

SEND policy

Wheldrake with Thorganby CE Primary School



Approved by: await approval by WWT LGC

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/ disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We aim for all of the children at Wheldrake with Thorganby CE Primary School to be **resilient, kind, aspirational, happy** and **healthy**. Our curriculum, alongside our core Christian values of faith, hope and love, provide opportunities for all children to achieve this and reach their full potential. We believe that all children have the right to a full and rounded education which will enable them to be fully included in all aspects of school life. We are committed to welcoming pupils and staff with SEND and to being inclusive of different faiths and of pupils from diverse backgrounds.

We recognise that children with SEND are entitled to provision that is additional to or different from that made generally for other children or young people which allows them to access the curriculum and thrive within our school.

**“Make level paths for your feet,” so that the lame may not be disabled, but rather healed.”
Hebrews 12:13**

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report

As Wheldrake with Thorganby CE Primary School is a Church of England primary academy within the South York Multi Academy Trust, this policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Allen (wheldrake.school@york.gov.uk/ 01904 553422)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination 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 pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) 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

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEN 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, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN but it will mean that their teacher will work to identify any additional support or needs they may have.

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 SENDCo and teacher may carry out observations, assessments or in school screening tests over a period of time to gather further information. This information, alongside guidance from York's banding documents, are used to identify whether the pupil needs to be added to the school's Special Educational Needs Register or the school's monitoring register.

The class teacher and child (with the help of the SENDCo where necessary) 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, scaffolds and resources within the class, extra support out of the class individually or in small groups, and things to practise at home. These interventions are short and focussed, some may be in the classroom or outside of the classroom, with other peers or one to one. The outcomes will be written into an Individual Learning Plan, also known as an Individual Education Plan (IEP). Teachers and the SENDCo will create these plans via Provision Mapping software currently used in school. SMART targets and outcomes will be used in the writing of ILPs. ILPs will be reviewed within the school year and shared with parents via email. Parents may request a copy of their child's ILP at any time. Teachers may feel it necessary to meet with the parents to discuss the outcomes of the ILP, however this is not always required.

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 register.

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, Wellbeing Worker involvement 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.

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 more detailed learning plan, a My Support Plan (MSP) 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.

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 (EHCP) can be requested. This is called a RSA (Request for Statutory Assessment). RSAs are only submitted from school and parent applications are only via special circumstances. RSAs are only made for pupils once they

have had a MSP in place for two review cycles. A review cycle is 6 weeks to 6 months depending on the child and their needs. A MSP is used as evidence towards the RSA.

Should a RSA be required for a pupil, the SENDCo will arrange for all the necessary documentation and evidence to be submitted to the City of York Council 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.

5.3 Consulting and involving pupils and parents

At Wheldrake with Thorganby, we understand how important it is that parents/carers are involved and consulted in all areas of their children's learning. You can share your views at regular meetings with the class teacher.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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

Parental views will be noted on the children's ILP, MSPs or their EHCPs. Parents will be notified when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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
- The pupil'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 pupil 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 pupil's progress, making adaptations as necessary.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Additional transition visits will be put in place to allow pupils to see their new classrooms and meet new staff. Staff at the old and new school will meet to discuss how best to support the child. Useful resources and information will be passed to the new school and transition books will be set up.

This process will also take place when children are transitioning between year groups.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and appropriate scaffolds and adaptations will be put in place to match learning needs.

For children with SEND, support that is additional to or different to that required for all children put in place to meet a child's needs. In class, this may include additional support from a teaching assistant, additional scaffolds, appropriately differentiated work and additional resources, such as a Chromebook, a workstation or visual supports, that enable children to access learning.

Out of class, these may include one to one or small group targeted interventions, brain and movement breaks and emotional and pastoral support.

Any interventions are short, focussed and targeted towards the child's outcomes and areas of needs. Outcomes will be set, interventions will be planned and regularly evaluated, reviewed and adapted by the class teacher and SENDCo in a continued cycle of assess, plan, do, review. These interventions may include pre and post teaching, precision teaching, Twinkl Phonics interventions, Colourful Semantics, Time to Talk, Lego therapy, Zones of Regulation interventions and bespoke interventions specifically focussed on the children's needs.

Where necessary, children will also be in receipt of support from external specialists and, on rare occasions, a more bespoke curriculum, in order to meet their learning needs.

5.7 Adaptations to the curriculum and learning environment

Our accessibility plan details how school is made accessible for all children.

