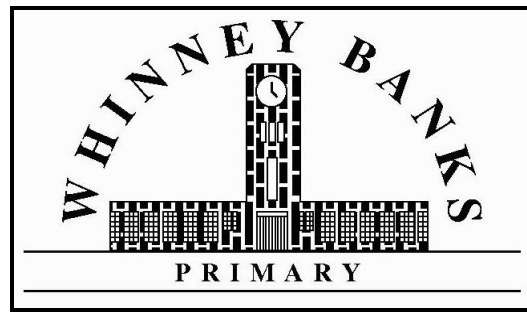


SEND Policy

2024



Review Date	Type of Review	Comments
February 2024	Updated	Multi-agency expectations and practice, working with parents and families, clarity to roles and responsibilities of safeguarding partners, role of education providers; support of disabled children, tackling harm that occurs outside the home
Summer Term 2025		

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WHINNEY BANKS PRIMARY SCHOOL

SEND / Inclusion Policy

Aim

'All children and young people are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives.'
(SEND Code of Practice, 2015)

At Whinney Banks Primary School, we have a commitment to high achievement and we strive to provide all of our children with a quality education appropriate to their individual needs so that they become confident individuals. We value all of our pupils. We believe that all children have an equal right to an education that enables them to fully develop their personal, social and intellectual potential so that they achieve their best.

Objectives:

- All children should be helped to develop their potential.
- All children should have access to a broad, balanced, quality curriculum.
- All children should make consistent progress at their own rate and have a positive view of their talents and potential.
- All children should have an equal opportunity to participate in as many aspects of the curriculum and school life as possible.

We will identify and provide appropriate support for pupils who have SEND, working within the guidance provided by the SEND Code of Practice.

Admission Arrangements

With due regard to parental choice and the level of physical and financial support needed to ensure success, Whinney Banks Primary will seek to fully include children with Special Educational Needs and/or Disabilities. The school's inclusive policy caters for individual needs wherever possible, in line with the Disability Discrimination Act.

Our building is accessible to all pupils including those with special physical needs. The school's inclusive policy caters for individual needs wherever possible, in line with the Disability Discrimination Act.

Definition of SEND

A pupil has a Special Educational Need where their learning difficulty or disability calls for special educational provision which is additional to, or different from, the provision generally made for pupils of the same age.

The four broad areas of need include:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

SEND Support Team

At Whinney Banks Primary School the needs of our children are monitored by a team of people.

- **Mrs Thorpe** (Head Teacher, Special Educational Needs Coordinator and designated staff member responsible for Child Protection)
- **Mrs Wales** (Assistant Head Teacher, EYFS / KS1 Special Educational Needs Coordinator and deputy designated staff member responsible for Child Protection)
- **Mrs Watson** (Assistant Head Teacher, KS2 Special Educational Needs Coordinator)
- **Mr Grimes** (Senior Leadership Team Member, Behaviour and Attendance Support)
- **Mrs Colegate** (Senior Leadership Team Member, Nursery Teacher and member of the SEND Support Team).
- **Mrs Garbutt** (Reception Teacher and member of the SEND Support Team)
- **Special Educational Needs Governor**

Arrangements for coordinating education provision for pupils with SEND

Responsibilities.

The **Head Teacher** (Mrs S Thorpe) will endorse any approach to the LA for statutory assessment and takes overall responsibility for the SEND policy.

The **SENDCos** (Mrs N Watson and Mrs V Wales) are responsible for the day to day co-ordination of the SEND policy – provision and monitoring.

Responsibilities include:

- Liaising with and advising colleagues.

- Co-coordinating provision for children with Special Educational Needs and/or Disabilities.
- Liaising with outside agencies and class teachers to ensure that children with an EHCP receive the provision specified in their plan.
- Attending and providing appropriate information for annual review meetings for children with an EHCP.
- Maintaining the SEND register and recording systems on all pupils with SEND.
- Liaising with parents together with the class teacher and Year Group leader as appropriate. Liaising with parents who need any outside agency support.
- Liaising with the SEND Governor on matters relating to Special Educational Needs and/or Disabilities.
- Completing all paperwork required by the LEA and for the purposes of EHC Assessments.
- Monitoring and evaluating the quality of teaching, learning and standards of achievements and practice (including carrying out classroom observation, sampling of work, talking to children and parents about action taken and the outcomes), giving advice if necessary on setting targets for improvement.
- Reviewing the progress of children within SEND Support termly with class teachers.
- Taking relevant SEND issues to the SLT.
- Working with external agencies and support staff to ensure school use any extra support in the most effective way.
- Co-coordinating information for referral to outside agencies.
- Strategic planning for SEND provision by identifying future needs.

