

Wycliffe Church of England Primary School

SEND Policy



Approved by the governing body: Dec 2019

Review due: Dec 2020

Rationale

At Wycliffe CE Primary School we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND.

In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, is ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

Our Aim

Our aim is to ensure all children are supported so that they may work confidently towards reaching their full potential.

Policy and practice reflects the philosophy and fundamental principles within the SEND Code of Practice 0-25 (2014) which gives guidance on policies and procedures to enable pupils with special educational needs to reach their full potential, to be included fully in their school communities and to make a successful transition to adulthood. It is expected that the views of the child, where possible, and parents/carers are sought and taken into account.

- It is expected that children with special educational needs are be offered full access to a broad, balanced and relevant education, with suitable adaptations to the Early Years Foundation Stage and National Curriculum.

To achieve our aims we will:

- Work within the guidance provided in the SEND code of practice 2014 with a named person responsible for co-ordinating SEN provision –the SENDCo.
- Identify need as early as possible and provide effective support.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- View our special needs provision as an ongoing, developing process.
- Provide support and advice for all staff working with special educational needs pupils which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.
- Incorporate special educational needs procedures, including Passports, into curriculum planning.
- Develop an effective partnership and high levels of engagement between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provide adequate and effective means of recording attainment and progress and give sufficient information for carefully planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.
- Recognise that all learners are entitled to have access to **Quality First Teaching**.
- Expect that all teacher are teachers of SEN and have a responsibility for their learning.

Equal Opportunities

The staff of Wycliffe CE Primary School believes that all members of the school community should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Admission arrangements

No child will be refused admission to the school on the grounds of additional needs/SEND unless the school cannot adequately meet the needs or safety of that child. All admissions are co-ordinated centrally by Bradford Metropolitan District Council.

When a pupil is admitted from another educational setting the school requests school records including National Curriculum Assessments; Child Protection file (where appropriate) and details of any SEND including pupil profiles and the most recent Passport or equivalent.

Access arrangements

Please refer to Accessibility Policy

In line with the requirements of the Disability & Discrimination Act (as amended), the school recognises its duty to make “reasonable adjustments” for all disabled pupils to ensure that they are not discriminated against or put at a disadvantage.

All pupils are offered a broad and balanced curriculum. Specialist teachers and other professionals will be consulted, when needed, for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed. In some individual cases, the school will implement the Common Assessment Framework (CAF) procedure to ensure that pupils with additional needs (and their families) can benefit from the full range of support available to them.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEN and the four main areas of need

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or 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 in mainstream schools within the area of the local authority.

A child under compulsory school age (eg on arrival in Reception Class) has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children’s needs and requirements may fall into at least one of four areas, though some children will have inter-related needs. All areas of need will have a varying degree of impact upon the child’s ability to function, learn and succeed, and we recognise and identify the needs of pupils by considering the needs of the whole child, not just his or her special educational needs.

The four areas of need are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and

Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Children and young people with a physical disability (PD) may require additional ongoing support and equipment in order to access all the opportunities available to their peers

There are other factors which may impact on progress and attainment, but are not classed as special educational needs. These include:

- Attendance and punctuality
- Having English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a Looked After Child
- Being a child of service personnel

At Wycliffe CE Primary School, we ensure that all children are tracked carefully with regards to their achievement (progress and attainment) and provision maps are written for each pupil to ensure that all children's needs are met via are receive appropriate interventions.

The identification, assessment, monitoring and provision for learners with SEND

Identification and Assessment:

Children's needs should be identified and met as early as possible through:

- The analysis of tracking data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies).
- Classroom based assessment and monitoring arrangements.
- Accessing provision, according to the Bradford Matrix of Need (most recent edition: September 2019), will help support class teachers in tailoring provision.
- Ongoing discussions between the Class teacher, SENDCo and SLT through formal (Pupil Progress Meetings) and informal methods.
- Following up parental concerns.
- Accessing in depth individual assessment to deliver appropriate and useful information on a pupil's needs.
- Involving external agencies where it is thought that a SEND is significant.

Curriculum Access and Provision

Where children are underachieving and/or identified as having SEND, the school may provide for these additional needs in a variety of ways:

- Teachers differentiate work, tasks, resources and/or expectations as part of Quality First Teaching.
- Considering provision according to the Bradford Matrix of Need in order to remove barriers to learning.
- Wave 2 or 3 interventions.
- Consider Additional support through use of school staff, timetabling, groupings, resources, eg materials in translation or bi-lingual support.
- The involvement of Pastoral Support Workers and Nurture Provision.

