



# **Wybers Wood Academy Special Educational Needs & Disability (SEND) Policy**

**Adopted: September 2020**

**Reviewed: September 2023**

## Section 1

Persons with responsibility for managing our response to the provision for children with SEND (reg. 3a for schools)

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<b>Person coordinating the day to day provision of support for pupils with SEND (Special Educational Needs and Disability)</b>	Mrs Teresa Rouse- Head of School (acting SENDCo)
<b>SENDCo(Special Educational Needs and Disability Co-ordinator) and member of Senior Leadership Team(ref. Role of the SENDCo in Schools SEND Code of Practice, 6.89)</b>	Mrs Teresa Rouse- Head of School (acting SENDCo)
<b>SEND Governor</b>	Mr Steve Rusling
<b>Deputy SENDCo</b>	Miss Sarah Cumberland

## **Section 2 Beliefs, Values, Aims and Objectives regarding SEND**

### **Our Beliefs and Values regarding SEND**

Every teacher is a teacher of every child including those with SEND. The aims of the Special Educational Needs and Disability (SEND) policy relate to every child in school. The prime aim is to ensure that each pupil makes good progress and is provided with equal access to the curriculum.

The school embraces the New Code of Practice (0-25 years) September 2014.

Our policy was developed in consultation with parents, carers, school staff, Governors and pupils and reflects the SEND Code of Practice, 0-25 guidance.

### **Aim**

Wybers Wood Academy aims to raise the aspirations and expectations of all pupils in our care. We focus on all children achieving their full potential from their individual starting points by working closely with our pupils and their families.

### **Objectives**

- To ensure that every child feels valued and their individuality is nurtured and preserved.
- To ensure early identification of and provision for pupils who have Special Educational Needs, Disabilities and Additional Needs.
- To work within the guidance provided by the SEND code of Practice, 2014.
- To operate a whole pupil, whole school approach to the management and provision of support for SEND.
- To provide a Special Educational Needs Coordinator (SENDCo)
- To provide support and advice for all staff working with children with Special Educational Needs and Disabilities.
- To ensure effective communication between all who are involved with the child.
- To promote a positive learning environment for all.
- To ensure full access to the National Curriculum by appropriate adaptation.

### **Section 3 – Identifying Special Educational Needs**

#### **Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014**

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (A) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (B) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has Special Educational Needs if they fall within the definition at A or B above or would do so if special provision were not made for them. Children must not be regarded as having a learning difficulty solely because a language or form of language of their home is different from the language in which they will be taught.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the whole child, which will include not just the Special Educational Needs or Disabilities of the child.

There are four broad categories of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and mental Health Difficulties**
- **Sensory and/or Physical Needs**

We operate an open door policy where staff and parents are able to discuss concerns, needs and issues surrounding the child at a mutually convenient time. We have termly pupil progress meetings involving class teachers, parents, SENDCo and Head teacher. Every child in the school has their progress and needs analysed and discussed to inform appropriate action required. This may involve observations, specialist diagnostic assessment, provision of resources or general guidance and advice. Other factors can affect a child's learning in the short and longer term and are taken into consideration when planning interventions and support.

Factors which should be considered include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation-these alone do not constitute SEN)
- The DDA Reasonable Adjustments legislation expects schools and academies to be anticipatory in respect of school activities and trips.
- The school building is wheelchair accessible and has two disabled toilets. All pupils with SEND are able to access the school activities and the school assists individual pupils on a needs-led basis.
- Meetings are held prior to longer school trips so that parents can be involved in deciding what reasonable adjustments are necessary.

Other factors which will be considered include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a service man or woman

## **Section 4 – A Graduated Approach to SEN Support**

It is the class teacher's responsibility to provide high quality teaching for **ALL PUPILS**. They are accountable for the progress and development of pupils including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Pupil's progress is regularly analysed and measured using formative assessment and early assessment materials. We apply the **ASSESS-PLAN-DO-REVIEW** cycle. This is in consultation with all who are involved with the child.

Under the terms of the new Special Educational Needs and Disabilities code of practice the term, 'SEN Support' is now used to identify pupils who have an additional need.

For examples of the documents referred to please see Appendix 1 at the end of this policy.

