

Wavell Community Schools' Federation



Special Educational Needs and Disabilities (SEND) Policy

Agreed by Governors: January 2022

Federation Aims and Values statement

Core Values:

Respect and Responsibility
Compassion and Kindness
Resilience and Courage
Excellence and Achievement
Inclusivity and Equality

We aim to:

- Implement a motivating and challenging curriculum, inspiring children to realise their potential and develop their passion for learning.
- Offer a nurturing, **compassionate** and inclusive environment where all children show **kindness**, value one another and celebrate individualities.
- Develop social **responsibility**, care for our school, community and the wider world.
- Ensure that everyone is **respected**, shows respect and knows that we are stronger together.
- Promote emotional wellbeing, encouraging children to develop **courage** and **resilience**, rising to the challenges they face.
- Deliver academic excellence where children can learn and grow, preparing them to be confident and independent citizens.

Vision Statement

At Wavell Community Federation, we are proud to serve a unique community, providing a stable environment where children can learn and grow together; maximising the time they spend with us. We provide inspirational experiences and opportunities, encouraging children to develop a love of learning and meet their full potential. Our friendly and child-centred team deliver an inclusive education, helping our children to develop the skills and emotional resilience they need to become happy, successful and confident citizens.

Objectives of the policy

In order to meet the special educational needs of our children at Wavell Community Schools' Federation, we must:

- Be an inclusive school.
- Early and accurate identification of those children who have SEND.
- Provide curriculum access for all.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies who provide specialist support and teaching for children with SEN.
- Inform and involve the parents of children with SEN so that we can work together to support our children.

- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.
- Work towards inclusion in partnership with other agencies and schools.
- Governors should have access to information that will allow them to monitor and evaluate the effectiveness of the SEND policy.

We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe children will be helped to manage and overcome their difficulties.

Principles

A child is defined as having Special Educational Needs/Disabilities (SEND) if they have a learning difficulty, which calls for special educational provision to be made, or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) Has significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special Educational Provision means educational provision which is additional to, or different from, the provision made generally for children of the same age in a mainstream school (xiii, xiv Code of Practice 2014).

Equality Act 2010

All Early Years providers have duties under the Equality Act 2010. In particular, they **must not** discriminate against, harass or victimise disabled children, and they **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded Early Years providers **must** promote equality of opportunity for disabled children.

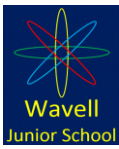
Responsibilities

Responsibility for coordination of Inclusion and SEND provision is as follows:

The Governors

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside children who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEND co-ordinator, or SENDCo.
- Inform parents/carers when they are making special educational provision for a child.



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- Review and approve the SEND Information Report as compiled by the SENDCos and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Heather McCallum is the current Governor with responsibility for SEND at Wavell Community Schools' Federation. She has contact with the SENDCos and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEND provision.

The Executive Headteacher

The Executive Headteacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Executive Headteacher will keep the Governing Body fully informed on SEND issues. The Executive Headteacher will work closely with the SENDCos and the Governor with responsibility for SEND.

The Special Educational Needs/Disabilities Co-ordinator (SENDCo)

Leigh Ellar (Infants and Nursery) and Lara Vinsen (Juniors) are responsible for coordinating arrangements for SEND throughout the schools.

In collaboration with the Executive Headteacher and governing body, the SENDCos determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of children with SEND.

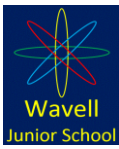
The SENDCos take day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCos provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of children's achievements and setting targets, the SENDCos develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCos liaise and collaborate with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCos include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND children and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Monitoring and contributing to the relevant SEND CPD training of staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Being a point of contact with external agencies, especially the Local Authority and its support services.



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- Liaising with other schools, Educational Psychologists, Health and Social Care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for children with SEND.
- To lead on the development of high-quality SEND provision as an integral part of the school improvement plan.
- Working with the Executive Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- Class teachers are responsible for providing high quality teaching, differentiated for individual children. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to children's diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCos to carry out a clear analysis of the child's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching Assistants will liaise with the class teacher and SENDCos on planning, child response and on progress in order to contribute effectively to the graduated response (assess, plan, do and review).

