



SEND Policy and Information Report

Wetwang C of E (VC) Primary School

Sledmere C of E Primary School

SECTION 1: SCHOOL ARRANGEMENTS

Schools:	Wetwang C of E Primary Pulham Lane Wetwang Driffield East Yorkshire YO25 9XT	Sledmere C of E Primary Main Street Sledmere Driffield East Yorkshire YO25 3XP
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Tel No.	01377 235579	01377 236267
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Headteacher	Mr Peter Richardson
SENCo	Miss Tracey Shier
SEND Governor	Mrs Anne Sonley

Mission Statement

Our schools offer a safe, welcoming and nurturing environment for every child. All individuals get the chance they deserve and the opportunity to develop skills for life. The Christian ethos of the schools is underpinned by the Christian values of friendship, honesty, responsibility, respect, perseverance and forgiveness. We all work together to ensure that our schools are a happy and exciting place in which to learn and to inspire a sense of awe and wonder. Children leave us with the potential to become respected, independent and tolerant members of society.

SECTION 2: THE SEND POLICY AND INFORMATION REPORT LEGISLATION AND GUIDANCE

This policy and information report was written by the SENCo in liaison with the headteacher, SEND governor, and shared with all stakeholders. The policy and information report complies with the statutory guidance laid out in the SEND Code of Practice 0-25 January 2015 and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability (SEND) Code of Practice 0-25 January 2015
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations 2014
- Statutory guidance on supporting pupils with medical conditions April 2014
- The National Curriculum framework document Sept 2013
- Teachers Standards 2012

- Safeguarding Policy
- Accessibility Plan
- Inclusion Policy

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

SECTION 3: AIMS FOR CHILDREN WITH SEND

- To raise the aspirations and expectations for all pupils with SEND.
- To focus on outcomes for children and young people and not just the hours of provision / support

OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice
- To operate a “whole pupil, whole school” approach to the management and provision of support for SEND
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide ‘quality first teaching’ and a differentiated curriculum appropriate to the individual’s needs and ability
- To ensure identification of all pupils requiring SEND provision, as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities alongside pupils who do not have SEND
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment
- To recognise, value and celebrate pupils’ achievements, however small.
- To ensure that parents of SEND pupils, and the pupils themselves (where appropriate) are involved in decisions affecting their future SEND provision
- To provide support and advice for all staff working with SEND pupils

SECTION 4: DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SECTION 5: ROLES AND RESPONSIBILITIES

THE ROLE OF THE SENCo

The SENCo plays a crucial role in the schools’ SEND provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the schools’ SEND policy
- co-ordinating the provision for pupils with SEND
- liaising with designated teacher where a Looked after Child has SEND (Mr P. Richardson is currently the designated teacher)

- advising on the graduated approach to SEND support
- liaising with parents of pupils with SEND
- links with other educational settings and outside agencies
- liaising with potential next providers of education
- managing Teaching Assistants during SEND support time
- overseeing pupils' records
- making a contribution to INSET – Staff Training
- liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies

For effective co-ordination staff must be aware of:

- the roles of the participants
- the procedures to be followed
- the responsibility all teachers have in making provision for pupils with SEND
- the commitment required by staff to keep the SENCo well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about pupils with SEND
- what exactly constitutes a 'level of concern' and at which point School Support is initiated
- mechanisms that exist to alert the SENCo to such 'levels of concern'
- the procedure by which parents are informed of this concern and the subsequent SEND provision
- additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that a 'responsible person' is identified to inform about the Education and Health Care Plans and all those involved with teaching and supporting pupils with an EHCP
- ensuring that pupils with SEND are fully involved in school activities
- having regard to the SEND Code of Practice when carrying out these responsibilities
- being fully involved in developing, monitoring and subsequently reviewing SEND policy
- reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- collaborating with the SENCo to decide the action required to assist the pupil to progress
- working with the SENCo to collect all available information on the pupil
- in collaboration with the SENCo (if necessary), develop 'Pupil Passports' for pupils with SEND and meet with parents to evaluate old targets and discuss possible new targets
- working with pupils with SEND on a daily basis to deliver the Pupil Passport targets within differentiated planning
- developing constructive relationships with parents
- being involved in the development of the school's SEND policy
- To direct the work of teaching assistants to fully support the needs of pupils with SEND
- To record all interventions, for individual children, on the Intervention Record Sheet and comment on progress and impact of interventions.

