

Wycliffe Church of England Primary School

**School Special Educational Needs and Disabilities
(SEND) Information Report**



Adopted by the governing body: Oct 2023

Annual Review due: Oct 2024

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.

Wycliffe C of E Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children’s safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the school’s behaviour policy, equality policy, medical and curriculum policies.

This policy has been written in line with section 69 (2) of the Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, Children and Families Bill and the SEND Code of Practice.

The Code provides practical advice for schools on how to carry out statutory duties in order to identify, assess and make provision for children and young people with special educational needs and disabilities (SEND). This policy is written in accordance with the Code.

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

Identifying pupils with SEND and assessing their needs

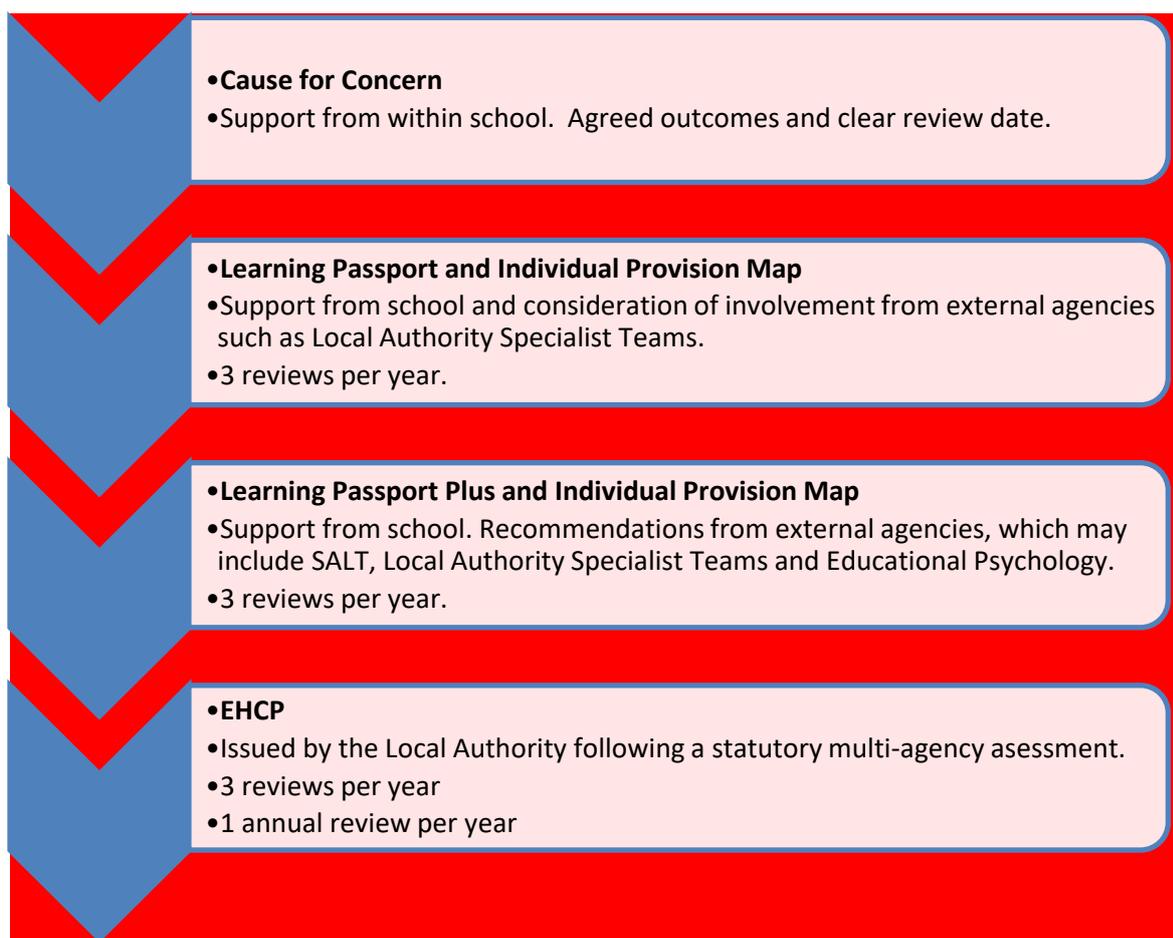
For a child to be entered onto Wycliffe’s SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child is not making adequate progress they will only be considered as having a SEND if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. This is discussed at Pupil Progress meetings. As such, any child on Wycliffe’s SEND

Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children are identified as having a SEN through a variety and combination of ways including;

