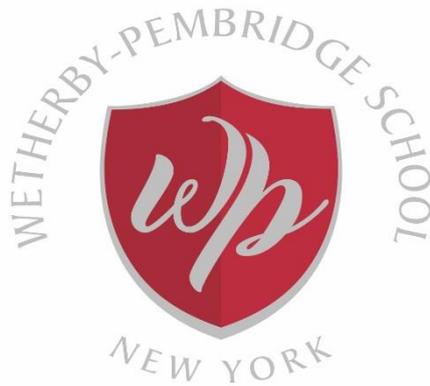


WETHERBY-PEMBRIDGE SCHOOL



SEND Policy

September 2021- August 2022

Policy written by: Kate Bailey

Review date: June 2021

Next review date: June 2022

Signed: Kate Bailey

Submitted: June 2021

This Policy and will be reviewed annually.

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Section A – Principles & Objectives

Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Reasons may include:

- Physical disability, including visual or hearing impairment.
- Specific learning disorders, such as dyslexia or aspects of memory function.
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations¹.
- Emotional or behavioural difficulties.
- Illness and long-term absence

Roughly around 20% of young people of school age in the US will be affected by some type of specific learning difficulty. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating children with SEND challenges and supporting them in maximising their potential.

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have 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.

At Wetherby-Pembridge, best practice from both the UK and the US are respected. Needs can be categorised in four key areas, as detailed in the UK SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

¹ A child **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.

Needs can also be categorised in eleven key areas here in the US, as defined by the Individuals with Disabilities Education Act (IDEA) revised in 2004:

- Specific Learning Disability (e.g. Dyslexia, Dysgraphia, Dyscalculia, Auditory Processing Disorder, Nonverbal learning disability)
- Other Health Impairment (ADHD)
- Autism Spectrum Disorder (ASD)
- Emotional Disturbance
- Speech and Language Impairment
- Visual Impairment - including blindness
- Deaf-blindness
- Orthopedic Impairment
- Intellectual disability
- Traumatic Brain Injury
- Multiple disabilities

A child will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see EAL Policy).

We recognise that many children will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some children will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCO – Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices) For 2021-2022, this comprises of a Learning Support co-ordinator on the teaching staff to co-ordinate all identification of needs and intervention groups
- ILP/ GLP – Individual Learning Plan/ Group Learning Plan
- DSL – Designated Safeguarding Lead
- EHC – Education, Health and Care
- EYFS - Early Years Foundation Stage

Admissions policy for SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Children whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.

Before a place is offered at the school (and preferably prior to application):

1. Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
2. Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue support the child as long as:

1. we have the appropriate resources and facilities to provide them with the support they require, and,
2. we believe it is in the best interest of the child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Principles and aims

We aim to

- ensure that all children have access to a broad and balanced curriculum
- provide learning which is differentiated according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the school
- encourage children with SEND to take as full a part as possible in all school activities
- educate children with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for children with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

Procedural objectives

- A designated person/s (SEND CO) is responsible for coordinating and overseeing the SEND provision within the educational environment. This is the Learning Support co-ordinator for 2021-2022.
- A child's SEND needs will be identified as early as possible

- Details regarding the SEND of children will be treated with appropriate levels of discretion and confidentiality
- The SENDCOs, teacher, child and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers

Section B – Implementation & Monitoring

Identification, Assessment and Provision

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for children.

High quality teaching, differentiated for individual children, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include Key People's understanding of strategies to support SEND children.

Identification and Assessment

Identification and provision will be determined through the SEND Support Frameworks for each of the four categories of need and will use a Levelled Approach as set out in the Appendices.

The needs of children are evaluated through a range of indicators:

- Concerns raised by parents, the Key Person and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports).
- Classroom observations, internal tracking and individual profiles or reports
- When a Key Person/Teacher identifies an issue, they raise it with the SENDCOs and a Records of Concern form is completed jointly with outcomes and recommendation.

NOTE:

Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has SEND.

SEND provision will be based on all information received, but initially through our own in-school child progress data and teacher views or concerns, via the Record of Concern. Additional information, such as private assessments, will not be the main data used, as this is not available for all children, but will be used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made whether a child has SEND, based on the SEND Support Frameworks (see Appendices) in one or more of the 4 'broad areas of need' as outlined above:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs

Finally, a child's level of SEND need will be recorded on the SEND Register, accessible to all teachers via Sharepoint and records are also held on SIMS (data input by SENDCO). The SEND Register records children at Level 2 to 5, providing an overview of each child's needs and current support in place. The Register/ GLP is a working document that is updated termly with consultation between the SENDCO

and Class Teacher. Weekly Staff meetings include updates and shared information on all children.

Provision

Special Educational Provision means:

- *Educational provision which is additional to, or different from, the educational provision made generally for children of the same age... (1993 Education Act UK, section 156)*

Where a child is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will take a four-part cycle, known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2014 – See Appendices).

