



Upper Wharfedale Federation

SEND POLICY 2018 – 2019



1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

Our Ethos

The Upper Wharfedale Federation values the abilities and achievements of all its children and is committed to providing the best possible environment for learning for every child.

All teachers are teachers of children with SEND and are committed to identifying and providing for the needs of **ALL** children within an inclusive environment. We recognise the entitlement for all children to access a balanced, broadly based curriculum. It is encompassed in teachers' planning and in curriculum area policies that all teachers will deliver a differentiated curriculum, as outlined in our class planning and/or provision maps.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation, guidance and documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- The Local Offer made by the Local Authority
- Statutory guidance on supporting children at school with medical conditions updates December 2015
- Safe Guarding Policy
- Equality Act 2010

3. Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision and/or reasonable adjustments 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 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 (many children and young people who have SEN may have a disability under the Equality Act 2010 – that is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (SEND CoP 2014)

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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs Orla Gibbons

She will:

- Work with the Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the four schools across the Federation
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans
- Co-ordinate and evaluate the provision for pupils with SEND
- Monitor pupils' progress and overseeing record keeping
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Contribute to INSET as appropriate
- Advise on the deployment of the each school's delegated budget and other resources to meet children's' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the Executive Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date, SEND register, Register of Vulnerable Children and Medical Register

4.2 The SEND governor

The SEND governor is: Mrs Jan Crawford

The SEND governor will:

- Take a special interest in SEND
- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND provision within each school across the Federation and update the Governing Board on this
- Work with the Executive headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the Federation

4.3 The Executive headteacher

The Substantive Executive Headteacher is: Mrs Ella Besharati (Interim Executive Co – Headteachers: Mrs Christine Boxall and Mr Chris Norris)

The Executive headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class (Quality First Teaching, universal WAVE 1 provision for ALL)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and SEND information report.

4.5 Support Staff/Teaching Assistants

All four schools employ TAs, Advanced Teaching Assistants (ATAs) and Higher Level Teaching Assistants (HLTAs) where appropriate and these assist with the provision for children with SEND.

Teaching Assistants are employed to support individual children, groups and classes. Children are predominantly supported to enable them to learn in class alongside their peers. Sometimes teaching assistants work individually with children who have been withdrawn from a lesson to follow an individual programme or Intervention plan to accelerate learning in a particular area.

The management and training of TAs in SEND and inclusive practice is the responsibility of the SENDco and the Executive Headteacher. They are under the direction of the Executive Headteacher and class teacher with whom they are working. The Executive Headteacher manages the professional development and training for the Teaching Assistants.

5. SEND information report

5.1 The kinds of SEND 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, Dyscalculia
- 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
- Moderate/severe/profound and multiple learning difficulties

Please see the Federation's SEND Information Report

5.2 Identifying children with SEND and assessing their needs

A child may need additional support when:

- The child asks for support.
- Concerns are raised by parents/carers teachers, TAs, external agencies or the child's previous school/Early Years provider regarding progress or inclusion.
- Whole school tracking of attainment outcomes indicate the child is not making expected levels of progress.
- Screening and/or diagnostic assessments indicate gaps in knowledge, skills and/or development.

The SEND Code of Practice 2014 describes four broad categories of need for which we will plan:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical/sensory

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- 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 attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. See appendix 1: Graduated Approach

All teachers are responsible for identifying children with SEND and in collaboration with the SENDCo/Executive Headteacher will ensure children requiring additional and/or different provision are identified at an early stage. High quality teaching, differentiated for individual children, is the first step of responding to children who may have SEND. Any child having significant needs which require additional and/or different provision will be placed on the SEND register. Children requiring catch up intervention (below age related expectations) do not necessarily have special educational needs. It is the responsibility of individual class teachers to identify children in need of catch-up intervention or personalised provision. These programmes should be time limited with a clear focus and with set targets. Parents/carers will be informed that interventions are taking place.

5.3 Consulting and involving children and parents

We will have an early discussion with the child 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 child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record and given to their parents. We will formally notify parents when it is decided that a child will receive SEND support.

5.4 Assessing and reviewing children's' 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 child's needs. This will draw on:

- The teacher's assessment and experience of the child
- 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 child'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 child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

5.5 Supporting children moving between phases and preparing for adulthood

The SENDCO liaises with secondary schools to enable planned provision to be made for pupils with SEND. The SENDCO facilitates both Year 6 Transition Reviews for pupils with Statements of SEND/EHCPs to enable a planned transition and also children that are transitioning from one Key Stage to another and one year group to another, where appropriate.