Monitoring and Evaluation.

The monitoring and evaluation of the effectiveness of our provision for SEND learners is carried out in the following ways:

- Ongoing teacher assessment.
- Measuring the impact of intervention activities.
- Work sampling/book scrutiny on a regular basis.
- Scrutiny of planning.
- Learning Walks to monitor provision.
- Teacher interviews with SLT at regular Pupil Progress meetings.
- Informal feedback from all staff.
- Classroom observations by SENDCo and SLT.
- Pupil progress tracking using the whole-school assessment trackers.
- Attendance records.
- Head teacher's report to the Governing Body.

The Graduated Approach to identifying SEND Procedures: (see SEND Flow Chart in Appendix 1).

Identifying a SEND Need (Quality First Teaching)

Where we have concerns that a child has SEND, and therefore needs adapted provision, we follow the agreed SEND flowchart (Appendix 1). This is a summary of the actions followed:

- A potential SEND is identified by a parent, teacher or outside agency. Information is passed on to the SENDCo.
- A Cause for Concern proforma is completed, a discussion with parents is held and actions are implemented and monitored.
- If the child needs continued support, a Pupil Passport is opened by the class teacher. This outlines the support already in place for the child and any additional support planned. The emphasis at this

point is on the quality first teaching provided by the class teacher, as the expectation is that teaching is adapted to meet individual needs.

- This is monitored over a period of approximately one full term.
- If the additional support has resulted in the child's needs being met, this progress will be recorded on within the pen portrait. Their progress will continue to be monitored.
- If concerns remain, the class teacher and SENDCo will consider and refer to the SEND range descriptors, the LD baseline assessment tool or other diagnostic tools.
- Further discussions will take place to establish if there is a SEND and what range it is.
- The Passport is reviewed regularly (every term).
- At all stages of this process we work with parents.
- Where a pupil has significant, severe and sustained needs, it will be necessary to enter a multi-disciplinary assessment process, perhaps involving Health and Social care agencies, in order to consider the need for an application for a **My Support Plan (MSP)** and/or an **Education Health Care Plan (EHCP)**.
- Underachieving pupils and pupils with EAL who do not have SEND **will not** be placed on the SEND Register (but may be on a Provision Map).

Pupil Passports and Provision Maps.

- Passports and Provision Maps are based on the Assess, Plan, Do, Review model.
- The Passports identify a learning need from assessments; plan strategies and interventions to meet that need; implement the provision; review progress and set new targets from further assessment.
- Passports will be created jointly by the school, parents and learners.
- Passports are working documents which are constantly refined and amended.
- Passports are accessible to staff who are involved in their implementation.
- Passport targets will be shared with the learners where appropriate. Teachers have ownership of the identification of (agreed) targets and of the practical administration of provision (implementation agreed) in their classrooms.
- Children with additional needs may be withdrawn for individual or group teaching or attend off site support groups to meet their specific need. When this occurs timetables will be coordinated to ensure that no child will miss out on curriculum entitlement.
- Passport targets are implemented, usually, in the normal classroom setting but there may be exceptions.
- Assessment data is used to review targets and set new targets-
- Specialist teachers and other professionals are consulted for advice and support regarding ways of ensuring that children's needs are being addressed and met, that they have full access to all learning opportunities and that barriers to learning are identified and addressed. The input of outside agencies will be recorded in Passports when appropriate.
- Passports will have approximately 3 SMART, time limited targets set for or by the pupil, and a review date stated.
- Passports and their effectiveness are to be monitored by the class teacher and SENDCo.

My Support Plans (MSP) & Education Health Care Plans (EHCP).

- MSPs can be applied for, for a child who is functioning at Range 4.
- An MSP is a clear plan of what needs to happen to improve outcomes for the pupil. No additional funding is available with this plan.
- MSP is awarded for a fixed period. The support plan is then reviewed.
- Pupils with Educational Health Care Plan will continue to-access to all arrangements for SEND children outlined above and, in addition, will have an Annual Review of their EHCP.
- Wycliffe CE Primary School will comply with all local procedures when applying for an EHCP and will ensure that all pre- requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage to EHCP.