### **Phase 1**

Children who are experiencing particular difficulties and are receiving specific, additional support or intervention will usually be placed on our internal monitoring system which is known as Phase 1. If this applies to your child, you will be invited to meet with the class teacher and to discuss the concerns and identify any difficulties or barriers to learning. With the class teacher you will then agree upon the support and actions which will be taken by the school and home to help your child. It is important to remember that all pupils may be offered interventions as part of an adapted curriculum in order to accelerate learning; no notification is necessary in those instances. Pupils placed at Phase 1 will be reviewed as part of the academy monitoring progress. If all parties agree that satisfactory progress has been made, the pupil may be removed from Phase 1 or may continue for one more term.

### **Phase 2**

Those children who require specific support, which is additional to or different from the adapted curriculum due to identified special educational needs will be placed on the SEN Support register. This is known as Phase 2. At this stage pupils may receive external support from other agencies e.g. Speech and Language, Occupational Health, Specialist Advisory Service (N.E.Lincs SEN team). Some pupils may move straight to Phase 2 because they require additional external support: NHS occupational therapy for example. Phase 2 pupils will have a Personalised Learning Plan (PLP) created in consultation with parents, pupil, class teacher and SENDCo. Phase 2 pupils may receive support at this level for a longer period of time with reviews being held at least termly. If it is decided that a pupil may require an Educational Health Care Plan, they will then be considered for Phase 3.

### **Phase 3**

Phase 3 pupils are those who have, or are being considered for, an Educational Health & Care plan. Usually, they will have received support at Phase 2 in the first instance. They will have a PLP and further intensive support will be provided as evidence is gathered to ascertain whether an Education, Health and Care Plan should be applied for.

## **Education Health and Care Plan (EHC)**

The EHCP places much more emphasis on personal goals and will outline the support the child will receive whilst in education or training up to the age of 25. A request is made to the local authority and the decision to issue an EHCP is made by the local authority. The Special Educational Needs and Disability Code of Practice 0-25 2014 outlines comprehensively the criteria which must be met for an EHC to be considered and issued. Parents and carers do have the right to submit a request for an EHCP.

## **Section 5 – Criteria for Entering and Exiting the SEND Register**

The progress of all children, including those on the SEND register is closely monitored and reviewed during pupil progress meetings. Their progress is assessed and planned for accordingly.

### **Entering the SEND Register**

If the gap between a child and their peers widens significantly, usually two years behind their chronological age, they will be considered for SEND support. Some children may have a disability or difficulty which, whilst not hindering their academic progress, requires support. Children who are placed on the register to support their social and emotional health will require a behavior plan and a SPOT (Social & Emotional Health Positive Outcomes Toolkit) assessment.

### **Exiting the SEND Register**

Should the gap between them and their peers close significantly, they may be removed from the register. The register is flexible and children can move off it or on it as their needs change.

## **Section 6 – Supporting pupils and families**

Detailed information about what our Academy has to offer is published on our website under ‘Local Offer for Wybers Wood Academy’ (regulation 53, part 4) and the SEND information report (regulation 51, part 3, section 69 (3)(a) of the act.

### **Parents can also access our specialist support via the school:**

Specialist Advice and Support Team (SAS)

Educational Psychologist Team

Miss Cumberland - Senior Learning Mentor

Occupational Therapy

Speech and Language Education

Team for Hearing and Vision

Barnardos

Compass Go

Parents may seek support and guidance by contacting the local parent partnership organization:

**(SENDIASS)**

**11 Dudley Street Grimsby North East Lincolnshire**

**DN31 2AW      01472 325609**

### **Admission Arrangements**

Admission arrangements can be found on our website or by contacting the school office on 01472 311081

Access arrangements are made based on the requirements of individual children.

### **Transition Arrangements**

Pupils with SEND have additional pre-visits to their chosen secondary school. Transition from class to class and across key stages is managed by the class teachers and support staff with advice from the SENDCo.



## **Section 7 – Supporting Pupils at School with Medical Conditions**

The academy recognises that pupils at 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 duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and SEND Code of Practice (2014) is followed.

For children with medical conditions please refer to our policy on 'Managing the Medical Conditions of Pupils.'

## **Section 8 – Monitoring and Evaluating SEND**

At Wybers Wood Academy it is our practice to carefully monitor and evaluate the quality of provision offered to all pupils. We undertake audits by sampling parent, pupil and staff views. The Academy Advisory Board play an important role and regularly accompany the SENDCo and Senior Leadership Team on SEND information walks and observations. Visits to all classrooms provide valuable insights into the differentiation and provision children with SEND are receiving.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils through regular scrutiny, reflection and identified continued professional development.