- Communication with previous settings
- Children performing below 'age related expectations' – the lowest 20% of each cohort are identified and if not already on the SEND register strategies are identified to accelerate their progress
- Concerns raised by parents/carers
- Concerns raised by a teacher outside of the assessment cycle leading to a Cause for Concern being completed
- Collaborative working with external agencies
- Use of standardised assessment such as GLR (Dyslexia Screening Test)
- Children that already have an Educational Health Care Plan (EHCP)

There is a graduated approach that enables the right level of intervention and support when needed:



There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input and this may be in the

form of a short-term intervention. It does not mean that a child will necessarily be placed on the SEND register. These targeted children will be closely monitored and their progress tracked through our Cause for Concern process.

If a specific educational need is highlighted, a 'Pupil Passport' may be put in place. These will be written with the parents/carers, child and class teacher. These identify clear SMART targets to be supported in class and through clearly defined interventions which will be detailed in a child's 'Provision Map'. These will be reviewed at least three times per year as part of the ongoing assess, plan, do review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers 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'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Pupils will actively be involved in their SMART target setting through seeking their views and will have these targets accessible to them as they work towards them in order to focus their learning process. Parent/Carer awareness and collaborative involvement will be sought at every stage of our graduated approach and consistent home/school approaches are key to the success of the pupil's support and strategies put in place.

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 or subject 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 and 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. Information will be accessible via the class Grab File for any supply teachers. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The following questions should help to answer any queries you have regarding SEND at Wycliffe:

How will the school help children transfer to the next phase of education?

Planning for transition is ongoing through Personal, Social, Health and Citizenship Education lessons (PSHCE), as well as additional support from the SEND team where necessary. As a school, we encourage additional transition visits with both small groups and individuals and fully engage in initiatives provided by our local secondary schools. There will be regular discussions between Wycliffe and the SENDCo at your child's receiving school to ensure that all information is passed on effectively.

How will the curriculum at Wycliffe be matched to my child's needs?

Our commitment at Wycliffe to ensure high quality inclusive education is delivered within our vision of a broad and balanced curriculum. Our aim in this regard supports the entitlement of all learners to a curriculum that allows all our pupils to flourish. The Governing Body will work with the SENDCo to ensure that appropriate provision will be made for all learners with SEND, including off site visits and learning outside the classroom.

How accessible is the Wycliffe school site and building?

The school building was modified and refurbished considerably in 2014. Despite having three- four levels, the building is accessible with ramps to all entrances providing easy access for all, including wheelchair users. There is a disabled lift device providing access the dinner hall. Where an individual has individual needs school would respond to this specific need on a case by case basis. Measures put in place may be of a permanent or temporary nature such as accommodation for wheelchair use as part of a recovery plan. Reasonable adjustments are made to ensure that all pupils can participate fully in all aspects of school life including extracurricular activities and out of school trips. We regularly review our accessibility in conjunction with health & safety and the needs of our pupils and their parents and carers.

What support will there be at Wycliffe for my child's overall well-being?

We offer a range of support at Wycliffe so children have the opportunity to work in groups or independently with the appropriate adult in order to meet their individual needs whether this be led by our pastoral support team or the class teacher

- Support Assistants – support children in class in groups or 1:1
- Pastoral support workers - work with children individually
- Specialist support for children or young people with physical, sensory or medical difficulties
- Play therapy informed interventions and counselling support for children with social or emotional difficulties
- Wycliffe has a zero tolerance attitude towards bullying – further details can be found in our Ant-bullying Policy.

What additional services and expertise are available to support my child at Wycliffe?

At Wycliffe, we can access support from a range of additional services including:

- Educational Psychologists (Hubs and Consultations)

- Speech and Language therapists (Referral to NHS SALT)
- Occupational therapists (Referral via School Nurse / GP)
- Physiotherapists (Referral via School Nurse / GP)
- Social, Communication, Interaction & Learning (SCIL) Team – This includes teachers whom specialise in Cognition & Learning, Communication & Interaction and Social, Emotional and Mental Health Needs.
- Low Incidence Team – V.I. Teachers, Teachers of the Deaf and Physical and Medical Specialist Teachers
- CAMHS - Child and Adolescent Mental Health Services

There may be a delay as we access these teams.

What specialist strategies /equipment are available to support children with SEND being treated less favourably than others?

