



Wycliffe Church of England Primary School

SEND Policy



Ratified by the Governing Body: December 2025

To be reviewed: December 2026

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.

We endeavour to value all God’s children

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 and to acquire the knowledge and cultural capital that they need to succeed in life. We recognise the importance of providing effective learning opportunities for all pupils through delivering an ambitious curriculum which meets every child’s needs, setting suitable learning challenges, responding to pupils’ diverse needs and through understanding and overcoming barriers to learning. Every teacher is a teacher of every child, 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 Equality Act (2010) and all other relevant legislation.

Our Aim

Policy and practice reflects the philosophy and fundamental principles within the SEND Code of Practice 0- 25 (2015) 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.

The views of the child, where possible, and parents/carers are sought and considered.

Children with special educational needs are offered full access to a broad, balanced and relevant education, with suitable adaptations to the Early Years Foundation Stage and the National Curriculum.

To achieve our aims, we will:

- Work within the guidance provided in the SEND code of practice 2015 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 and provision, including Passports, into curriculum planning.
- Develop and maintain effective working partnerships 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 teachers are teachers of SEND pupils and have a responsibility for their learning.

Equal Opportunities

Wycliffe CE Primary School believes that all members of the school community should be treated with respect, have their 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 documentation (where appropriate) and details of any SEND including pupil profiles together with 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 Early Help procedures to ensure that pupils with additional needs (and their families) can benefit from the full range of support available to them.

The 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 (for example, 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 say, understanding what is being said to them or not understanding or using 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 behaviours may reflect underlying mental health difficulties such as anxiety or depression and may be manifested in self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained, becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. Disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder may be involved.

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 or contribute to a lack of 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 previously Looked After Child*

*At Wycliffe, we recognise that while being a Looked After Child or a previously Looked After Child is not classed as a special educational need, these groups are more likely to have a special educational need.

At Wycliffe CE Primary School, all children are tracked carefully with regards to their achievement, progress and attainment. We seek to identify, remove or ameliorate the impact of actual or potential barriers to learning e.g. poor attendance, lateness or general health concerns. Data for attendance is collected regularly and interrogated for patterns and triggers. Provision Maps and Passports are written to formalise and ensure that needs are addressed via timely, appropriate interventions and/or adjustments.

Identification and Assessment

Children's needs are identified and met as early as possible in their school career 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 external agencies),
- Classroom based assessment and monitoring arrangements,
- Discussions between the class teacher, SENDCo and SLT informally or via formal Pupil Progress Meetings
- Listening to and 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 need is present and/or significant,
- Reference to the Bradford Matrix of Need for advice and support in tailoring provision.

Curriculum Access and Provision.

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

- Differentiated work, tasks, resources and/or expectations as part of Quality First Teaching,
- Provision is planned according to the most recent Bradford Matrix of Need, so that it can identify, consider, remove / ameliorate barriers to learning, ensure that provision matches need and responds to investigative assessment data,
- Consider additional support through use of school staff, timetabling, groupings, and bespoke resources
- Enlisting the involvement of Pastoral Support Workers and Nurture Provision.

Access to school events, trips and residential

In line with the SEND Code of Practice (2015), the Equality Act (2010), the Children and Families Act (2014) and government guidance Supporting Pupils in Schools with medical conditions (2015), school works to ensure that children with SEND are able to access as many activities as possible. School uses risk assessments to consider what reasonable adjustments might be made to enable children to participate fully and safely.

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 and provision.
- Learning Walks to monitor provision.
- Teacher interviews with SLT at regular Pupil Progress meetings.
- Informal feedback from staff.
- Classroom observations by SENDCo and SLT.
- Pupil progress tracking using the whole-school assessment trackers.
- Attendance records.
- Headteacher's report to the Governing Body.

The Graduated Approach to identifying SEND Procedures:

Identifying a SEND Need. A pupil who has or may have SEND may be identified by a parent, teacher, school data, a previous setting or via an outside agency. Information is passed to the SENDCo. We work according to the Assess, Plan, Do, Review model. If the case is new to us or developing a Cause for Concern is completed by the class teacher, a discussion with parents is held and actions/next steps are confirmed, planned, implemented and monitored with reference to the Bradford Matrix of Need (v2.0 with v2.1 amendments), Code of Practice Stages i.e. Below ARE/SEND Support / EHCP and by the relevant Area of Need, e.g. Cognition and Learning. If it is found that the child needs require continued/further support or investigation, a Pupil Passport and Provision map may be opened by the class teacher. These outline support and advice already in place and all additional support or provision planned around SMART Targets. Emphasis is on the quality first teaching provided by the class teacher. The process is monitored over a period of approximately one full term and then reviewed. Progress is monitored and recorded. Regular and subsequent discussions will take place to drill down to understand and meet the child's need/s. There may be movement between the Code of Practice Stages. 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 multiagency assessment process, perhaps involving Health and Social care agencies, in order to consider the need for an application for an Education Health Care Assessment (EHCA). Pupils who are performing up to 20% below Age Related Expectations may not be placed on the SEND Register but will be recorded separately.

Pupil Passports and Provision Maps.

Passports and Provision Maps are themselves based on the Assess, Plan, Do, Review model. The learning need is suspected or identified. Strategies and interventions are planned, recorded and delivered to meet that need, provision is put in place, progress is reviewed and new/next targets are set from the resulting data and observations.