If any additional support, over and above that of the Early Years Foundation Curriculum, is to be provided, parent/carers will be informed.

All ILP's are stored on the shared network and a hard copy is kept in the child's profile. ILP's are attached to the SIMS records by the SENDCO.

Children on the SEND register and receiving additional support or intervention, will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

Individual Learning Plans

If a child is deemed to be Level 2-3, against the SEND Support Framework, and is requires some support or is under an external agency such as a speech therapist, targets will then be detailed within an Individual Learning Plan. This is a working document, amended termly and discussed as often as needed with parents and all staff. If a child is level 4 the same is done but an additional daily diary of notes is kept by the Class Teacher and monitored by the SENDCO and may be considered for a Level 5 EHC plan.

ILP meetings will be led by the Class Teacher and SENDCOs, with their good knowledge and understanding of the child. The meeting will review progress, set clear targets to move forwards, discuss the support that will be given to help the child achieve the targets and identify the responsibility of the parent, child and school. SMART Targets will be used:

- *Specific* but Stretch– target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Achievable but ambitious* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-bound* – specify when the result(s) can be achieved.

Any child with a Health and care Plan will have the recommendations within the plan followed. Additionally, an annual Review will be held between the Head of School, SENDCOs, parents and any other specialists to assess progress and current needs

in order to ensure their welfare and the continued successful provision of their education.

Involving Specialists

Where a child continues to make less than expected progress due to SEND, despite the use of an evidence-based approach and well matched interventions, we may recommend consultation, assessment and support from outside agencies (for example Speech and Language or Occupational Therapy). Equally, parents/carers are advised to involve the school if specialist provision is sought privately.

Equal Access

The school has no wheelchair accessibility due to the confines of the building. This restricts our ability to offer children with mobility problems a place. However, each case will be considered individually.

All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All staff should be aware of the individual and differing needs of the children and have access to individual records via profiles and the staff Shared site. The SENDCO will ensure that when an external report is received, a language accessible summary is provided for the teaching staff of that child, with practical suggestions where possible.

Resources

Funds are available in the budget for resources recommended by external agencies, parents, key people, SENDCO and Health and Care plans.

The overall level of funding for SEND is incorporated in our Educational Items budget and is delegated to the school by the Alpha Plus Group. This amount is not ring-fenced.

SEND Professional Development

All staff in the school will be provided with general or specific training or information on meeting the needs of SEND within their classroom. Wetherby-Pembridge School has partnered with Eagle Hill School in Greenwich, Connecticut (a US special educational needs school) and is developing a full staff training programme for SEND to help identify specific needs and empower all staff to identify and tackle issues as they arise. The school SENDCO will visit Eagle Hill every September for ideas and local professional assistance.

The SEND department should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND children. There are close partnerships with

the London-based APG SEND Forums and all UK based SENDCO's for support and development.

The SENDCOs and Head of School should be aware of relevant courses relating to SEND which staff can request access to and the SENDCOs can advise as necessary. All staff have access to training. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialised training will be necessary to support the needs of a particular child. This will be provided to those staff most directly involved with the child.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND children.

Roles and Responsibilities

The Head of School, in conjunction with the Learning Support Co-ordinator (2021-2022), has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENDCO who keeps the Head of School and Teaching & Learning Lead fully informed.

The SENDCO will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. The full responsibilities of the SENDCO are set out in Appendices.

All staff have a key role in ensuring that children's needs are identified and met. They are responsible for the progress, development and attainment of all SEND children in their key groups, including where a child will access support from all staff or external therapists.

Communication and Collaboration – Partnership with Parents/Carers

We will ensure that all parents/carers are fully informed of any SEND their child may have.

Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling children with SEND to achieve their potential. Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a child's needs. We actively seek to work with parents and value the contribution they make.

Parents/carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision inclusive of reports/ assessments or previous therapy prior to entry to the School.

- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal); reports, ILP reviews and Annual Statement reviews.

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND framework
- Be informed what support their child is receiving
- Be informed of their child's progress and abilities to meet goals stated on ILP via parent-teacher meetings, school reports and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their ILP (if an ILP is necessary)
- Have the opportunity to make their views known about how their child is educated during ILP review meetings, at parent/teacher consultation evenings or via direct communication with the child's key person or SENDCO.
- Have opportunities to learn ways to promote their child's learning at home

Child Participation

For children with SEND, we aim to involve the child in understanding their difficulties and what is needed to overcome them and will always explain why extra or repetitive activities or exercises are in place.

Parental Concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the Class Teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Class Teacher/ SENDCO and Head of School as deemed necessary by the School or as requested by the parent.
- Arrange a meeting with the Head of School

For further details of formal complaints, refer to our Complaints Procedure (available on our website).

