



Special Educational Needs and/or Disabilities (SEND) Policy

Article 28 (right to education) Every child has the right to an education

July 2023

Whitley Village School Special Educational Needs and/or Disabilities (SEND) Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Educational Authority and other policies in school.

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Details of SENCO and SEND Governor

Whitley Village School have a named SENCO who is also the Head of School. The School has a named Governor for SEND.

(Clause 64, Children's and Families Bill, 2014) (SEND Code of Practice, 6:89)

SENCO:

Russell David BA MSc NASENCO

Tel: **01606 288 255**

Email: rdavid@acornswitleyfed.cheshire.sch.uk.

SEND Governor:

Kevin Unsworth

Email: k.unsworth@acornswitley.co.uk

(regulation 3a for schools)

Introduction

At Whitley Village School we value our pupils, and our intention is that they will all reach their full potential. We believe each student is entitled to a broad and balanced curriculum that is relevant to their educational needs. As a fully inclusive school, it is our intention to ensure that all pupils have their needs met within a caring and supportive environment.

Parents and carers of children with special educational needs and / or disabilities often want a mainstream education for their child. We believe that most children are best educated in mainstream schools alongside their peers.

As an inclusive school, ALL our staff have built up a plethora of skills and strategies in meeting the needs of our children with Special Educational Needs and / or Disabilities (SEND). Every teacher is a teacher of every child, including those with social educational needs and/or disabilities.

Whitley Village School is an inclusive school.

The School SEND information reports, can be found at:

<http://www.whitleyprimary.co.uk/page/send/18255>

Both sites include links to the local offer.

(in accordance with section 65(3) of The Children and Families Act 2014)

How our Policy was developed

Our policy has been developed through consultation with children, parents, staff and governors. A child friendly policy has been created to share with our children. The policy has been written in line with the following school policies:

- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- Safeguarding/Child Protection Policy
- Accessibility Plan
- SEND Code of Practice 0-25 January 2015
- Equality Act 2010: advice for schools DfE January 2015
(SEND Code of Practice, 0-25 guidance)

Aims

Our aim is for all our young people to be as independent as possible with aspirations and ambitions to match their individual ability and potential. We aim to prepare our children with social, emotional and learning skills that will equip them for adulthood. We understand the importance of identifying areas of need early and adapting our teaching / provision to enable children to access the curriculum.

We recognize the importance of working together and having a supportive ethos, working closely with children, parents, colleagues and other professions in providing the best possible provision for every child.

Objectives

- To identify and provide for pupils who have SEND through a graduated approach
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide a qualified SENCO (within first two years of appointment) who will work with children, parents, colleagues and outside agencies with the SEND and Inclusion policies. To ensure staff are trained in providing support for all pupils with SEND and seek advice and additional training / resources.
- To develop and maintain high levels of engagement and partnership with parents.

Definition of Special Educational Needs

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she: (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’ (Children and Families Act 2014 Part Three)

Identification of Special Educational Needs

- Our open door policies ensure that discussions with parents / carers who express concern leads to further investigations
- All children are closely monitored by class teachers and other staff members through observations, analysis of data and / or emotional /social concerns. These are relayed to the schools SENCO who will make further investigations / analysis.
- Referrals may be made through the SENCO, Speech and Language etc. (permission will always be sought from parents first).
- The school uses a number of diagnostic assessment tests for reading, writing, spelling, comprehension, mathematics and emotional needs.
- Regular meetings are held with all class teachers and the SENCO to discuss any concerns.

The four key areas of SEN as stipulated in the Special Educational Needs and Disability Code of Practice: 0 – 25 (2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and / or physical needs.