5.6 Our approach to teaching children with SEND

ALL Teachers are responsible and accountable for the progress and development of all the children in their class. All teachers are responsible for identifying children with SEND and in collaboration with the SENDCO/ Executive Headteacher will ensure children requiring additional and/or different provision are identified at an early stage. High quality first teaching, differentiated for individual children, is the first step of responding to children who may have SEND. This will be personalised and differentiated for individual or groups of children.

Any child having significant needs which require additional and/or different provision will be placed on the SEND register. Children requiring catch up intervention (below age related expectations) do not necessarily have special educational needs. It is the responsibility of individual class teachers to identify children in need of catch-up/same day intervention or personalised provision. These programmes should be time limited with a clear focus and with set targets. Parents/carers will be informed that will interventions are taking place.

If there is evidence that all children is making insufficient progress despite significant support and interventions, further advice and support may be sought from external agencies in order to best meet the needs of the child. Permission will be obtained from parents/carers and they will be fully informed and update.

These agencies include the;

- Education Psychology Service
- Sensory, Physical and Medical Support Service (SPM)
- Healthy Child Team
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy Service (SaLT)
- Autism Support Service
- Prevent Team (Social Care)

- Enhanced mainstream schools for Communication and Interaction, Specific Learning Difficulties and Social, Emotional and Mental Health (SEMH)
- Minority Ethnic Achievement (MEA) Team
- SENDIASS – Parent support service
- Compass Buzz
- NHS
- Pupil Referral Service (PRS)

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ALL children are entitled to Quality First Teaching and Provision whereby teachers make appropriate and personalised reasonable adjustments for a child with SEND. This is integral to a child's progress, achievement and self-worth.
- 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.

5.8 Resource allocation

The school receives funding to respond to the needs of children with SEND from a number of sources, including:

- The age-weighted pupil unit
- The notional SEND budget
- Pupil Premium Funding for those who have been in receipt of economic free school meals in the last 6 years, who are in the care of the Local Authority or whose parents are in the Armed Services.
- High Needs, exceptional funding from the LA, for those students with complex needs

This funding is then used to allocate resources – both human and otherwise – to support children with SEND. If parents/carers wish to discuss the options available to their child, they are welcome to make an appointment to see the Class teacher, SENDCo or Executive Headteacher.

5.9 Expertise and training of staff

Our SENDCO has 10 years' experience in this role and provides INSET training where appropriate to needs of SEND following on from monitoring and evaluation.

She is allocated half a day a week to manage SEND provision the Federation.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

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

- Reviewing children's' individual progress towards their goals each term
- Reviewing the impact of interventions during and on completion of the intervention
- Focused learning walks (some in collaboration with SEND Governor, Executive Head teacher or other as appropriate)
- Using child questionnaires
- Using staff questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for children with EHCP plans

5.11 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.
- All children are encouraged to go on our residential trip(s)
- All children are encouraged to take part in sports day/school plays/special workshops, etc.
- No child is ever excluded from taking part in these activities because of their SEND.

5.12 Support for improving emotional and social development

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

- Children with SEND are encouraged to be part of the school council or pupil voice groups
- Children with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.13 Admissions

The Governing Body ensures that admissions criteria will not discriminate against children with SEND. Admission arrangements for children with SEND are in accordance with Local Authority regulations.

5.14 Complaints about SEND provision

Any complaints about special educational needs provision for a particular child, should be made in the first instance to the class teacher. If the problem is not resolved, the matter should be referred to the Executive Head teacher and/or SENCo.

Should concerns remain, they will be discussed with the SEND Governor. Parents/carers of children with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution/mediation. The school or the Local Authority SEND Information, Advice and Support Service can make further information about this process available on request.

5.15 Contact details of support services for parents of pupils with SEND

In the Federation we recognise that parents/carers hold key information and have a critical role to play in their child's education. The schools seeks the involvement of the parents and carers of children with SEND. Parents/carers are kept informed of the progress of their children. We will collaborate with and listen to the views of parents/carers to work together to meet their child's needs. School regularly evaluate provision at given periods, and at the end of a period of intervention.

The school can provide information about the LA SEND Information Advice and Support Service (SENDIASS) to all parents/carers of students with SEND. Parents of any pupil identified with SEND may contact this service for independent support and advice.

6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

The success of the policy will be reviewed against its aims stated at the beginning of the document.

DATE: 6th November 2018

REVIEW DATE: Nov 2019

It will be approved by the governing body

7. Links with other policies and documents

These documents can be found on the both Schools website.

- Anti-Bullying Policy
- Attendance Policy
- Safe Guarding Policy
- SEND information report for the Federation
- NYCC Local Offer