The **Governors** are involved in self-review and monitor the school's work on behalf of children with Special Educational Needs and Disabilities.

The SENDCos, Head Teacher and the Designated Governor will work together to monitor the effectiveness of procedures in place.

Teaching staff are equally responsible for the smooth implementation of the SEND policy and for making provision for pupils with Special Educational Needs and Disabilities in their class.

Parents should send their children to school ready to learn and work in partnership with school to meet their child's special needs.

Identification, Assessment and Provision

The SEND Code of Practice provides us with a framework for identifying SEND.

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance and progress in relation to national and school expectations.

The class teacher has responsibility for the educational and pastoral care of the children within his/her class. The class teacher, therefore, is usually the first person to identify the child who is failing to make progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

If the teacher has concerns about the progress of a particular child, he/she will observe the child more closely, use testing to further define problematical areas and/or short-term monitoring charts, talk informally to parents, try strategies/differentiation and consult with a SENDCo to overcome the child's difficulties. If these measures do not improve the situation, the SENDCo, in discussion with the teacher, will agree whether the child has a special need. When a child is identified as having a special need, parents will be consulted and agreement reached to register the child on the SEND register. The SEND registration form will be completed.

The key test of the need for action is evidence that the rate of progress is inadequate. However, there should not be an assumption that all children should progress at the same rate. A judgment has to be made in each case as to what is reasonable to expect a particular child to achieve. Where progress is deemed not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways e.g.

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in the child's behaviour.

We also identify SEND through:

- information gathered directly from parents.
- data gathered from in school assessments.
- recommendations from other professionals and external agencies.

English as an additional language (EAL)

A child will not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop functional use of the language. If a child is experiencing difficulties which appear to be more than language based, then school will follow the graduated SEND approach and may arrange for further assessments to be carried out, in discussion with parents to establish whether or not they have learning difficulties.

A Graduated Approach to SEND Support

	Triggers	Process
Monitoring	<p>If a child has been identified by the Class Teacher as failing to make progress they will monitor the child (Assess-plan-do-review cycle).</p> <p>Discussions will be held at pupil progress and year group moderation meetings.</p>	<ul style="list-style-type: none"> • Areas of need will be established by Class Teacher/Team. • Expression of concern form completed. • Further high-quality teaching and learning strategies, interventions and differentiation of the curriculum will be initiated. • Discussions with parents and pupils. • Advice from SENDCo sought if necessary. • SEND monitoring plan put in place if appropriate.
SEND Support	<p>After a period of monitoring, the child:</p> <ul style="list-style-type: none"> • Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness. • Shows signs of difficulty in developing literacy skills which result in poor attainment in some curriculum areas. • Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment. • Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum. 	<ul style="list-style-type: none"> • Further discussion with SENDCo. • Further discussion with parents and pupil. • Child added to school's SEND register. • Specific, targeted support will be initiated (Assess, Plan, Do, and Review Cycle). • An individual SEND Support Plan will be put in place. • Further assessments may be arranged. • Referral to external agencies may take place in liaison with parents e.g. Learning and Language Team Educational Psychologist, CAMHS, SaLT, O.T.
High Needs Funding	<p>As above but where the child has complex needs and requires significant additional support to enable them to access the curriculum and environment of a mainstream school, as</p>	<ul style="list-style-type: none"> • The SENDCo will work in conjunction with relevant staff, parents/carers and

	<p>outlined by Middlesbrough LEA Higher Needs Funding Matrix.</p>	<p>external agencies to collect evidence to support an application for Higher Needs Funding.</p> <ul style="list-style-type: none"> • Application to be completed. • Application presented to two partner schools to decide if the child would benefit from top up funding. • A Higher Needs Funding application will be submitted to Middlesbrough LEA SEND Support Team.
<p>EHC Assessment / EHCP</p>	<p>If a child demonstrates a significant cause for concern a referral for an EHC Assessment may be made to the LA. Parents will be consulted and involved in each stage of the process.</p> <p>An EHC referral will be made if a child;</p> <ul style="list-style-type: none"> • Continues to make little or no progress in relation to specific targets • Continues to work at curriculum levels substantially below expectations; • Requires specialist equipment or regular specialist support. • Has significant and complex needs which continue to cause substantial barriers to their progress within the four broad areas of need • May need access to a more suitable educational setting e.g. special school. 	<ul style="list-style-type: none"> • The SENDCo will work in conjunction with relevant staff, parents/carers and external agencies to collect evidence to support an application for an EHC assessment and also put in place a SEN Support plan using the LEA document. • The SENDCo and Class Teacher will work in conjunction with staff, pupil, parents and external agencies to implement and follow the EHCP. • The SENDCo will review the EHCP. <p><u>*see EHCP Pathway</u></p>