A Graduated Approach to SEN Support

- First Quality teaching
- The school have adopted the - ASSESS - PLAN - DO - REVIEW model as recommended by the DfE and NASEN (National Association for Special Educational Needs).
- The class teacher closely monitors the effectiveness of the support / provision your child receives.
- The class teacher monitors the progress your child is making and plans next steps in relation to your individual child's needs.
- The SENCO meets with all class teachers a minimum of three times a year to monitor the impact of the provision for your child.
- Head of School and Executive Head regularly monitor progress across the whole school.
- A decision is made using a number of different assessments, observations and by the level/ rate of progress a child is making, with the class teacher and SENCO to place a child on the SEND register.
- School will assess children throughout the year. Parents will be informed about the outcomes of these assessments if further input / investigation is needed.
- Parents will be contacted by the class teacher and / or SENCO and the child's needs discussed.
- With input from children, parents / carers and professionals, class teachers will create a passport for your child showing both areas of strength and difficulty and how these needs can be met.

Managing Pupils with SEND on the Register

Movement on and off the SEND register will depend on a number of factors. Discussions with children, parents / carers and professionals will take into account the child's progress, attainment, social emotional and / or diagnosis. If a child requires further support the school will discuss with parents the need to complete referral documentation for top-up funding or an educational health care plan. Parents and children will be part of this process. The SENCO / Head of School holds pupil progress meetings a minimum of three times a year with all class teachers. Teachers are expected to keep all SEN files and pupil passports up to date and these are expected to be working documents. The SENCO ensures that the SEND register is up to date.

Supporting Pupils and Families

- Parents are encouraged to be involved in their child's education through: informal discussions; telephone conversations; home-school diaries; parent's evenings. Parents can phone or pop into school to make an appointment any time.
- Parents are involved in the identification of SEN from the beginning and will be approached by the class teacher or SENCO regarding any concerns.
- Parents and children have the opportunity to contribute to their / their child's SEN passport.
- If your child receives top-up funding or has an EHC plan / statement, then both the parent and child will be involved in the application / review process.
- Parent's permission will always be sought if outside agency support is needed. This may mean that your child will need to attend an appointment outside school, or an outside agency may visit your child in school. Agencies can be found on the school website.
- The school is currently updating their 'managing the medical conditions of pupils policy'.
- Parents can access our SEN Information Report on the school's website where there are also links to the Local offer and other support agencies for parents and carers. (Regulation 53, Part4; Regulation 51, Part 3, section 69(3)(a) of the Act

Supporting Pupils at School with Medical Conditions

[Article 24 \(health and health services\) Every child has the right to the best possible health](#)

- The school recognises that pupils with medical conditions should be properly supported so that they have full access to education (Article 23 (children with disability) A child with a disability has the right to live a full and decent life in conditions that promote dignity), inclusion school trips and physical education. Some students with medical conditions may be disabled and when this is the case the school complies with its duties under the Equality Act 2010.
- Some pupil's may also have special educational needs and may have a statement, or Education Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. In these circumstances the SEND Code of Practice (2014) is followed.
- Please refer to the school's policy, 'Administration of medicine, First Aid, Medical and Intimate care for supporting pupils at school with medical conditions'.

Monitoring and Evaluation of SEND

The School continually monitors and evaluates the provision for children with SEND using a number of practices:

- Report to Governors
- Pupil Progress meeting
- Reflective and evaluative practice
- Intervention Trackers
- Pupil passports
- Annual Review

- Observations
- Performance management

Training and Resources

SEN is funded through the schools nominal SEN budget. Any additional funding is applied for through the graduated approach paperwork.

The school and the RLT Trust have numerous resources available and will source new resources to meet individual children's needs as and when required within the limitations of the SEN budget. All staff are encouraged to highlight areas of need in training in relation to the children they are supporting.

The SENCO regularly attends the Local Authority and Trust network meetings in order to keep up to date with local and national SEND issues / reforms. The school is also a member of the National college and the SEND governor and SENCO attend conferences and training, which is fed back to staff.

Staff also receive regular Web based CPD to support their learners needs. This will include using Edtech to support SEND.