THE ROLE OF THE HEADTEACHER

The head teacher's responsibilities include:

- the day-to-day management of all aspects of the schools including the SEND provision
- keeping the Governing Body well informed about SEND within the schools
- working closely with the SENCo
- informing parents of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SECTION 6: SEN INFORMATION REPORT

THE KINDS OF SEN THAT ARE PROVIDED FOR

The Code of Practice 2015 specifies four broad areas of need. (6.28)

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction** e.g. Autistic Spectrum Condition and speech and language difficulties
- **Cognition and Learning** e.g. Dyslexia
- **Social, Emotional and Mental Health** difficulties e.g. Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical needs** e.g. processing difficulties

IDENTIFYING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND ASSESSING THEIR NEEDS

We recognise that many pupils will have special needs at some time during their school life. The purpose of identification is not to label a child, but to work out what action the school needs to take, to help them overcome their difficulties and remove any barriers to their learning. Consideration will be given to the needs of the whole child not just the special educational needs of the child.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

The school assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. This enables the school to identify pupils making less than expected progress, given their age and individual circumstances.

This means progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainments gap

When assessing a child's progress, the school will also look at other factors which are not considered SEND, but which may influence progress and attainment such as:

- Attendance and Punctuality
- Health & Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child
- Being a child of a Serviceman/woman

Wetwang and Sledmere C of E schools will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

CONSULTING AND INVOLVING PUPILS AND PARENTS

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

- Everyone develops a sound understanding of the pupil's areas of strengths and difficulty
- We take into account parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear about what next steps are
- We are working effectively with all other agencies supporting children and their parents
- Parents and carers are given the opportunity to play an active and valued role in their child's education
- Parents and carers are made to feel welcome
- We are encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- We are instilling confidence that the school will listen and act appropriately
- Parents and carers are given opportunities to discuss ways in which they and the school can help their child
- We are keeping parents and carers informed and giving support during assessment and any related decision-making process

Notes of these early discussions will be added to the pupil's record and given to their parents.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

Wetwang and Sledmere C of E Schools adopt a graduated response in identifying and managing children with SEND.

- The Code of Practice 2015, states that it is the role of the class teacher to meet the needs of all the children within their class. This is done through 'quality first teaching', with work which is suitably differentiated and personalised to meet individual needs.
- Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.
- All children are discussed at termly progress meetings which involve the Headteacher, SENCo and class teacher. Where it is felt that children are not making the expected progress it is likely that an intervention will be put in place. This may be in the form of group or individual support within the school day.
- When a child, despite additional support, does not catch up to make expected progress, the class teacher will inform the SENCo and discuss suitable course of action. All information gathered from within the school about the child's progress will be considered. This will also be discussed with parents, and where necessary a 'Pupil Passport' will be put in place and the child will be put onto the Special Educational Needs Register as receiving 'SEN Support'. The class teacher and SENCo will then apply the 'Assess – Plan- Do- Review' cycle in order to monitor the intervention and the progress the child makes over two or three terms.
- If the child does not make the expected progress despite individual interventions, the school may decide, with parental permission, to refer to some external agencies and professionals for a more specialist assessment of their needs.
- Parents will have to sign a referral form prior to any outside professional seeing their child. They will be informed of any visits or assessments which take place in school and copies of any reports received will be discussed and shared.

SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

Information with the school or other setting the pupil is moving to will be shared.

In addition to this:

- Transition programmes are in place to support children from class to class, across key stages and to another school (including secondary) e.g. transition booklets, additional visits.
- When children move classes or Key Stages, teachers and support staff (and sometimes parents) meet and share information.
- Children may be made familiar with changes to their routine or setting prior to any major change.
- The SENCo meets with the SENCo from the secondary school or next setting to share information and documentation is shared.
- Additional visits to secondary schools are generally arranged to aid transition.

