/ EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- Set new outcomes for the coming year.

8. Partnerships with parents:

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and play an active and valued role in their child's education. Equally, children with special educational needs have a unique knowledge of their own needs, their views and what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs report and the arrangements made for these children in our school.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of special needs children with their parents. In many cases the class teacher and/or the SENDCo will also meet with parents to explain the extra provision the school is making to help the child make adequate progress. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Parents always have access to the SENDCo through a school email address (clare.thompson@wwt.yorkschoools.net).



9. The use of outside agencies:

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish

which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematical skills;
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received intervention, the child continues to fall behind the level of his peers.

Colleagues from the following support services may be involved with SEN pupils:

- Educational psychologists E
- Medical officers M
- Speech and Language therapists S
- Physiotherapists P
- Hearing impairment services H
- Visual impairment services V
- upil Support Centre P
- Education Service for Physical Disability (ESPD) E
- Behaviour Support B
- Traveller and Ethnic Minority Service (TEMS) T
- The wellbeing worker T

10. Access to the curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.



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Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stages of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at band 2 on the special education needs register have an IEP with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

11. Allocation of resources:

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs.

All children on the SEND Register will have an individual provision document, detailing their SEND band, the provision that has been put in place for them and the impact of this provision. This document is designed to be a working document which is updated to reflect the current needs of the child. Class teachers are responsible for evidencing progress and updating these records. These are then shared with everyone involved with the child.

The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes. There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding.
- Good quality universal provision will reduce the need for deployment of more expensive resources. Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

12. Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- Analysis of pupils tracking data and test results for individuals and cohorts of children;
- Pupil voice;
- Pre and post-assessment data for interventions;
- Value-added data for pupils on the SEND register;
- Monitoring of classroom practice by senior leadership and subject coordinators;
- monitoring of procedures and practice by the SEND governor;
- school self-evaluation;
- The Local Authority SEND moderation process;
- the School Development Plan;
- SEND Action Plan.



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Review Date: September 2021

Senior Member of Staff Responsible: Alison Shaw (Headteacher)

Designated Member of Staff: Clare Thompson (SENDCo)

Governor Responsible: Bron Unwin