- Wheelchair access to the majority of the school
- Visual resources such as timetables and prompts
- Word banks / vocabulary mats and pre teaching of vocabulary
- Access to laptops and iPads
- 1:1 support as appropriate
- Writing slopes / pencil grips / easy start pencil and pens
- Fine motor programmes / pencil grip and letter formation / handwriting interventions
- Speech and Language programmes
- Precision Teaching techniques
- Learning Support Assistants support pupils with severe and complex needs (EHCP)
- Small groups for interventions
- Extra time given for processing and tests / alternative seating and environment arrangements
- Social skills sessions for targeted children
- Emotional Well-being and Mental Health support for those in need
- Transition programmes to support induction at new schools and transition to new classes

What training and development is undertaken by staff supporting those with SEND?

Training and guidance is given to all staff on a continual basis at Wycliffe depending upon the particular needs at the time. There are opportunities to attend local specialist 'hub' meetings and additional training provided by BDAT (Bradford Diocesan Academies Trust). The Bradford Social, Communication, Interaction & Learning (SCIL) team are an incredibly supportive set of specialist teachers whom we can access on a regular basis for advice on effective strategies and SMART targets for our pupils with SEND in a way that creates the most positive impact. The SCIL team also offer bespoke training which Wycliffe can access as and when appropriate. Being part of BDAT means we can access individualised, focussed SCIL team support within our designated network.

How are the resources and funding at Wycliffe allocated and matched to children's needs?

Support for each child is allocated based on an individual basis and the resources (including specialist equipment) available to us at any one time. Parents/Carers are encouraged to take an active interest and in particular highlight an area of need that they have identified, and are encouraged to discuss this with the SENDCo. An agreement will be reached about how this need may be met within the finite level of resourcing the school receives.

How is the effectiveness of SEND provision evaluated?

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

- Reviewing pupils' individual progress towards their SMART targets and learning objectives each term
- Reviewing the impact of interventions compared with the previously gauged baseline after the intervention has run its course, or half termly (whichever is sooner)
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

What should I do if I wish to make a complaint?

If you are concerned about anything to do with the education we are providing at our school or the well-being of children, you should, in the first instance, discuss the matter with your child's class teacher. Where a parent/carer feels that a situation has not been resolved through discussion with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the school's SENDCo. Should the situation not be resolved then the procedures located within the complaints policy will need to be followed.

What services, external agencies or support groups are available for parents/carers?

- Bradford SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service <https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass>
- AWARE – Airedale and Wharfedale Autism Resource <https://aware-uk.org/>
- The Parents' Forum for Bradford & Airedale <https://pfba.org.uk/>
- NHS Occupational Therapy / Physiotherapy
- NHS Speech and Language Therapy
- ACST – Asperger Community Support Team
- Family Liaison Officer
- Early Help
- Child and Adolescent Mental Health Services (CAMHS)

Who can I contact for further information?

For more information about SEND at Wycliffe, please visit the policies page of our school website - <https://wycliffeprimary.org/> or contact the SENDCo, Mr. Chris Holdsworth, via the school office on 01274 584779 or wyc.office@wycliffe.bradford.sch.uk

What is Wycliffe's contribution to the Local Offer?

Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. Link to Bradford Local Offer:

<https://wycliffeprimary.org/wp-content/uploads/2020/11/LOCAL-OFFER-SEND-2020-21.pdf>

Wycliffe is a fully inclusive school that is totally committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with SEND. It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children.

What admission arrangements are in place for children with SEND?

At Wycliffe, we meet statutory obligations by ensuring that no child is disadvantaged because of any additional needs. We follow the Bradford Local Authority guidance for admission of all pupils which includes pupils with an existing Education, Health and Care Plan (EHCP). The Local Authority SEN Assessment Team makes decisions regarding the placement of children with an EHCP.

How will my child's records be kept?

Some records are kept on each child in a locked filing cabinet in the SENDCo's office. More recent documents are on online systems. Assessment information is kept on a secure network with limited password protected access. Care plans, behaviour risk assessments and information from outside agencies will also be stored in the above files. Some information may also be stored onto CPOMS which also has limited protected access and on our school's network drive. Conversations with parents and other outside agencies are recorded on this network. Wycliffe also produces a Medical List to enable staff to be kept informed of any medical information. For children with severe allergies or asthma, there is a record in every classroom to ensure the correct medication is provided if necessary. Where children require an EpiPen this is stored in the classroom in the class red medical bag. A medication information sheet with photographs is located in every room in the class grab file within school indicating the children with severe allergies requiring an EpiPen. Names can also be added or removed from the SEND Register following consultation with pupils, parents, staff and any relevant personnel and agencies.