Identification and assessment of SEND

At Wavell Community Schools' Federation, we identify children with SEND as early as possible, through regular and direct contact with any setting that a child has attended prior to joining our school. We promptly assess and monitor all children, tracking progress half-termly. Pupil Progress Meetings allow Senior Leaders to monitor and track progress for each and every child.

Children with SEND may be identified at any stage of this process during their school life.

Triggers for further intervention

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted a 'graduated approach', where the level of intervention increases whenever adequate progress is not being made.

These could include:

- On-going observation and assessment within the classroom shows one or more of the following:
 - ✓ The child is working at a level below the national expectation for that Year group
 - ✓ The attainment gap between the child and their peers is getting wider.
 - ✓ A previous rate of progress is not being maintained.

- ✓ Little progress is being made, even when teaching approaches and resources have targeted a child's identified area of weakness.
- Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concerns eg. from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children's Centre Family Liaison Officer.

The Graduated Response

1 .Identify Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being, they will decide what action to take within the normal daily classroom routine and may liaise with the SENDCos and/or SLT to seek further advice.

- If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used.
- If a child is having behavioural problems, the teacher will log the frequency and severity of the incidents on CPOMs and, if possible, adapt the classroom environment to help the child overcome the difficulties.
- If a teacher is concerned about a child's physical or mental well-being, they will share their concerns with the SENDCos and SLT (including Designated Safeguarding Lead) to gain appropriate advice and support. A designated member of staff will inform the parents or carers of the child as necessary.

Children who have been identified will be added to our 'Monitoring Register', where staff will note concerns on an 'At A Glance' and actions to support children (APDR first cycle).

2. Action

If a child continues to make minimal progress in spite of the strategies the teacher has used in class (following a cycle of Assess, Plan, Do, Review on the Monitoring Register), the teacher may decide that more intervention is needed. The teacher, SLT and SENDCos look at the evidence of lack of progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress. A second cycle of Assess, Plan, Do, Review will then be carried out if necessary. 'At A Glances' will be updated with progress and impact.

3. Further Action

If a child continues to make little progress, with the permission from the parents, the SENDCos will ask for help from specialists outside agencies. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, Portage Team, the Healthy Child Team, Speech and Language Therapists, Hearing Support, Occupational Therapists, Early Years Advisory Team and specialist teachers from the

NYCC SEND Hub. With their help, strategies which are **additional to or different from** those already in place, will form the basis of an Individual Education Plan (IEP).

An IEP is written by the class teacher (with support from the SENDCos) for the child. This outlines the unique nature of the child, details the enabling environment that the child is functioning in and any learning or behavioural targets (usually up to 3 at a time) that the child is working towards. The targets are discussed with the parents and child (in age-appropriate language) and a copy is given to the parents. Progress towards the targets is discussed at Parents' Meetings, or by request at other times through discussions with the class teacher or SENDCo. IEPs will be updated with progress and impact regularly. Targets may be added and updated as necessary.

4. Request for Education Health Care Plan

If the child continues not to make progress, the school, through the SENDCos (and with the support of the Executive Headteacher) request the Local Education Authority to complete an assessment of the child's SEND in the form of an Education and Health Care Assessment Request (EHCAR). If the Local Authority agrees, it collects information from all the people who have been involved with the child. The information is then sent to 'panel' where a decision will be made.

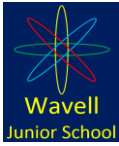
Education Health Care Plan

An EHCP ensures that children with special educational needs and disabilities (SEND) are consistently supported to enable the best outcomes for them. This system runs from birth to 25 years old, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. An EHCP puts children, young people and families at the very centre of the assessment and planning process, to make sure that all views are not only heard but also understood. This process focuses on what is important for children and young people, and what they want to achieve now and in the future.

In school, the EHCP is used to inform an IEP. This is where manageable steps are set, to work towards achieving the broader targets set in the EHCP. Annual Reviews are carried out to monitor and track progress of individuals and to develop new future targets to work towards long term goals. Families are entitled to apply to manage personal budgets under this system. Moved In and Interim Reviews are held when needed.

