

Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



SEND Policy

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	13.3.2025
Implemented:	March 2024
Revised	March 2025
Review date:	March 2026

Vision

Love is at the centre of our federation with the importance of developing the whole child at the heart of all we do. As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a love for one another, for learning and for life. We seek to inspire ambition, courage and respect to give our children the skills they will need to live in a diverse and ever- changing world now and in the future.

Statement of intent

At the Wye Forest Federation, we have a fundamental belief in inclusive education for all. We embrace diversity and create a compassionate, respectful culture, embedding our core values of courage and resilience. We build a strong sense of belonging to develop positive relationships with our families and communities. The federation has a fundamental belief in the equality of opportunity in the classroom. All pupils will be fully included into the life and curriculum at the Wye Forest Federation.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014

- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality policy
- Data Protection Policy
- Records Management Policy
- Mental Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan
- Exclusion policy

Roles and responsibilities

Every teacher at the Wye Forest Federation will teach pupils with SEND and therefore teaching such children is a whole school responsibility. Staff are aware of their responsibilities to all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times. Our Federation is fully inclusive and we welcome all children, unless their admission would prejudice the provision of safe and efficient education for the existing pupils.

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the federation.
- Ensuring the federation meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for both schools.

The executive headteacher is responsible for ensuring the federation offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the executive headteacher will:

- Ensure the federation holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure both schools work effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the federation fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for each school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the federation's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.

The SENCO will be responsible for:

- Collaborating with the governing board and executive headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the federation.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the federation meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the federation's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- To ensure that the SENCO and executive headteacher are kept up-to-date with any changes in behaviour, academic developments and causes of concern.

Identifying Pupils with Special Educational Needs

Despite high quality class teaching some pupils do not make sufficient progress. At the Wye Forest Federation we employ the Graduated approach to SEN identification. This system follows the four stages of Assess, Plan, Do, Review (SEND Code of Practice, 2015). We encourage both parents and any adult working with a child who has a concern about the child to inform the class teacher initially. The class teacher will discuss any concerns with the school's Special Educational Needs Coordinator (SENCO). Together they will consider a holistic approach to improve outcomes for the pupil. Parents will be kept informed of any concerns and consulted at the outset.

On occasion there may be circumstances in which progress and attainment are impacted on but are not considered as SEND. This may include attendance, being a child in care, being in receipt of the Pupil Premium grant or those whose first language is not English (EAL). Where there is uncertainty about a child's progress, the child will be placed into Wave 1 of our graduated approach where they will be closely monitored to establish whether the problems arise from a SEND. A pupil profile will be used and adjustments will be made to meet the needs of the individual child. Assessment may take many forms according to the area of concern. Following a review, if the difficulties continue, the child should be considered for being placed on the school's SEND register (Wave 2, 3 and 4). The school will continue to have discussions with parents and they must be informed if their child is placed on the SEND register. A child who is placed into Wave 2 and 3 of the graduated pathway will have additional support and intervention and this will be recorded on their 'My Plan' or 'My Plan+'. This document will detail the targets that the child is working towards. These targets will be based upon information from the review and we encourage parents to actively engage in the target setting with the class teacher and SENCO. These targets are then monitored and tracked by the class teacher. There will be a review process agreed when setting the targets and this will take place internally three times per year and externally with parental involvement a further three times. To gather the thoughts and wishes of the child they contribute to the 'My Plan' document to aid adults when creating targets and interventions. When identifying a pupil's particular area of need, the teacher and SENCO will identify this together using the Local Authorities guidance.

The four broad areas of special educational need are:

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

Provision for pupils with a SEND

Pupils with a SEND will receive the majority of their learning through high quality teaching, appropriately adapted to meet their needs. Teachers will plan stretching work for pupils whose attainment is significantly above the expected standard. They will also plan lessons to ensure that there are no barriers to every pupil achieving. The class teacher and SENCO will be responsible for tracking the progress of children on the SEND register and pupil progress meetings will include discussion around the progress of children within the graduated pathway. To ensure good or better progress, some pupils on the graduated pathway may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1. Additional targeted interventions will be 'additional to and different from' normal provision within the class; however additional targeted intervention does not replace high quality teaching. The additional targeted intervention must complement high quality class teaching. Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the school's SENCO. Most targeted interventions will be provided by a teacher or a qualified teaching assistant. The class teacher will ensure that they are fully aware of the additional targeted interventions being provided for their pupils on the graduated pathway. The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting positively then this will be adjusted to ensure the pupils are being appropriately targeted to make progress.

Professional advice will be sought where Wave 2 children are not making the expected progress despite quality first teaching and targeted intervention. At this point they will be transferred from a 'My Plan' to a 'My Plan+' (Wave 3). This support will include external agencies such as the Advisory Teaching Service, Educational Psychology Service and the Speech and Language Therapy Service. A small number of pupils with complex SEND needs may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their SEND needs, undertaken by the local authority who may issue an Education and Health Care Plan (EHCP). The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the Educational Psychologist and/ or Advisory Teacher.