Termly SEND staff training takes place where current issues/ concerns are addressed. Staff audits are circulated to identify areas of need in relation to training and skills

Roles and Responsibilities

Teachers:

- All teachers are teachers of children with additional needs and or disabilities.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Special Educational Needs Code of practice: 0– 5 years:6:36)
- All teachers' roles and responsibilities fall within the teachers' standards.

Teaching Assistants:

- Line manager – SENCO and Team Leader
- Work under the direction of the class teacher and SENCO
- Three TAs
- Training relating to SEND

SEND Governor:

- Supporting SENCO
- Feeding back to governing body

- Acting on behalf of governing body

Pupil's progress not affected by SEND

Some pupil's progress may be affected by other factors, which are not linked to special educational needs:

- Disability - The Code of Practice outlines that, 'reasonable adjustment' should be made by the school under the current Disability Equalities legislation
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC).
- Being a child of a Serviceman/woman

Inclusion

Inclusivity is at the forefront of everything we do at the school. All children regardless of gender, minority ethnic or faith groups, EAL and children with SEND are all given the same opportunities wherever possible. The school aims to remove any barriers to learning / participation, which may hinder or exclude an individual. Any racist incidents are recorded and reported to Governors and the Head teacher, and the parents of the pupils involved are informed.

Designated Teacher for Safeguarding

Mrs Hannah Broom - Executive Headteacher & Russell David Head of School
Mrs Dawn Gelder- Safeguarding Governor

Other relevant policies

Storing Information and Sending Information

The storing of information relating to SEND complies with the schools Data Protection Policy. We send all documents using encrypted technology.

Accessibility

An accessibility audit is completed each year (unless circumstances change e.g. building work / a new pupil with particular need etc.) Following the audit an accessibility plan is written.

Dealing with complaints

A copy of the Trust's complaints policy can be found via a link on the SEND information website. A copy can also be requested from the school office.

A copy of all the above policies can be obtained from the school office

Reviewing the policy

This policy will be reviewed annually and the views of children, parents and staff will be taken into account.

Whitley Village School Child's Policy

If you are upset or worried adults in school can help you.

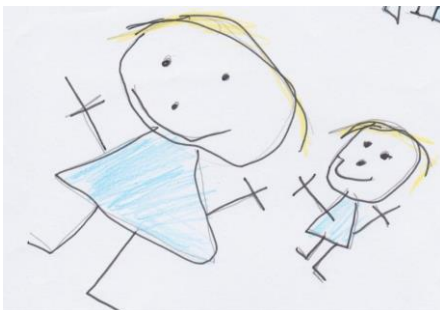


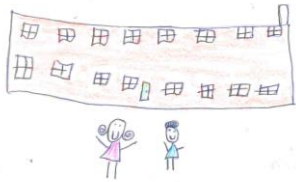
You may need help with your work?

You may need help making friends?



You may need help letting others know how you feel?





Whitley Village School Child's Policy

Everybody - including both adults and children - can sometimes find things difficult or have a problem. If you have any problems or are finding some of your work difficult, all the adults in school are here to help you.



Mr David is the teacher responsible for making sure you get help and support when you are finding something difficult at school or at home. We want you to feel included and enjoy school.



If you need some help, we want all the teachers to understand how to support you. This means that you will be asked to fill out a '1-page profile' with your teacher. You will be able to say things you like, what you are good at, what you find difficult and what a teacher can do to help you.

You, your parent/carers or your teacher may see that you are finding something difficult at school or at home. This may be your learning, making friends or managing your emotions. The teachers may ask you to complete some activities, or you may see another adult who is not always in school. You may also be asked to go and see an adult outside school with your parents/carers.



The teachers will give extra support, change the lessons or give you something to help you. They will keep checking to see if it is making a difference to you. You can talk to any of the teachers or teaching assistants if you are worried about your learning or anything else. We want you to feel happy, safe and continue to learn at school so you can be the best you can be.