## **Section 9 – Training and Resources**

The school's SEND budget is allocated for resources, training and is used to support all pupils with additional needs. The Head of School is responsible for the SEND budget, however the SENDCo has a key role in allocating budgets and resources.

The training needs of staff are identified based on the needs of the pupils they teach or support and where appropriate whole school training is organised. Skills audits are carried out to identify any deficits so that training can be targeted effectively. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo attends the Delta SENDCo network and Local Authority training and meetings in order to keep up to date with local and national updates in SEND.

## Section 10 – Roles and Responsibilities

Role of the SEND Governor	To have an overview and understanding of school policy, practice and provision. To challenge and support the SENDCo. To report back to the Academy Advisory Board.
Role of the Teaching Assistants	Teaching Assistants enable pupils to engage and participate in lessons and more social aspects of school life. They support and encourage pupils to become more independent learners in order that they achieve and make progress.
Name of Designated Teacher with specific Safeguarding responsibility	Teresa Rouse- Head of Academy DSL Sarah Cumberland – Senior Learning Mentor DDSL
Name of member of staff responsible for managing Pupil Premium Grant (PPG) and Looked After Child (LAC) funding.	Stacie Barnsley – Pupil Premium Annie Stitchell – Finance Manager
Name of member of staff responsible for managing the academy's responsibility for meeting the medical needs of pupils.	Teresa Rouse – Head of Academy Tamara Haigh- HLTA
Name of member of staff responsible for Looked After Children (LAC).	Teresa Rouse - LAC

### **Section 11 – Storing and Managing Information**

Documents are stored in line with Data Protection and Safeguarding Policies.

### **Section 12 – Reviewing the Policy**

The policy will be reviewed annually.

### **Section 13 – Accessibility**

See Accessibility Policy

### **Section 14 – Dealing with Complaints**

See School Complaints procedure

### **Section 15 – Bullying**

See Bullying Policy

# Appendix 1 SEN Graduated Response Documents

## Phase 1

### Wybers Wood Academy PHASE 1

Phase 1 DELTA Graduated Approach		Date plan commenced:		Next termly review:
Name of pupil:		DOB:	Year:	CT: Year 3 Autumn Term
Name and contact of parent/carers		Tel:	Email:	
1.				
2.				
3.				
Record of outside agency involvement				
Name of service	Date of involvement	Contact name	Tel & email	

Phase 1 Support Plan				
Emerging concerns	Actions to support need	IMPACT on Review		
REVIEW DATE: July 22	Who attended?			
OUTCOME: <u>  </u> (tick one)	Cease plan	Maintain at Phase 1 for one more cycle	Consider move to Phase 2 and refer to SENCo	Seek professional support
Next steps:				
Reviewed plan sent to: Parent/Carer		Teacher	SENCO	<u>  </u> (Highlight) Parent/Carer signature:

**CHILD VIEWS**

Date:

Things I like at school

Things I like at home

Things that help me in school

People and Friends that help me

Things that I worry about

Things that I don't like are

**PARENTAL VIEWS**

Parent/Carer:

Date:

Things I am worried about:

Things I am happy with:

Things that help:

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## Phase 2

<b>Phase 2 DELTA Graduated Approach</b>		<b>Date plan commenced:</b>		<b>Next termly review:</b>	
Name of pupil:		DOB:	Year:	CT:	
<b>Name and contact of parent/carers</b>			<b>Tel:</b>	<b>Email:</b>	
1.					
2.					
3.					
<b>Record of outside agency involvement</b>					
<b>Name of service</b>		<b>Date of involvement</b>	<b>Contact name</b>		<b>Tel &amp; email</b>

ACADEMIES TRUST

<b>Phase 2 Summary of need (Parent /Teacher / SENDCo conversation)</b>		<b>Date</b>
<b>Primary Need : Communication and interaction</b>		<b>Secondary Need : Sensory</b>
<b>Cognition and Learning</b>		<b>Communication and Interaction</b>
Parent view: School view:		Parent view: School view:
<b>Social Emotional Mental Health</b>		<b>Sensory Physical and Medical</b>
Parent view: School view:		Parent view: School view:

**CHILD VIEWS**

Date:

Things I like at school

Things I like at home

Things that help me in school

People and Friends that help me

Things that I worry about

Things that I don't like are

**PARENTAL VIEWS**

Parent/Carer:

Date:

Things I am worried about:

Things I am happy with:

Things that help:

- 



### Phase 3

<b>Phase 3 DELTA Graduated Approach</b>		<b>Date plan commenced:</b>		<b>Next termly review:</b>	
		<b>Date of last Annual Review:</b>			
<b>Name of pupil:</b>		<b>DOB:</b>	<b>Year:</b>	<b>CT:</b>	
<b>Name and contact of parent/carers</b>		<b>Tel:</b>		<b>Email:</b>	
1.					
2.					
3.					
<b>Record of outside agency involvement</b>					
<b>Name of service</b>		<b>Date of involvement</b>	<b>Contact name</b>		<b>Tel &amp; email</b>

<b>Phase 3 <u>Summary</u> of need (Parent /Teacher / SENDCo conversation)</b>		<b>Date:</b>	
<b>Primary <u>Need</u> :</b>		<b>Secondary <u>Need</u> :</b>	
<b>Cognition and Learning</b>		<b>Communication and Interaction</b>	
Parent view:		Parent view:	
School view:		School view:	
<b>Social Emotional Mental Health</b>		<b>Sensory Physical and Medical</b>	
Parent view:		Parent view:	
School view:		School view:	



Phase 3 SEN Support Plan				
Desirable Outcomes	Actions to support need		Provision/Frequency	IMPACT on Review
<b>Communication and Interaction</b> Long Term: Short Term:				
<b>Cognition and Learning</b> Long Term: Short Term:				
<b>SEMH</b> Long Term: Short Term:				
<b>Sensory and Physical</b> Long Term: Short Term:				
<b>REVIEW DATE:</b>	<b>Who attended?</b>			
<b>OUTCOME:</b> <i>_(tick one)</i>	<input type="checkbox"/> Remove from register	<input type="checkbox"/> Begin another cycle	<input type="checkbox"/> Seek professional support	<input type="checkbox"/> Call an early Annual Review
<b>Next steps:</b>				
Reviewed plan sent to: Parent/Carer    Teacher    SENCO <u>    </u> <i>_(Highlight)</i> Parent/Carer signature: _____				

<b>CHILD VIEWS</b>	<b>Date:</b>
<b>How were these views captured?</b>	

**Things I like at school**

**Things I like at home**

**Things that I worry about**

**Things that I don't like are**

<b>CHILD VIEWS Part 2</b>	<b>Date:</b>
<b>How were these views captured?</b>	

**Things I am good at**

**Things I find difficult**

**Things people like and admire about me**

**Things/people that help me learn**

**How I would like people to communicate with me**

**What I want to do when I am older**

<b>PARENTAL VIEWS</b> (teacher feedback i.e., parent consultation)	<b>Parent/Carer:</b>	<b>Date:</b>
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**What do you think your child has done well this year?**

**What do you think are the young person's main strengths?**

**What do you think are the young person's main areas of need?**

**What do you think is working well for you and your family?**

**Is there anything that needs to be improved? What's not working?**

**What would you like to see your child achieve during the next year?**

**Do you feel that you need support with anything? Any further comments?**

## Glossary of terms

**Academy:** A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

**Accessibility:** refers to the design of products, devices, services or environments for people with disabilities.

**Annual review:** the review of an EHC plan, which the local authority must make as a minimum every 12 months.

**Care Plan:** A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for Looked After Children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

**Young Minds Matter (YMM):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4', which provides in-patient care for those who are severely mentally ill.

**Adaptation:** the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.

**Disagreement resolution:** This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

**Education, Health and Care Plan (EHCP):** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Inclusion:** All children attend and are welcomed by their school and are supported to learn, contribute and participate in all aspects of the life of the school.

**Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

**Looked After Children:** Children in care or looked after children are children who have become the responsibility of the local authority.

**National curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**OFSTED:** Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) forms its professional arm.

**Parent:** Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

**Parent Partnership Services (SENDIASS):** Parent Partnership Services are now called SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, SENDIASS are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

**Parental responsibility:** Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order

**Personal Budget:** A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

**Personal Education Plan/ Personal Learning Plan:** An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

**Pupil Premium Grant:** additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

**Safeguarding:** is about protecting children from abuse and neglect.

**Special Educational Needs (SEN):** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Special Educational Needs and Disabilities Co-ordinator (SENDCo):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the Headteacher or deputy may take on this role. In larger schools there may be a team of SENDCos. Other early years settings are expected to identify an individual to perform the role of SENDCo and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

**Special Educational Provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

**Special Educational Needs Register:** to highlight those children who need extra help or additional support and ensure their progress is carefully monitored.

**Speech and language therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.