

## **The Wolds Federation SEND Policy**

### **1. Introduction**

Our Federation of schools provide a broad and balanced curriculum for all children. When planning, teachers aim to set suitable learning challenges and respond to children's range of learning. Some children have barriers to learning which means that they are experiencing special educational needs and require particular action by the school. These requirements are likely to arise as a consequence of a child experiencing special educational needs. Teachers endeavour to take account of these requirements and where necessary, make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need support that is additional to or different from that given to other children of the same age.

Children may experience special educational needs either throughout or, at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

***The Disability Discrimination Act*** identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

### **2. Aims and Objectives**

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners within the process;
- To identify roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to a broad and balanced curriculum;
- To encourage parents are able to work in partnership with the school in supporting their child's education;
- To ensure that our children have a voice in this process

### **3. Educational Inclusion**

In our schools, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through first quality teaching and the removal of barriers to learning and access. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;

- Need a range of different teaching approaches and experiences.

#### **Teachers respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of their senses and varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **4. Special Educational Needs**

The Children and Families Act (2014, revised in January 2015 and September 2016) changed the system for children and young people with special educational needs (SEN), including those who are disabled (now changed to SEND), so that services consistently support the best outcomes for them. Education, Health and Care Plans (EHCPs) have taken the place of Statements of Special Educational Need and Learning Difficulties Assessments (LDAs). The Act extends the SEND system from birth to 25 years, giving children, young people and their parents greater control and choice in decisions and ensuring that needs are properly met. The definition of special educational needs has not been changed by the new legislation. We recognise the fact that all children may experience special educational needs at some time during their school career.

#### **The Code of Practice defines SEN as:**

*'A child or a young person has SEN if they have a learning difficulty or disability calls for SEN provision that is different from or additional to that normally available to a child/young person of the same age and has significantly greater difficulty in learning than the majority of children of the same age. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.'*

The Wolds Federation of schools will have due regard for the Special Educational Needs Code of Practice when carrying out our duties towards pupils with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

Therefore in identifying whether a pupil has SEN or is underachieving, the following considerations will be made:

- Prior attainment
- Quality of teaching
- Attendance
- Standardised testing

- Progress in relation to nationally defined expectations
- Organic pathologies
- Linguistic factors
- Cultural factors
- Socio – economic factors

Some of the children who have joined us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our schools, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher in consultation with the Special Educational Needs Co-ordinator (SENCo) will offer interventions that are different or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. ***This level of support is called School Intervention Support Stage (SIS).***

The SENCO will take the lead when further assessments are needed.

If it is appropriate to contact outside agencies and services for further advice and support, we will consult with parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies being implemented. The new strategies, wherever possible, will be implemented within the child's normal setting. If the child continues to demonstrate significant cause for concern, a request for a statutory assessment will be made to the Local Authority. A range of written evidence about the child will support the request. ***This level of support is called School Support Stage (SSS).***

### **Role and Responsibilities**

Executive Headteacher - Mrs E. Harros

SENCo – Mrs F. Dolman

SEN Governor – Mrs S. Dace-Hughes

### **In our school federation, the SENCo:**

- Manages the day to day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the records of children with special educational needs;
- Together with the class teacher, acts as the link with parents;

- Acts as the link with external support services;
- Monitors and evaluates the special educational needs provision, and
- Reports to the governing body, via meetings with the SEN Governor;
- Working with the SMT, manages a range of resources, both human and material, to enable appropriate provision to be made for children experiencing special educational needs;
- Contributes to the professional development of all staff

**In our school federation, class teachers;**

- Have responsibility for all pupils experiencing special educational needs within their class and should be the first point of contact for parents with a concern about their child's development;
- Should discuss any concerns they have about a child with the SENCo and with parents/carers if appropriate;
- Works with the SENCo in maintaining records and the tracking of children experiencing special educational needs within their class;
- Have responsibility for managing and supporting the support staff who are working with children experiencing special educational needs within their classroom.

**5. The role of the governing body**

- The governing body has due regard to the code of Practice when carrying out its duties toward all pupils experiencing special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils experiencing special educational needs.

- The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## **6. Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans. The executive head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

## **7. Assessment**

Early identification is paramount. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and co-operation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing federation practices. This is an ongoing process.

The SENCO works closely with teachers and parents to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and SENCo can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

The Local Authority seeks a range of advice before making a formal decision as to whether or not, an Education Health and Care Plan would be appropriate. The needs of the child are considered to be paramount in this.

## **8. Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and work is differentiated appropriately, and we use assessment to inform the next stage of learning.

Intervention Maps and Support Plans feature significantly in the provision that we make in the federation. By finely tuning support and breaking down the existing levels of attainment into small steps, we ensure that children experience success.

All children who have Education, Health and Care Plans (EHC Plans) have a Support Plan. We support children in a manner that acknowledges their entitlement to share the same learning experiences

that their peers enjoy. We endeavour to include all children in all classroom activities and opportunities. However, there are times, when, to maximise learning, we ask the children to work in small groups and in one to one situations outside of the classroom.

## **9. Partnership with parents**

The federation works closely with parents in the support of those children experiencing special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings to share the progress of those children experiencing special educational needs with their parents.

We consult parents when outside intervention from external support services is appropriate. We share the process of decision making by providing clear information relating to the education of children experiencing special needs.

## **10. Pupil participation**

In our federation of schools, we encourage children to take responsibility and to make decisions. This is part of the culture of the federation and relates to children of all ages.

We are working towards children being involved, using a person-centred approach, at an appropriate level in reviewing and setting outcomes in their EHC and Support Plans. Children need to be encouraged to make judgements about their own performance against the outcomes detailed in their Support Plans. We recognise success here as we do in any other aspect of school life.

## **11. Monitoring and review**

The SENCo monitors the movement of children within the SEN system in school.

The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school and considers amendments in the light of these findings.

The SENCo is involved in supporting teachers in drawing up Intervention Maps and Support plans for individual and small groups of children.

## **Evaluating success**

The success of the Federation's SEND Policy and provision is evaluated through a number of the following:

- Monitoring of classroom practice by the SLT
- Analysis of pupil tracking and test results by SLT and School staff
- Consideration of pupil's success in meeting Intervention Map and Support Plan outcomes
- Monitoring of procedures and practice by the SEN governor

- School Self – Evaluation
- The Federation School Improvement Plan
- OFSTED Report

### **Complaints Procedures**

The Federation's complaints procedure is outlined in the Federation Policy. The SEN code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements, links with other agencies, organisations and support services. The Federation recognises the important contribution that external support services make in the identification, assessment and provision for SEND pupils.