- Our review procedures comply with those recommended in Section 6 and 9 of the SEND Code of Practice 0 to 25, 2014, and with Bradford MDC policy and guidance – including timescales set out within the process.
- **For children who have a MSP/EHCP in Year 6:** Preparations for transfer to secondary school will start in Year 5. Parents/carers will be asked to visit possible secondary schools. The Annual Review will take place in the summer term of **Year 5** to ensure the statement has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). Once a secondary place has been allocated in Year 6 the SENCO/SEND Team of the receiving secondary school will be invited to the Annual Review prior to transition and further reviews, as appropriate.

Other processes in school

Health Care Plans.

See Health and Medical policy

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice (2014), should:

- Ensure appropriate provision is made for any child with SEND.
- Report annually to parents on the school's policy for children with SEND.
- Ensure all children, including those with SEND, have access to a broad, balanced and appropriately differentiated curriculum.
- Appoint a representative of the Governing Body to oversee SEND provision.
- Ensure discussions with parents regarding SEND matters take place regularly at relevant meetings.
- Ensure that pupils with SEND are fully involved with school activities.
- Take an active role in developing and reviewing SEND Policy.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN.

Admissions

Children with an Education, Health & Care Plan that names the school must be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criterion. Please see Wycliffe Admissions Policy for further details.

SENDCo

The role of the SENDCo includes:

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring an appropriate budget allocation to meet SEND.
- Interpreting legal requirements for staff, parents and governors.
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEND.
- Maintenance of the SEND provision register.
- Liaising with parents of children with SEND.

- Organising and delivering INSET in order to meet the needs of staff.
- Liaising with external agencies including the Trust's support and educational psychology services, health and social services, and voluntary bodies.
- Ensuring that relevant background information about individual children with SEND is collected, recorded, shared and updated.
- Being part of the school's senior leadership team.

Other inclusion roles *may* include:

- Fulfilling the role of the designated teacher for Looked After Children (LAC).
- Monitoring and tracking the progress of other groups in school including G&T children and EAL children.
- Overseeing that children with medical needs have their needs met in school.
- Being the lead in school for any Early Help cases.
- Being the named person for vulnerable children and child protection or being on the Safeguarding Team.
- Liaising with families and other agencies.

Teachers' Role and Responsibilities

Teachers will take a full role in identifying possible SEND needs and providing appropriate adaptations to ensure that all children can access the curriculum. This will include:

- Clearly identify the role of staff.
- Recognising the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND.
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND, possibly via reference to the Matrix of Need to support strategies for provision.
- Collaborating with the SENDCO to collect all available information on the pupil and to decide the action required to assist the pupil to make progress.
- Developing and reviewing Passports for pupils as identified with SENDCO.
- Working with SEND pupils on a daily basis to manage and deliver the individual programme set out in the Passport.
- Sharing the Grab File with relevant individuals eg: Sport teacher.
- Developing effective relationships with parents/carers and keeping them informed of pupil progress through the agreed systems.
- Encouraging pupils to participate in decision-making.
- Being involved in the development and review of the school's SEND policy.
- Continuously assessing pupil progress and identifying the next steps to learning.
- Working with the SENDCO to identify their own training needs around SEND.

Teaching Assistants & Pastoral Support Workers

TAs also take a full role in supporting pupils with SEND. This includes:

- Providing relevant support to identified pupils.
- Developing positive professional working relationships with parents and professionals.
- Assisting with the recording, monitoring and evaluation of pupils' progress.
- Assisting with the identification and effective provision of appropriate resources.
- Attending liaison, team and service meetings and undertaking appropriate INSET.
- Working alongside the SENDCO and teaching staff in the preparation of Passports.

- Delivering programmes of study and intervention according to the planning provided by the class teacher.

Pupil Participation

The school actively encourages the involvement of children in their education by:

- Involving the child in decision making regarding the methods by which their individual needs will be met.
- Inviting the child to attend all or part of review meetings.
- Discussing the purpose of assessment arrangements and the implications of the Passport with the child.
- Encouraging the child to comment on his or her SEND provision through an appropriate medium.
- Involving the child in the implementation of the Passports.
- Aiming to develop the child's self-confidence and self-esteem.

Parent / Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We seek to:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carer to attend all review meetings where necessary.
- Discuss the purpose of assessment arrangements and the implications of the Passport with the parent/carer and providing them with a copy of the Passport.
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their Passport.
- Encourage the parent/carer to comment, perhaps in writing, on their child's SEND provision.
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Liaison with other agencies

The school works closely with outside agencies.

Specialists available include:

- Behaviour Support Team
- Speech and Language Therapist
- Visually Impaired Liaison Teacher
- Hearing Impaired Liaison Teacher
- Physical Difficulties Liaison Teacher
- Educational Psychology
- CAMHS

The school also values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units/ DSPs.