Curriculum:

- Our school offers a differentiated curriculum for all pupils, ensuring that the curriculum is not narrowed but appropriate scaffolds and support put in place to enable all learners to access it.
- Visuals are used to support learning and encourage independence of children with SEND.
- A bespoke curriculum is in place for a very small number of children where it has been recommended.
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils.
- Alternative forms of recording available for children who find writing difficult.

Physical Environment:

The environment is adapted to the needs of pupils and staff as required. This includes:

- Ramps
- Lifts
- Handrails
- Corridor width
- Disabled toilets and changing facilities
- Switches and shelves at wheelchair accessible height.
- Good housekeeping – salt used if ice, leaves cleared.
- Evacuation chair in place

Delivery of Information:

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Resources photocopied onto different colours.
- Pictorial or symbolic representations
- Neutral backgrounds to displays.
- Only relevant information displayed in classroom – use of working walls.
- SEND report, policy and local offer shared on website.
- SEND initiatives shared on weekly newsletter and website.

5.8 Additional support for learning

We have a highly skilled set of teaching assistants who are very experienced and trained to deliver a range of interventions and support within lessons.

We work with the following agencies to provide support for pupils with SEN:

- Autism Outreach Team
- Child Protection Advisors
- Education Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Speech & Language
- Occupational Therapy
- Inclusion Team
- Children's Services
- York Wellbeing Service
- School Nurse

5.9 Expertise and training of staff

Staff at Wheldrake with Thorganby are very well trained to support all children. Training opportunities within and outside school enable all staff to have a thorough understanding of how children learn, including how to best support their needs. For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well matched to individual children.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a limited number of weeks (no more than 10)
- Collecting pupil and parent voice
- Monitoring by the SENDCO
- Using provision mapping software to record and evaluate provision
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Robin Wood.

All pupils are encouraged to take part in school events such as sports day, school plays and special workshops.

Pupils with SEND are actively encouraged to take part in school council.

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

Special days to raise awareness of a range of conditions are celebrated across the school and we make sure our curriculum allows all children to understand and accept a range of learning needs.

The admission arrangements for pupils with SEND are the same as those for all pupils as set out in the school's admissions policy and in line with the duties outlined in the Special Educational Needs Disability Act.

All children with SEND have the right to be educated in a mainstream school. Our school upholds this right and would not refuse admission to a child solely on the grounds that we would feel unable to cater for their needs.

Our school strives to be a fully inclusive school.

All pupils are welcome, in accordance with the L.A. Admissions Policy.

5.12 Support for improving emotional and social development

At Wheldrake with Thorganby CE Primary School, the happiness, health and well-being of all our pupils is very important. If you have any concerns about your child, please speak to their class teacher.

We support pupils' well-being and happiness through:

- Peer Support
- PSHE Lessons/Circle Time
- Social Skills
- Building Positive Relationships
- Emotional Literacy Support delivered by our qualified ELSA.
- Clubs/Trips
- Learning Support
- Exciting Learning

We recognise that understanding our emotions is a key aspect of regulating and managing behaviour. We have high expectations and expect everybody in the school community to be Ready, Respectful and Safe at all times (our school rules). We reward those that go above and beyond what is expected and we always focus on the positives. Children work as a whole class towards joint goals and celebrate these together. We have consistency in expectation and rewards for behaviour throughout our school community.

Underpinning the behaviour policy is the belief that everyone can learn to self-regulate their own emotions and behave at a developmentally appropriate level. Through use of the Zones of Regulation, we teach everyone that all feelings are validated. We teach children to recognise their emotions, understand how they as an individual react to these emotions and strategies they can use to regulate their behaviour. This enables everybody in the class to learn and have an understanding of each other's needs. We recognise that some children need additional support to self regulate and we liaise with professionals and families to put appropriate plans in place.

We have a zero tolerance approach to bullying.

5.13 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher and/ or the SENCO in the first instance. If concerns are still not addressed, it will be passed onto the head teacher and they will then be referred to the school's complaints policy.

The parents of pupils 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 children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 The local authority local offer

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service. It will also include information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care (EHC) assessment. In addition there will be information on how to raise concerns about services.

Please click here to be taken the York Local Offer:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

6. Monitoring arrangements

This policy will be reviewed by the Send coordinator every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour regulation policy
- Equality information and objectives
- Medical policy
- Admissions policy