Passports are 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 are 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, very occasionally, to 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 within in the normal classroom setting or its wider environment but there may be exceptions. Assessment data and observations are used to review targets and set new ones.

Specialist teachers, other professionals and staff from the wider school community may be consulted for advice and support regarding means of ensuring that children's needs are being identified, addressed and met, that they have full access to all learning opportunities and that barriers to learning are identified and addressed. The input and advice of outside agencies is recorded in Passports.

Passports have approximately 3 SMART targets set for or by the pupil, and a stated review date. Provision Maps detail each planned intervention or bespoke support, their duration, frequency, required resources and required personnel. Both documents are quality assured by the SENDCo and their effectiveness monitored.

Pupil Passports Plus will be implemented when the support a child needs has increased to a point where it is agreed that preparation to request an EHCA is needed.

Education Health Care Plans (EHCP).

Pupils with an Educational Health Care Plan are provided with all arrangements for SEND children outlined above and, in addition, have an Annual Review of their EHCP. Wycliffe CE Primary School complies with all local procedures when applying for an EHCP and ensures that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget. Our review procedures comply with those recommended in Sections 6 and 9 of the SEND Code of Practice 0 to 25, 2015, and with Bradford MDC policy and guidance – including timescales stated in the process.

For children who are predicted to have a EHCP in Year 6, preparations for transfer to secondary school start in Year 5. Parents/carers will be reminded to contact/visit possible secondary schools so as to inform their final choices. The Annual Review takes place in the summer term of Year 5 to ensure the EHCP has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). -Once the pupil's likely KS3 setting is named in their EHCP, the SENDCO/SEND/Inclusion Team of the receiving school is invited to Annual Reviews prior to transition and further reviews, as appropriate. We aim to create a bespoke transition plan for each vulnerable or high needs pupil.

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 (2015), will:

- 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 SENDCo provides feedback to the Governing Body on SEND provision and its impact to Governors' on request. Designated governors are invited to share and discuss SEND provision.

Named Governor for SEND: Shabnam Iqbal

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 SEND.

SENDCo

The role of the SENDCo includes:

- Overseeing the day-to-day operation of the school's SEND policy.
- Managing the SEND budget allocation.
- 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 relevant records of children with SEND.
- Maintenance of the SEND Register.
- Liaising with parents of children with SEND.
- Organising and/or delivering INSET in order to meet the needs of staff.
- Liaising with external agencies, for example, educational psychology services, health and social services and voluntary bodies.
- Ensuring that relevant information about individual children with SEND is collected, recorded, shared and updated as appropriate.
- Creating, publishing and reviewing required statutory documentation in a timely fashion as required e.g. reports to the Governing Body, The Local Offer.
- Being part of the school's senior leadership team.

SENDCo: C Holdsworth Assistant SENDCO: J Ramsay

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.
- Ensuring that children with medical needs have their needs met in school.
- Being the lead in school for Early Help cases referrals and follow up work.
- Being the named person for vulnerable children and/or or being on the Safeguarding Team.

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:

- Recognising that every teacher is a teacher of every child or young person, including those with SEND.
- Recognising the importance of providing effective learning opportunities for all pupils, through setting suitable learning challenges, responding to pupils' diverse needs and working to overcome barriers to learning.
- Making best use of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND, with reference to the Bradford Matrix of Need
- Collaborating with the SENDCO to collect all available information on the pupil and to decide the action required to enable the pupil to make progress.
- Developing and reviewing Passports and Provision Maps for pupils as identified by the SENDCO.
- Working with SEND pupils on a regular basis to manage and deliver the individual programme set out in the Passport.
- Sharing the Grab File and all planning with relevant individuals e.g. Teaching Assistant, Cover Supervisor.
- 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 and meet own training needs around SEND.

Teaching Assistants and Pastoral Support Workers

TAs and Pastoral Support Workers take a full and active role in supporting pupils with SEND which 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, where appropriate.
- 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 Annual Review meetings (EHCP).
- 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.

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/carers in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carers to attend all review meetings where appropriate.
- Discuss the purpose of assessment arrangements and the implications of the Passport with the parent/carers, having provided 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 the 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 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 that include:

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| • Local Authority SCIL Team | • Local Authority Physical Difficulties Teacher |
| • NHS Speech and Language Therapists | • Bradford Council's Educational Psychology Team |
| • Local Authority Visually Impaired Teacher | • CAMHS |
| • Local Authority Teacher of the Deaf | • NHS Mental Health Support Team |
| • Local Special Schools | |

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

In Service Training

The Special Educational Needs Policy is subject to regular whole school review and evaluation. Designated governors are invited to share and discuss SEND provision. The SENDCo attends relevant courses, BDAT meetings and ensures staff are familiar with developments in SEND.

Staff are asked to contact the SENDCo if they identify training needs around SEND. Training, for both teaching and non-teaching staff, is sourced and provided as necessary. Priorities for training with regard to SEND will be specified within the School Improvement Plan.

Funding

There is an allocated budget for SEND. The effective management of it is the responsibility of the Head Teacher and the SENDCo.

Complaints Procedure

All complaints in the first instance should be directed to the class teacher and then to the Deputy Head / SENDCO. 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 Local Authority must establish 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 can be 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.

Safeguarding

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEND without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including; personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

Linked Policies

- Medical Needs/First Aid Policy
- Admissions Policy
- Behaviour Policy
- Parental Involvement Policy
- Intimate Care Policy
- Complaints Policy
- Staff Code of Conduct
- Equality Policy