



The Whitchurch Church of England Federation

SEND POLICY

September 2021

To be reviewed annually

This document outlines the administration policies relating to the running of The Whitchurch Church of England Federation (Whitchurch CE Infant and Nursery Academy and Whitchurch CE Junior Academy). It is important that the Federation has a consistent policy regarding the general running and organisation of both academies. General attitudes need to be well understood to encompass The Whitchurch Church of England Federation vision to create an environment in which all will feel valued and secure and develop a love of learning. Every child is encouraged to care for, respect and appreciate others, developing positive relationships as they take their first steps towards becoming responsible, thoughtful and confident adults of the future.

This policy should be read in conjunction with the Behaviour policy and The Whitchurch Church of England Federation SEN Information Report.

SEND Policy

Terms

In this policy SEN stands for 'Special Educational Needs', SEND stands for 'Special Educational Needs and Disabilities' and SENDCO stands for "Special Educational Needs Co-ordinator".

Aims & Objectives

Federation Aims:

The Whitchurch Church of England Federation enables both the Whitchurch Church of England Infant & Nursery Academy and the Whitchurch Church of England Junior Academy to work in partnership to develop the common goals and reflective approaches to teaching and learning that will ensure that all our children benefit from a quality education across the primary phase. As a partnership we aim to ensure positive outcomes and improved standards for all.

We are committed to an inclusive ethos. Inclusion at 'The Whitchurch Church of England Federation' is about providing equality and excellence for all in order to promote the highest possible standards of achievement, enabling all pupils to take part as fully as possible in every part of Federation life. The Federation creates a welcoming and inclusive environment in which all children will flourish. Every child is encouraged to care for, respect and appreciate the ultimate worth of others, developing positive relationships as they take their first steps towards independence and becoming responsible, thoughtful and confident adults of the future, making successful contributions to their local and the global community.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a whole Federation approach to the management and provision of support for special educational needs.
- To provide a 'Special Educational Needs Co-ordinator' (SENDCO).
- To provide support and advice for all staff working with special educational needs pupils.

Types of SEN

SEN is divided into 4 broad areas of need: -

- Communication and Interaction - for example, where children have speech, language and communication difficulties which make it

difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

- Cognition and Learning - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Mathematics.
- Social, Mental and Emotional Health - for example, where children have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
- Sensory and/or Physical Needs - for example, children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children may have SEN that covers more than one of these areas.

Behavioural difficulties do not necessarily mean that a child has a SEN and should not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

A child in receipt of the Pupil Premium Grant does not necessarily mean that the child has a SEN.

Disability

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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a Federation, we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The Federation's Equality Policy and objectives and the Accessibility Plan can be found on the Federation website.

Identification of Pupils Needs - A graduated approach to SEN support:

Inclusive high-quality teaching

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book trawls, moderation and termly pupil progress tracker meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate.

Class teachers make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline, (more than one year behind).
- 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.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where a pupil is identified as having SEN, the Federation takes action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and

actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the Federation ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the Federation 's information and assessment data on how the pupil is progressing.

This analysis requires regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning involves consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that

is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Planned outcomes are always SMART- specific, measurable, agreed upon, realistic and time-based.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support is provided by the SENDCO.

Review

Reviews of a child's progress are made regularly. The review process evaluates the impact and quality of the support and interventions. It also takes account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO revises the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Where a pupil has an Education and Health Care plan, Shropshire Council, in co-operation with the Federation, review that plan as a minimum every twelve months.

Managing pupils needs on the SEN register

All children on the SEN register have a Plan, Do, Review document known as a Personalised Learning Plan. (PLP) This details the short-term targets set for the pupil, teaching strategies employed and provisions made. Class teachers, parents, pupils and other professionals will all contribute to the pupils Personalised Learning Plan. The Personalised Learning Plan is designed to be a working document, which is updated to reflect the current needs of the child. Planning meetings will take place three times a year, where parents and pupils will be involved in the reviewing process and setting new targets.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Personalised Learning Plans. These are then

shared with everyone involved with the child. The SENDCO reviews all records provided by class teachers to ensure consistency across the Federation and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- Specialist or personalised level top-up funding above £6,000 (elements 1 and 2) is provided on a per-learner basis. If this level of funding is needed an Education Health and Care Plan (EHCP) must be applied for. An Educational Psychologist needs to assess the pupil and provide a report to support high needs funding and a costed provision map must be provided by the Federation to show that the child has funding above and beyond £6,000 a year.