Pupils with an EHCP will be placed on Wave 4 of our graduated pathway and both the Local Authority and the school will ensure that the pupils complex needs are met in accordance with the EHCP. To enable the school to meet the needs of the EHCP a 'My Plan +' and a provision map will be used by the SENCO, the class teacher, the SEN TA and parents. This document will detail the SMART targets of the child and the provision that will enable these to be met. This is measured and reviewed regularly as part of the graduated approach with both school and parents.

In very exceptional circumstances the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the EHCP. This may involve considering an alternative more appropriate school placement. These discussions will revolve around what is best for the child. However, the parents make the final decision on this matter.

Assessment, tracking and provision mapping

Monitoring of the additional targeted interventions will be ongoing. To measure progress, SEND pupils are assessed more frequently and their progress closely tracked. Target setting is deliberately ambitious. Mapping of the provision in place for pupils will be managed by the SENCO.

Involving pupils and parents in decision-making

The Code of Practice details the expectation of the SENCO to facilitate and enable the full participation of parents of children with a SEND. At the Wye Forest Federation we encourage and support all parents to attend consultations with their children's teachers to support their child's learning. These consultations are an opportunity for school staff involved to listen to the parents as well as share information. When all the

adults work together as a team to support a child's learning, their progress increases. The class teacher, supported by the SENCO will meet with the parents three times a year. These meetings will take the form of structured conversations. The parents' contribution to a structured conversation is essential. Pupils with an EHCP are required to have an annual review to which the parents, teacher, teaching assistant, external professionals and pupil are invited to attend. The planning the federation implements will help parents and pupils with SEND express their needs, wishes and goals. All structured conversations will be focussed on the pupil as an individual and will highlight their strengths and capabilities.

Safeguarding

The federation recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The federation recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The executive headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Federation staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and executive headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

Social and Emotional Needs

The Wye Forest Federation's core Christian values, strong inclusive ethos and high expectations ensure that pupils' social and emotional needs develop alongside those of their peers. Both schools in the Federation are part of the Trailblazer programme, provided by Gloucestershire Young Minds Matter (Mental Health Support Team) which aims to provide early intervention mental health support in schools and deliver a collaborative system wide approach to supporting mental health and well-being needs. We refer children with identified SEMH needs to the team. We also have a structured emotion and social skills support programme which is delivered by a trained ELSA TA. Specific assessment will be undertaken for pupils accessing this provision which provides a guide to the pupil's individual social and emotional needs. Our universal approach incorporates the teaching of social and emotional learning.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Access to the Wider Curriculum:

In addition to the curriculum, both schools provide a range of additional activities. These include lunchtime and after school clubs, residential activities and trips. Children with SEND are encouraged to engage with these activities and adaptations are made to enable this. The SENCO regularly reviews uptake of external activities to ensure a fair and balanced access for all pupils is achieved.

Admissions

The federation will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring each school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the federation website.

Transition

The federation is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

EHC needs assessment and plans

The federation recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, both schools will meet their duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

Reviewing EHC plans

The federation will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

Both school's will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.

- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Supporting successful preparation for adulthood

Both schools will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Use of data and record keeping

All information about pupils will be kept in accordance with the federation's Data Protection Policy.

Each school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The federation keeps data on the levels and types of need within the federation and makes this available to the LA and Ofsted.

Complaints

Should Parents/Carers or pupils be dissatisfied with the support provided they should discuss their concerns directly with the Federation. If for whatever reason this does not resolve the issue, they may make a formal complaint via the complaints procedure outlined in the Federation's Complaints Policy.

Parents/carers will find information regarding Gloucestershire's Local Offer at:
<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

Parents/carers will find SEND Information Report on the school website and as part of Gloucestershire's Local Offer.

SENDIASS Gloucestershire - 0800 158 360 or 01452 38934
(Information and advice for parents)
www.sendiassglos.org.uk

Independent Parental Special Education Advice - 0800 018 4016 www.ipsea.org.uk

Individual Health Care Plan (IHP): Pupils with Physical and Medical needs do not necessarily have special educational needs. The school will draw up an IHP, in consultation with the parents, to support their child's needs.

The Local Offer: The Local Authority will make available a Local Offer which will guide parents of pupils with special needs to the local services available which can offer support.

The School Offer: Parents will be provided with information on what support the school can offer for pupils with SEND.

Transition Reviews:

Transition meetings with pre-school settings and secondary schools ensure a smooth transition for pupils including SEND. Transition will be tailored to meet the specific needs of pupils.

Training for Staff CPD:

All staff will receive training in the various areas of special educational needs which relate to our pupils' needs.

Children in Care:

If the Designated Teacher for 'child in care' is not the SENCO, that teacher must work very closely with the SENCO.

Governor for SEND:

There is a designated governor for SEND who meets regularly with the SENCO to discuss the needs of and provision for SEND pupils, as well as discussing progress data.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Policy review

Compiled by: A Wilson

Review date: March 2026