Record-keeping and evaluating the success of the policy

Records are kept of the progress of SEND children and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the Learning Support Co-ordinator and the SLT. Review of the policy will take into account:

- Any legislative changes in US and UK
- The progress made by children with SEND at the school using the 4-Part Cycle of SEND Practice (see Appendices)
- The success of the school at including children with SEND by providing families with a survey at the completion of each school year

- Any recommendations from internal governance reviews and external inspections
-

Appendix I - The Role of the Learning Support Co-ordinator

The Learning Support Co-ordinator is responsible for:

- The implementation of the SEND policy and the monitoring of its effectiveness
- Ensuring that SEND records are properly kept
- Assessment and observation of children
- Co-ordinating SEND provision
- Overseeing the writing of ILPs, in collaboration with other staff and specialists.
- Where appropriate, supporting with SEND
- Liaising with outside agencies to support children with additional support strategies
- Liaising with colleagues and advising on differentiation
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Sourcing and ordering resources for SEND provision.
- In the event of a child applying for statutory assessment, the SENDCO must collate all the necessary paperwork required by the local education authority. If the child has a Health and Care Plan the SENDCO would be responsible for co-ordinating the provision and organising the Annual Reviews. The process would be completed in conjunction with the headmistress.
- Liaising with the Alpha Plus Group Head Office to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.

Appendix II - Checklist for Early Detection of SEND

Name of Child:

Class Teacher:

Date

The observations below are of a nature that a Class Teacher would identify early on.

Criteria	✓
Is working at a developmental matters band below chronological age	
Tracking shows progress not being made within development band	
Has a known difficulty or impairment that may impact on his/her learning	
Is showing withdrawn or anxious behaviour and/or a lack of self confidence	
Is having difficulty in making relationships and interacting appropriately/meaningfully with others	
Has difficulty in sequencing events and tasks	
Appears not to listen/respond to questions or instructions	
Has limited use of spoken language to communicate meaning	
Finds it difficult to learn within a group that is age/stage appropriate	
Finds it challenging to learn when activities are unstructured	
Has difficulty in following instructions or joining in activities that are dependent upon hearing	
Has difficulty in seeing fine work, eg picking out detail in pictures	
Has difficulty in managing his/her body to move confidently	
Has difficulty in using hands for fine motor movements	
Has a need to seek or avoid sensory stimuli that impacts on his/her own or others' learning	

NB: Not every child with SEND shows all these difficulties, but when a number of difficulties are manifested simultaneously further investigations should be made. One or more ticks may necessitate further monitoring, assessment or action.

Appendix 111 SEND Support Framework (4 Key Areas)

Level	Possible Indicators				Possible Child Support	Staff Involved
	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical	Cognition & Learning		
1- Monitoring Level. Not classed at SEND GLP noted	Minor difficulties with speech Becomes disorientated by change in routine	Withdrawn/ Behaviour issues Poor unkempt appearance Poor self esteem Broken attendance	Hypermobility Mild hearing loss Visual difficulties Fatigue	<i>Within Appropriate age band</i>	<ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning and GLP In-class support 	<ul style="list-style-type: none"> Class teacher All staff
2 GLP ILP	Minor receptive or expressive language difficulties Agitated and upset by change	Persistence absence Significantly withdrawn Behaviour issues Extremely poor self esteem	Frustration with activities Difficulty with attention/ Concentration Takes longer to complete tasks	<i>Approx 6 months behind appropriate age band</i>	<ul style="list-style-type: none"> Observations submitted to SENDCO for advice, support or notification (evidence of support complete but not successful) ILP drawn up with class teacher and SENDCO & Targets set. <i>SIMS Personal Profile</i> 	<ul style="list-style-type: none"> Class teacher/ SENDCO External therapist/specialists All staff
3 GLP ILP External therapists	Unable to follow an instruction Frequent expressive, word finding and language difficulties Noticeable difficulties with	Progress limited, if at all Limited attendance Behaviour is significantly impacting on learning for the child and the class	Coordination difficulties Registered as partially sighted Possible use of hearing aids Specific diagnosis -	<i>Approx 12 months behind Appropriate Age band</i>	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Targets agreed with class teacher Outside therapists and recommenda 	<ul style="list-style-type: none"> Class teacher / SENDCO External therapist/specialists

	social interaction Maybe socially withdrawn/vulnerable	Poor self esteem	Sensory processing Hypermobility		tions implemented into child's ILP <i>SIMS Personal Profile</i>	• All Staff
4	Unable to use pronouns Does not understand prepositions Has a diagnosis of ASD Has significant difficulty functioning independently in the classroom Extreme levels of anxiety and need for routine	Progress limited, if at all Limited attendance Behaviour is significantly impacting on learning for the child and the whole class Poor self esteem	Mobility is affected Vision and hearing impaired Use of hearing aids Child specific diagnosis	<i>Approx 18 months behind Appropriate Age band</i>	<ul style="list-style-type: none"> • ILP with targets drawn up with class teacher and SENDCo • In-class support for daily 1:1 intervention programmes • Daily notes recorded in diary <i>SIMS Personal Profile</i> • EHCP consideration 	<ul style="list-style-type: none"> • Class teacher / SENDCO • All staff • External therapists