OUR APPROACH TO TEACHING PUPILS WITH SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching (work is differentiated by adapting tasks to make learning accessible) is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

- It is the duty of the class teacher and SENCo to ensure that children on the SEND register are able to access the curriculum.
- Planning will be suitably differentiated to meet individual needs.
- Teaching and learning will be delivered to meet the needs of different learning styles.
- Provision Mapping will show the interventions for children with Specific Learning Difficulties and Education and Health Care Plans.
- Pupil Passports will be part of the 'assess – plan - do – review' cycle.
- The class teacher is responsible for evidencing progress against the agreed outcomes of any plan. Any concerns will be discussed with the SENCo.
- All assessments feed into the termly pupil progress meetings.
- It is the SENCo's responsibility to use resources effectively and prioritise the individual level of need for those children without an Education, Health and Care Plan (EHCP).
- Children with an EHCP will be supported in line with their funding level.
- If the school feels they are unable to meet a child's individual needs, families will be consulted and asked to sign appropriate referral forms before the school seek advice from outside agencies and other professionals. e.g. Educational Psychologist, Behaviour Support, Speech & Language, Sensory and Physical Teaching Service.
- Any advice and reports will be discussed with parents and appropriate interventions put in place. This will be resourced from the school's delegate funding or Education Health and Care Plan funding.

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We aim to deliver the curriculum in a multi-sensory way, encompassing all learning styles.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the learning environment accordingly to suit the needs of all children which can take the form of seating arrangements, displays to support learning, reward systems, timetables and time out areas.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS.

The school recognises that pupils at each school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its accessibility plan and duties under the Equalities Act 2010.

Some children may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

ADDITIONAL SUPPORT FOR LEARNING

We have a number of teaching assistants, including a HLTA, who are trained to deliver interventions such as precision teaching, social stories, social skills and speech and language programmes.

Teaching assistants will support pupils on a 1:1 basis when they have an EHC plan or require additional support to heal gaps in their learning.

Teaching assistants will support pupils in small groups when focusing on healing gaps in children's Learning

Expertise and training of staff

Our SENCO (Mrs Clare Gunn) has 20 years' experience in this role and our head teacher (Mr Peter Richardson) also has over 20 years primary experience, was a SENCO for many years and has an MA in Special Education Needs.)

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO will regularly attend local network meetings

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

We have a team of 4 teaching assistants who work in most classes during the mornings with two teaching assistants currently supporting one to one children with SEND needs. We also benefit from having a higher level teaching assistant (HLTA) who delivers some of our SEN provision.

In the last academic year, relevant staff have been trained in Social Stories, Speech and Language programmes, Dyslexia and Social Skills.

SECURING EQUIPMENT AND FACILITIES

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality

assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our schools will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding termly meetings for pupils with EHC plans

ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our annual residential visits.
- All pupils are encouraged to take part in sports day/school plays/special workshops and workshops etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- We offer ELSE support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to become members of the Collective Worship Team
- We have a zero tolerance approach to bullying.

WORKING WITH OTHER AGENCIES

Effective working links will also be maintained with:

- Educational Psychology Service (including Behaviour Advisory Teachers)

- Virtual School for Looked After Children
- SAPTS
- Local healthcare services including Speech and Language Therapy and Children's Centres
- Local policing services
- CAMHS

COMPLAINTS ABOUT SEN PROVISION

Complaints relating to the provision for children with SEN or EAL will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN may be involved if necessary.

In the case of an unresolved complaint the issue should be taken through the general governors complaints procedure (see separate Complaints Policy).

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

The SENCO is aware of all the SEND children and their specific needs.
This supports directing parents and their children to a range of services.

Education Inclusion Services (Educational Psychologist) – 01482 292254
LA SEND Team 01482 392163
East Riding Family Information Service
School Nurse
Families Information Service Hub- www.fish.eastriding.gov.uk
ERVIP-East Riding Voices In Partnership
KIDS SENDIASS- <http://eastridinglocaloffer.org.uk/care-and-support/support-for-parentscarers-and-youngpeople/fish-sendias>

CONTACT DETAILS FOR RAISING CONCERNS

Concerns relating to the provision for children with SEN or EAL will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher and SEN governor if necessary.

The Schools wherever possible, work in partnership with parents/carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the School's complaints policy. The School's complaints procedure for SEND is the same as for all other incidents and is addressed in the policy available on the website or on request. There is a requirement of local authorities to provide mediation services for those parents/carers of a student with SEND as an additional provision to the usual complaints procedure. There is a national SEND tribunal that will formally address conflict or unhappiness for those with highest SEND need. The school will do everything possible to work with parents/carers to ensure that local and national complaints bodies will never have to be used.

THE LOCAL AUTHORITY LOCAL OFFER

The East Riding of Yorkshire's local offer is published here: <http://eastridinglocaloffer.org.uk>

MONITORING ARRANGEMENTS

The SENCo, in consultation with the head teacher, will be responsible for monitoring and implementation of this document which will be reviewed annually by the SENCo, the nominated SEN Governor and the rest of the staff.

September 2023