

Wye Forest Federation

Redbrook Church of England Primary School
St Briavels Parochial Church of England Primary School



Name of Policy: SEND

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	
Signed by:	(Executive Headteacher)
Signed by:	(WFF Chair of Governors)
Implemented:	
Review date:	

Vision

Our federation is a safe space where we embrace and enjoy challenge; take ownership of our own learning; collaborate and support each other whilst striving to be the best we can be in order to flourish in all areas of life now and in the future.

Policy statement

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.

Purpose and Scope

This policy document sets the commitment and expectations of the federation with regard to supporting pupils identified as having Special Educational Needs as well as setting out the local offer at both St Briavels C of E Primary School and Redbrook C of E Primary School for pupils with specific needs. The SEND Code of Practice (2014) states a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. However, they also make it clear that SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children should progress at the same rate or that all children falling behind their peers have SEND. All learners will have access to differentiated quality first teaching within our provision some children will also have access to Wave 1 or 2 interventions.

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. At the Wye Forest Federation, we adhere to the SEND Code of Practice (2014) and comply with the regulations set out in the Children and Families Act (2014). 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. Where a child has an identified special need or disability, we will make all reasonable adjustments to accommodate their needs in school. Teachers are responsible for and accountable for the progress and development of all pupils in their class, including pupils with SEND. Teachers have high expectations of pupils with SEND and expect their rate of progress to be in line with expectations. The aspiration is that these pupils will make greater than expected progress in order to close the gap between themselves and their peers. In line with the recommendations in the SEND Code of Practice (2014) the SENCo is responsible for co-ordinating and monitoring the arrangements for the educational provision for pupils with a SEN. The SENCo is responsible for the day-to-day operation of the SEN policy under the guidance of the head teacher. There is a designated governor for SEND who meets regularly with the SENCo to discuss the needs and provision for SEND pupils as well as discussing progress data.

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 and 3). 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 of the graduated pathway will have additional support and intervention and this will be recorded on their '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. 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 quality first teaching, appropriately differentiated to meet their needs (EEF, 2020). 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 quality first 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+'. 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 3 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. This will enable the targeted interventions to be adjusted appropriately. Mapping of the provision in place for pupils will be managed by the SENCO.

Partnership with Parents

The Code of Practice (2015) 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. For children within our SEN register (Wave 2 and 3) additional meetings involving the SENCO will be offered in the form of structured conversations. The parents' contribution to a structured conversation is very 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. Parents with children who have an Education, Health and Care Plan will have multi agency support with managing their personal budget to meet their child's needs provided through the Plan.

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. St Briavels School is 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 trained ELSA TA's. Specific assessment will be undertaken using the Boxall Profile for pupils accessing this provision which provides a guide to the pupil's individual social and emotional needs.

Access to the Wider Curriculum:

In addition to the curriculum, the school provides 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. The SENCO regularly reviews uptake of external activities to ensure a fair and balanced access for all pupils is achieved.

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

Local Authority Information

<http://www.gloucestershire.gov.uk/sen>

Individual Health Care Plan (IHP): Pupils with Physical and Medical needs do not necessarily have special educational needs. The school will draw up a 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.

Links with other policies

This policy should be read in conjunction with the following policies;

Accessibility Plan

Anti-Bullying and Hate

Attendance Policy

Behaviour Policy

GDPR Data Privacy Notice

Equality Policy

SEN Offer

Equal opportunities

Personal Care and Clinical tasks

Safeguarding

Policy review

Policy reviewed 11 October 2021

Compiled by; A Davis
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