Appendix IV - The 4-Part Cycle of SEND Practice

We operate a holistic approach for assessing, tracking and monitoring progress. It builds on frequent review in successive four stage cycles: Assess; Plan; Do; Review:



1. Assess (Class Teacher, SENDCO, and External where appropriate)

Children who are not making expected progress will be referred to the SENDCO using the checklist for early identification of SEND. Classroom teachers should communicate any initial concerns about the student to the SENDCO. These concerns can include:

- Behaviour or ability to socialize
- Reading and/or writing
- Concentration levels
- Physical needs or impairments
- Processing
- Language development
- Executive functioning

With parental approval, an educational psychologist or other appropriate specialist may be involved in assessing the child for SEND, the results of which will be communicated to parents and all relevant teachers by the SENDCOs.

2. Plan (Class Teacher, SENDCO)

We recognise that differentiation is essential to meet the diverse range of abilities within any class. Class teachers will plan levels of activities so that more able children are stretched whilst others can still cope with lessons and understand the concepts taught. For those children who may not necessarily need their own learning intervention programme, teachers plan and deliver differentiated material or modify teaching styles and resources used according to individual child's needs. Support and interventions are agreed upon by the SENDCOs, teacher, parent and child.

Where an ILP is required it is written and circulated by the SENDCOs to provide guidance to classroom teachers. Lessons should be differentiated appropriately based on the ILP. Class assistants should mirror the support that the classroom

teacher has put in place. There will be frequent communication between both in order to ensure that the support provided outside of lesson time is meaningful and suitable. The SENDCOs communicate to parents about SEND. Where appropriate, the SENDCOs communicate with the DSL regarding any sensitivities surrounding SEND and repercussions on welfare and wellbeing, particularly where cultural attitudes towards SEND may be detrimental to the child's welfare.

The ILP will provide details and guidance, including:

- Child name, class, subjects taken
- Strengths and areas for improvement
- Intended outcomes
- Interventions e.g. classroom support
- Access arrangements

Available access arrangements include:

- Extra time allowance as suggested by assessment
- Supervised rest breaks
- Use of a scribe, transcript or reader depending on need
- Use of a word processor
- Large print papers

Available interventions may include:

- Multi-sensory math
- Orton-Gillingham and Wilson Reading
- Hochman writing
- SRSD writing
- Behaviour plans

3. Do (Class Teacher/Class Assistant)

The classroom teacher remains central to ensuring that the intentions of the ILP are carried through in the classroom on a daily basis. Teachers should use the ILP to:

- Focus on the intended outcomes for the child
- Continuously evaluate the quality of support provided
- Contribute to whole school improvement
- Have high aspirations for every child
- Involve the class assistant in planning process as appropriate

Class Teachers should encourage all pupils to become independent learners.

The Deputy Head will ensure that the schemes of work and resources provided are appropriate to a range of abilities and learning styles.

It must be noted that ensuring correct provisions are made for pupils with SEND is a whole school responsibility. Provisions are child-centred and may change often, in accordance to information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each child with SEND by adhering to the ILP for each student with SEND.

4. Review (Class Teacher/Class Assistant/SENDCO)

The purpose of the review is for the classroom teacher, Class Assistant and SENDCO to discuss whether a child is making adequate progress. Reviews will be frequent and will draw on evidence such as the teacher's assessment and experience of the child, information on child behaviour, and their development compared to their peers. The views of the child and parents will also be taken into account.

The SENDCO will conduct observations for children with SEND to make sure that they are utilising the strategies which have been suggested to them by the class teacher and class assistant. Feedback from these observations will be discussed with SENDCO and will inform the review process.

Assess, Plan, Do, Review is a whole school approach to ensuring outstanding progress for children with SEND. Children are central to this approach, and review should be frequent in order for the support to remain effective, personalised and up-to-date.

Appendix V Smart Targets

- S** Specific & Stretch
- Has a clear target: The what
 - Is well-defined and easy to understand: The why
 - Guides action: The how
- M** Measurable
- Can be assessed objectively
 - Includes figures/numbers
 - Can be seen
- A** Achievable but Ambitious
- Is challenging but not beyond reach
 - Ensures that the child has the ability to do this
- R** Relevant
- Aligns with aspirational outcome
 - Is meaningful to the child
- T** Time bound
- Has a time scale/end date
 - Can be achieved within the allotted time