Shropshire Schools may also request top-up funding from the high needs block (Element 3) through the Graduated Support Pathway. The Graduated Support Pathway (GSP) is not a separate category but is a funding mechanism which enables schools to request additional funding from the High Needs Block to support those children at SEN Support.

Where, despite the Federation having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, (as evidenced by at least 2 Plan, do, review cycles) the Federation or parents should consider requesting either a Graduated Support Plan or an Education, Health and Care needs assessment.

To request additional funding schools are required to complete the **Graduated Support Request Form** and a **Graduated Support Plan (GSP)** for the child or young person.

Education, Health and Care Needs Assessments

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress

review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education and health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEN Report or a member of the SEN Assessment team responsible for EHC Plan can be contacted on 01743 254366.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Shropshire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Federation and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the Federation named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEN register

If it is felt that children are making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEN register, then all records will be kept until the pupil leaves the Federation (and passed on to the next setting). The pupil will continue to be monitored through the Federation's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Supporting children and families

The Federation has a statutory requirement to provide an **SEN Information Report. This can be found on our website.** The Local Authority SEN Local Offer offers advice and support to pupils and families. This can be found via local.offer@shropshire.gov.uk (there is also a direct link to the local offer in our **SEN Information Report** on The Whitchurch Church of England Federation Website) and by telephoning- 0345-678-9063.

Class teachers, in partnership with the SENDCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCO will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting pupils at our Federation with Medical Conditions

Please refer to the St Bart's Multi-Academy Trust Supporting Children with Medical Needs policy.

Training and resources

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 Federation's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff will undertake appropriate training and development as required. The Federation's SENDCO regularly attends SBMAT SENDCO meetings, SEND courses in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the Federation as a whole. The local governing committee (LGC), in consultation with the Principals of each Academy have a legal responsibility for determining the policy and provision for pupils with special educational needs. The LGC maintains a general overview and has an appointed representative who takes particular interest in this aspect of the Federation.

The role of the Local Governing Committee

The SEN governor is Mr Rob Knight

The LGC has an important responsibility with regards to pupils with SEND, these include:

- ensuring that the provision for SEND pupils is made and this is of a high standard.
- ensuring that there is a qualified teacher designated as SENDCO for the Federation.
- ensuring that SEND pupils are fully involved in Federation activities.
- having regard to the Code of Practice when carrying out responsibilities regarding SEND pupils.
- being fully involved in developing and the subsequent review of the SEND policy.
- reporting to parents on the Federation's SEND Policy.

The role of the Principal

Mrs. S. Cope - Principal of Whitchurch CE Infant & Nursery Academy.
Mrs J Rowlandson - Principal of Whitchurch CE Junior Academy.

Responsibilities include:

- the day-to-day management of all aspects of the work of the Academies, the SEND provision included.
- keeping the LGC well informed of SEND within each of the Academies.
- working closely with the SENDCO.
- informing parents of the fact that SEN provision has been made for their child.
- ensuring that each Academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The role of the SENDCO

The SENDCO is Mrs Sunita Gilmore.

The SENDCO plays a crucial role in the Federation's SEND provision. This involves working with the Principals and the Local Governing Committee to determine the strategic development of the policy, other responsibilities include:

- overseeing the day-to-day operation of the SEND policy.
- coordinating the provision for pupils with SEND.
- liaising with and giving advice to fellow teachers.
- overseeing and maintaining records of pupils with SEND.
- liaising with parents of pupils with SEND.
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing Federation assessment information, e.g. class-based assessments/records, phonics assessments, end of Key Stage assessments, etc.
- making a contribution to INSET (In Service Training).

- liaising with the staff at Whitchurch CE Junior Academy / Secondary schools such as Sir John Talbot, to provide a smooth transition from one school/Academy to the other.
- liaising with external agencies, LEA support services, health, social services and voluntary bodies.

Compliance

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Supporting pupils at school with Medical Conditions (September 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (2012)