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	<b>John Wycliffe Primary School</b> <b>Special Educational Needs Policy</b>		
Reviewed by: Local Governing Body			
Date Agreed:	Autumn 2024	Term to be reviewed:	Autumn 2027

**Special Educational Needs Co-ordinator (SENCo):** Mrs Jessica Cross

**Governors Responsible for Special Educational Needs:** Mrs Hazel Maher

*Our experienced SENCo is a qualified teacher and member of our Senior Leadership Team. She and the SEND governor can be contacted via the school office on 01455 553135 or via johnwycliffe@ipat.uk*

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 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)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENCo Leadership Development Group. It was then finalised by the SENCo in consultation with SEN Governor, parents, carers, pupils and staff at the school.

### **Philosophy**

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

We are committed to using our best endeavours to provide an appropriate and high quality education for **all** children at our school which enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs and disabilities (SEND).

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with SEND, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

### **Objectives**

To achieve this philosophy we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. Respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEND.
3. Be committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents/carers to achieve these aims. We are committed to parents/carers participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Educational, Health and Care Plans.

The Head teacher, SENCo, all staff and the Local Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

### **Identification of Special Educational Needs and Disability**

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- 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.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

### **Entitlement**

Admission arrangements are determined by Inspiring Primaries Academy Trust.

John Wycliffe Primary School strives to be an inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy. Under section 316 of the Education Act 1996, if a parent wishes their child with a statement educated in the mainstream the LA must provide a place, unless it is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

The school has good access to all the facilities both inside and out. The school can offer wheelchair access via front and rear entrances to the building, to accommodate children with physical difficulties; it also has a disabled toilet and shower. The outdoor environment is equipped with slopes and ramps to facilitate disabled access.

### **Broad areas of need as outlined in the SEND Code of Practice (2014)**

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole children will always be considered in this process.

The following categories are incorporated into these four areas:

- General Learning Difficulties
- Specific Learning Difficulties
- Behavioural, Emotional and Social Difficulties
- Speech, Language and Communication difficulties
- Hearing Impairment
- Visual Impairment
- Physical/ Medical Difficulties
- Autistic Spectrum Disorder

### **THE GRADUATED APPROACH TO SEN SUPPORT**

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents/carers to ensure there is a shared understanding of pupil's needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents/carers will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record at 'SEN Support'. The parents/carers will be informed if the school is making special educational provision for a child and the child will have a Pupil Passport that recognises strengths, areas of support required, how best to support the child and acknowledge support that has been put in place. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEN.

Working together the SENCo, class teacher, parents/carers and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEN support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils 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 reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents/carers. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents/carers will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents/carers are in agreement. It is the SENCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents/carers, teaching staff and, where appropriate, the child. A child then may move on to a SEND Support plan depending on the complexity of needs. A SEND Support Plan will outline all objectives and needs of the child to ensure all agencies are working towards an outcome agreed with parents and where appropriate the child.

#### **Examples of specialist agencies used by and that are available to be used by the school**

- Educational psychologists (EPIC)
- School nurses
- Specialist Teacher Assessments
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists (LA and EPIC)

- Occupational therapists and physiotherapists

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEN budget and will be monitored by the SENCo and Head teacher.

Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

### **The LA SEN Support Plan and Education Health and Care Plan process**

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents/carers, will consider whether requesting a LA SEN Support Plan or Education, Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENCo will have close regard to the local authority's criteria for funding through an SEN Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents/carers to ensure they are confident and clear about what the process is and how they are involved in it.

### **Removing pupils from the SEN record**

In consultation with parents/carers, the child will be considered for removal from the SEND record where he / she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age;
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained;
- and SEN Support is no longer required to ensure this progress is sustained.

### **Pupil Voice**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At John Wycliffe School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

### **SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEN**

The school is fully committed to a meaningful partnership with parents/carers of children with SEND where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents/carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- Ensuring a SENCo is available for meeting by appointment through the school office or by email.
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Authority's Local Offer.

- Class teachers meeting with parents/carers, in addition to usual parent/carer appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents/carers themselves.
- Class teachers inviting parents/carers of pupils with SEN in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identifying the responsibilities of the parent/carer, the pupil and the school. It will provide an opportunity for the parents/carers to share their views. This meeting may be supported by the SENCo.
- Ensuring that teaching staff are supported to manage these conversations as part of their professional development.
- Supporting and guiding parents/carers in ways that they can help with their child's learning and development at home.
- Recording outcomes, actions and support agreed through the discussion and sharing with the appropriate school staff and giving a record to the pupil's parents/carers.
- Signposting parents/carers to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents/carers of pupils with SEND when reviewing the school's SEN Information Report (see school web site) and the SEND policy. A paper copy will be made available to parents/carers on request.
- Planning in additional support for parents/carers at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking parents'/carers' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

### **Organisation of Support and Access to the Curriculum**

John Wycliffe strives to be an inclusive school engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

All pupils are taught in classes arranged by age. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Differentiated provision within a mixed ability setting.
- Curriculum planning which incorporates a variety of learning styles.
- Clear guidelines on behaviour with a structured reward and sanction system.