SEND Support Plans - Supporting Children with SEND

The **class teacher** remains responsible for teaching, assessing and reviewing progress with the child on a daily basis i.e.

- Planning and delivering the SEND Support Plan/EHCP.
- Directing the work of the TA (if appropriate).
- Monitoring and recording progress towards the targets.
- Ensuring parents are consulted and kept informed of action.
- Ensuring other professionals working with the child, e.g. teaching assistant, class teacher have copies of the SEND Support Plan.
- Making work relating to the SEND Support Plan available for discussion with the SENDCOs, other teachers or professionals.

The **SENDCO** takes the lead in:

- Further assessment of the child's strengths and weaknesses.
- Planning future support for the child in discussion with colleagues.
- Monitoring and reviewing the action taken.
- Contacting outside agencies if necessary.
- Liaising with parents if requested by parents or staff.
- Liaising with outside agencies.

Nature of the intervention

The SENDCO and class teacher decide on the action based on previous assessment and make a joint decision concerning the most appropriate action, e.g.

- Different learning materials
- TA deployment – group or individual support
- Specific (SMART) targets on the SEND Support Plan
- Staff development and training
- Access to support services for one-off assessment, advice, strategies and provision of staff training without the need for regular input.

Documentation available for children receiving SEND Support:

- A child's individual record will be centrally filed
- Teacher assessment
- SEND Register / SEN-R registration form.
- Pupil's personal information (held in the office)
- CP information if applicable
- LSS & BSS reports if applicable
- SEND Support Plan

SEND Support Plan – Annual timetable

Autumn term	<p>The SEND Support Plan (setting and reviewing targets) should be discussed termly by the class teacher with the child (where appropriate) and the parents. The delivery of the SEND Support Plan continues to be the responsibility of the class teacher.</p> <p><i>SEND SUPPORT PLANS & relevant information (Quick Starts) for the Autumn term will be passed to the child's receiving teacher at the end of July.</i></p> <ol style="list-style-type: none">1. SEND targets are pursued through individual and group work within class, timetabled use of the TA and intervention (where appropriate). <p>The child's SEND Support Plan is made available as a working document for all relevant staff.</p> <ol style="list-style-type: none">2. At the end of the term a review is undertaken which is recorded on the SEND Support Plan Review document.3. Targets are reviewed and a new SEND Support Plan is created.4. Parents are invited to a meeting in school. The SEND Support Plan review and new targets are discussed. Parents sign the review and new SEND Support Plan, and are given a copy of each to keep. <p>If parents are unable to attend the review meeting then a copy of the SEND Support Plan Review and the new SEND Support Plan should be sent home for their information.</p> <ol style="list-style-type: none">5. Copies of the SEND Support Plan review and new SEND Support Plan are filed centrally (electronically). If a parent has not been able to attend a review meeting a note should be made.
Spring Term	1 – 5 as above.
Summer Term	<ol style="list-style-type: none">1. 1 – 5 as above but with the parental discussion taking place during the parent's evening.2. Summative judgements are made.3. The SEND Support Plan information for the following academic year is passed to the receiving teacher.4. Transition meetings between staff take place.

At any point during the term, staff with particular concerns about a child's academic progress should discuss the issue/s with the SENDCo.

Working with children with Education, Health and Care Plans (EHCP)

Where the SENDCo makes a referral for EHC Assessment to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and all professionals involved will carry out the recommendations that are agreed.

When making a referral for an EHCP Assessment, there should be written evidence of or information about:

- The school's action through a graduated approach (Plan, Do, Assess, Review)
- SEND Support Plans
- Records of reviews and their outcomes
- NC assessments / How the child is performing in relation to age related expectations
- Attainments in literacy and numeracy
- Educational and other assessments e.g. advice from a support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement of social or educational services
- Child's medical history where relevant.