Whole school approaches:

- All staff implement appropriate strategies to ensure quality first teaching for all.
- Targets are personalised for individuals and their needs.
- Regular communication takes place between Teachers, TAs, SENDCos, parents and children to ensure progress.
- All staff have appropriate access to up to date information about children with additional needs.
- The SENDCos offer advice on differentiation to all staff.
- Children are supported alongside their peers whenever possible.
- All children are encouraged to join in extra-curricular activities.
- Provision for children with SEND is reflected in the schools' Self Evaluation Form (SEF).
- The complaints procedure is transparent and easily available to parents.
- Good access arrangements are made so that all children can demonstrate their full potential in assessments.
- The SENDCos will be appropriately qualified and have the skills required to meet statutory duties.
- School uses the Local Authority's local offer to inform the School Information Report. This is published on the school website.



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Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from outside agencies.
- Some children will have Individual Education Plans, risk assessments or Health Care Plans (EHCP).
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and child will be respectfully listened to and their views will inform next steps.
- TAs will be trained so that they can encourage and support children effectively to make their views known.
- Transition arrangements will be personalised to support individual needs.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the Code of Practice 2014.

Access to the school environment

Wavell Schools are on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There are special toilets and bathroom facilities, which include a height-adjustable changing bed. Ramps have been installed where classroom doors open onto the playground.

Admission Arrangements

When a child enters Wavell Community Schools' Federation already on the Special Needs Register, liaison will take place between the previous school or, in the case of a child with an Education Health Care plans, the Local Authority, regarding the needs of the child. Initially the child will remain at the same status until assessments are made and a review meeting has been organised.

In line with current Local Authority policy, a place at Wavell Community Schools' Federation is available to a child with SEND provided that:

- a) The parents wish the child to attend the school.
- b) The child's special educational needs can be met by the school.
- c) Other children will not be disadvantaged.
- d) Resources will be used efficiently.

Transition and Movement Arrangements

The SENDCos and Executive Headteacher arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting school. In Year 2, the SENDCo. provides information to the next school about children with SEND. All up to date assessments and documents are forwarded on to future school whenever transitions are made (including those mid-term). For children with an Education Health Care Plan, the SENDCo. arranges a meeting with the SENDCo. from the chosen school, the class teacher, the parents and the child during the summer term prior to transition or early in the Autumn Term as transition is in progress. In Year 6, all information is passed to the relevant secondary school. The SENDCo. and Class Teachers meet with the next SENDCo. (where possible) to share information and ensure smooth transition. Extended transition is arranged where necessary.

SEND Information Report

The school will ensure that the SEND Information Report is accessible on the schools' websites. Governors have a legal duty to publish information on their websites about the implementation of the policy for children with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found on the schools' websites.

Local Offer

Information about North Yorkshire's **Local Offer** can be found on the North Yorkshire County Council website. The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care.

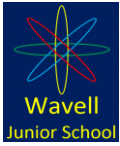
Monitoring and evaluating performance

Monitoring and evaluating the progress of children with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Use of assessment information to track and monitor progress and provision for children with SEND.
- Monitoring and evaluating of interventions.
- Monitoring and evaluation of IEPs.
- Learning walks and child interviews to evaluate the effectiveness of the strategies used.
- Completion of statutory functions by the SENDCos related to referral for Education Health Care Plans, termly meetings and annual reviews.
- Work scrutiny.
- Focused monitoring by the SENDCos, LA adviser and SEND Governor.
- Detailed discussions with families and children.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

The governing body evaluate the work of the school by:

- Appointing an SEND Governor who is a champion for children with SEND.
- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.
- Holding the school to account for its use of SEND funding.



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Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school, which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCos and the Executive Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

Parents may ask the Local Authority to conduct a statutory assessment of their child at any time. If the Local Authority makes an assessment of need but decides at the end of that process not to draw up an Education Health Care Plan of SEND for the child the parents have the right to appeal.