### **Links with other Schools**

A common system of record keeping and communication is established with our feeder settings and Lutterworth High School, Lutterworth College and other settings to ensure that pupils with SEN are known to us at transfer and known to schools to which they will later transfer.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for First Aid and Medication which has been reviewed in light of the guidance 'Supporting pupils with Medical Conditions.'

## **MONITORING AND EVALUATION OF SEN**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent/carer and pupil questionnaires. The school's SEND Governors also have a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Local Governing Body's process of monitoring the effectiveness of the school's SEND Policy.

The following criteria will help the governors, headteacher and SENCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping
- The number of pupils for whom a statement of SEN is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports.
- Inclusion of SEN issues in development planning.
- Feedback from pupils and parents.
- Attendance/involvement/leadership of INSET courses by all staff.
- Analysis of pupil attainment (e.g. increase in reading age over time.)

## **TRAINING**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to keep up to date with local and national updates in SEND, the school nominated SENCo regularly attends Affinity SENCO Leadership Development meetings and local SENCo meetings.

SEN issues are regularly discussed at staff meetings. All members of staff are made aware of their responsibilities towards pupils with SEN and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEN support staff and class teachers.

## **FUNDING FOR SEN AND ALLOCATION OF RESOURCES**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEND budget'. The amount in

this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of the Pupil Premium grant to address needs and enhance learning and achievement.

Each term, in consultation with the headteacher and class teachers, the SENCo will map the targeted provision in place for pupils on the SEN record to show how resources are allocated and to monitor the cost of the whole of our SEN provision. This targeted provision is outlined on the school's Provision Map.

The SEN budget and budgets within other curriculum areas provide the following resources:

- LSA support in class to increase curriculum access and pupil achievement.
- SENCO non-contact time for assessment, record keeping, monitoring and review.
- Attendance of In Service courses by staff to increase knowledge and Development
- Purchasing specialists assessments for individual children and assessment resources.
- Purchasing a range of books, basic skills resources and materials, IT software to suit pupils of differing abilities.
- Interventions- leading, resourcing and training

## **ROLES AND RESPONSIBILITIES**

### **SENCo**

The key responsibilities of the SENCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising a on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents/carers of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEN up to date.

### **Local Governing Body (LGB) and Headteacher**

The LGB will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the LGB is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the LGB is kept informed of how the school is meeting the statutory requirements.

The headteacher, SENCo and LGB will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The headteacher will ensure that the SENCo has sufficient time and resources to carry out his / her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### **STORING AND MANAGING INFORMATION**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cupboard when not in use. Such records will be passed on by hand by the SENCo when children move school.

### **Complaints**

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCO. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO or Head teacher. If necessary the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEN disagreement resolution process.

### **Anti-bullying**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

At John Wycliffe we have a clear policy on bullying that is available on the school website and can be printed out upon request. We were also accredited with Leicestershire 'Beyond Bullying Award' in 2014.

### **Inclusion**

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### **Equality Duty**

Our policies and procedures articulate how we remove or minimise disadvantages that could be suffered by particular groups e.g. ethnicity, attainment, age, disability, gender or background

### **Pupil records**

We have a responsibility to ensure that detailed records are maintained at school in order to monitor and record individual details, progress and achievements of each child. Each child has an individual record that may include:

Information from pre-school providers, information provided by parents/carers, information provided by previous schools, school reports, selected work samples, SEN information, reports and/or information from other agencies, letters, test results and any other items that school staff feel are relevant.

A person with legal responsibility for the young person has the right to request to see the individual records relating to their child at any time. Any details which cause concern may be deleted or amended by mutual consent. In the event of a disagreement, parents/carers may appeal to the LGB.

### **First aid and medication**

We aim:

- To help relieve any pain or suffering resulting from illness or injury.
- To minimise any further injury after accidents by providing appropriate first aid care.
- To enable adults in the school to take appropriate action whenever accidents or illnesses occur.
- To ensure first aid equipment is accessible in all areas.
- To ensure staff are aware of all pupils with medical problems/conditions.
- To ensure that any pupil with medical problems/conditions receives as full an education as possible.