The delivery of the EHCP is the responsibility of the class teacher with monitoring and evaluation by the SENDCo and the LA through the Statutory Annual Review. The review of Y5 pupils will consider provision required at KS3. The SENDCo of the receiving school should be invited to the final primary review.

Children in Our Care

The designated teacher for children in our care (Mrs Wales) will ensure that, if relevant and necessary, the children are given additional support to address issues of under-performance, continuity and stability. The designated teacher will;

- Liaise with Social Workers, parent/carer etc. in order to write the PEP
- Inform relevant teaching staff of the child's looked after status in order to support their progress
- Keep appropriate data on the child including prior and current achievement.
- Liaise with the designated governor to monitor progress.

Arrangements for Access to the National Curriculum

Children with SEND will be integrated as far as possible into mainstream class and will follow all aspects of the National Curriculum. There will be minimal withdrawal from mainstream classes. Every child will have the right to a broad and balanced curriculum of high quality. Where children require extra support, resources or extension materials this will be provided wherever possible.

Provision will be provided by the class teacher through:

- Careful planning which considers the needs of all the children
- Strategic help with the teacher targeting tasks for pupils who need more input or guidance/work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources.
- Good procedures for assessment and recording. These assessments will inform the planning for the next stage and feedback to the child and his or her parents.

Where this provision is not resulting in progress, as outlined in the Code of Practice, the SENDCo will be consulted for advice.

If appropriate, teaching assistants will be deployed, under the direction and supervision of the teacher, to support access to core skills and the wider curriculum.

Through adaptations / scaffolds, interventions (where appropriate) and the establishment of SMART targets, each pupil should make progress in their learning.

Partnerships outside the school

Parents and pupils

Parents will be welcomed into school at any time to discuss their child's special needs and will be invited to a termly review. The school and parents must work as partners to the benefit of the child. If appropriate, there will be opportunities for active involvement in reading interventions.

Support services

The school will make full use of support services available e.g. Educational Psychologist, Learning and Language Team, Education of Looked After Children etc. and target those pupils in greatest need of specialist help.

Other schools

Whinney Banks Primary will work in close partnership with Secondary Schools to ensure continuity of provision and information. Meetings to discuss pupils with Special Educational Needs and Disabilities will be held before transfer and SEND files will be passed on promptly. When necessary, schools with specialised services or resources will be consulted for advice.

Monitoring and Evaluating

In the event of an LA audit, the school will work closely with the LA advisor in order to carry out observations where required, discuss issues and agree action.

The SENDCO/SLT will carry out lesson observations, review meetings and discussions with key staff. Observations carried out through Performance Management will refer to SEND provision if appropriate. Teachers will use regular monitoring and evaluation throughout each term within normal classroom routines.

The SEND policy will be evaluated against the objectives stated at the beginning of this policy. In particular:

- Children's progress will be measured termly against SEND Support Plan targets and age-related expectations.
- The time taken to process a statutory assessment will be monitored.
- The number of complaints will be monitored.

Arrangements for Considering Complaints

The governors and staff of the school sincerely hope that parents will feel able to speak directly to the Head Teacher and other members of staff both about their compliments regarding the school and about matters of concern to them. It is hoped that any complaints can be dealt with in this context.

We acknowledge, however, that in a few circumstances a parent may wish to pursue a complaint further. In such cases the school's formal complaint procedure should be followed. A copy of this is available in school.

Extra: Our Inclusive Education policy does not at any point detrimentally affect the learning entitlements of either disabled or disaffected pupils, or of their non-disabled peers.

SEND Support Plan			Autumn/ Spring/Summer 2021-2022	
Name:		Teacher/s and support staff:		Year Group:
SEND need (Please highlight):				
Cognition and Learning	Social Emotional Mental Health (SEMH)	Communication and Interaction	Physical Needs (Hearing/ Visual/ Sensory)	
About the child:				Agencies involved and support provided
Outcomes		Steps towards outcome	Who will provide support and how often?	How will we know this has been achieved?
Short term targets (SMART)				
1		•	•	
2		•	•	
		•	•	
4		•	•	
What parents will do			What the child will do	
•			•	
Parent signature: _____			Completed by: _____	

SEND Support Plan – Review			Autumn/ Spring/Summer 2021-2022	
Name:		Teacher/s and support staff:		Year Group:
Outcomes		Met/partially met/not met	Review	
Short term targets (SMART)				
1				
2				
3				
4				

2. Education, Health and Care [EHC] Plan Pathway