In Service Training/ Funding

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. Designated governors are invited, twice a year to discuss and review SEND issues. The SENDCo attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENDCo if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENDCo ensures all staff are aware of

training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENDCo gives feedback to the Governing Body on SEND provision at Governors' meetings.

There is an allocated budget for SEND. The effective spending of this is the responsibility of the SENDCo and the Headteacher.

Complaints Procedure

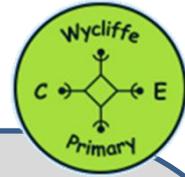
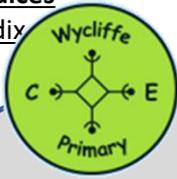
All complaints in the first instance should be directed to the class teacher and/or the SEN(D)Co and then to the Deputy Head. If complaints remain unresolved they should be directed to the Head teacher followed by Governing Body. The school's complaints procedure is outlined in the School Prospectus and on the website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

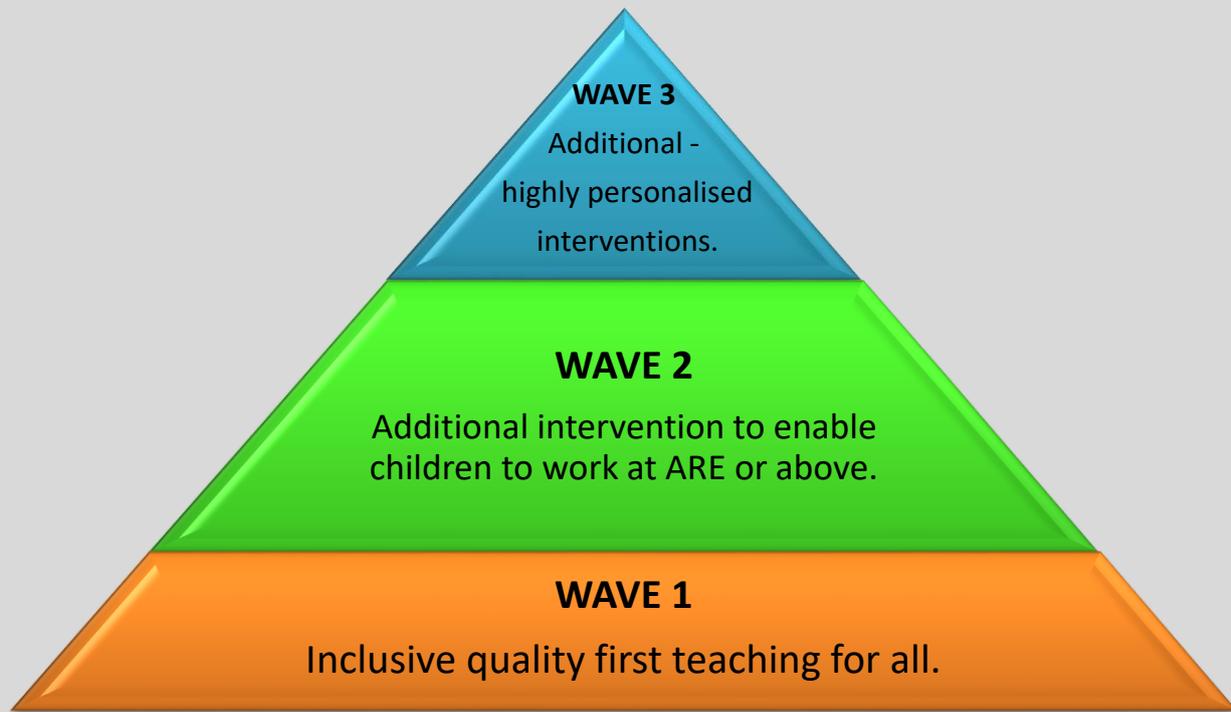
This document is subject to review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs.

Linked Policies

- Medical Needs/First Aid Policy
- Complaints Policy
- Staff Code of Conduct
- Parental Involvement Policy
- Behaviour Policy



Special Needs Waves of Intervention Model



Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Refer to Red File for additional strategies and for Bradford Matrix of Need.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs. Fill in Cause for Concern Sheet. Set time frame and review. Review action: either come off or start a 'Passport'. Invite in parents and share action points to best support child.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who

have been identified for an intervention designed to accelerate progress. On a Passport, with specific targets, reviewed each half term and shared with parents.