



Wedmore First School Academy and Weare C of E Academy First School

SEND (Special Educational Needs & Disability) Policy

This policy applies to Wedmore First School Academy and Weare C of E Academy First School. It will be reviewed by the Local Governing Body every three years or as necessary to reflect changes in the School's strategy, or UK/EU law and any changes will be brought to the attention of all staff.

Special Educational Needs Co-ordinator (SENDCO):

Wedmore Mrs. Shelley Kent

Weare Mrs Sue Ham

(National Award for SEN Co-ordination qualification)

SEN Governor:

Mrs Michelle Case

Every teacher is a teacher of every child.

Good practice for children with SEND is good practice for all children.

Signature:

Name: Mrs Emma Tovey

Position: Executive Headteacher

Date: May 2023 Review : May 2024

Signature:

Name: Mr Matt O'Connor

Position: Chair of the Local Governing Body

Date ratified by Local Governing Body:

Review Date: November 2024

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Introduction

We are committed to working together with all members of our school community. We strive to create an inclusive learning environment which is flexible enough to meet the needs of all members of our school family so that pupils feel safe and can flourish. We are determined to support pupils with SEN so that they can make meaningful steps to achieving their ambitions and begin their journey towards becoming independent and responsible citizens who are able to participate in and contribute to their community.

Definition of Special Educational Needs

This section sets out to define and explain Special Educational Needs (SEN) in relation to other needs that arise within the school. At different times in their school life, a child or young person may have a special educational need (SEN). The Special Educational Needs and Disability Code of Practice (January 2015) provides a definition of SEN:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- ***have a significantly greater difficulty in learning than the majority of others of the same age;***
or
- ***have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

In our schools, pupils requiring SEN provision are defined as those who are, despite all interventions, continue to struggle to make progress and are working significantly behind pupils of the same age. The decisions regarding placing a child formally on the school's SEN register are considered on a case by case basis.

In some cases, a pupil may have a disability or a medical condition which prevents or hinders them accessing the curriculum and/or facilities in school. This should **not** be confused with SEN unless the pupil has a learning difficulty as defined above.

The school recognises that some pupils experience difficulty making progress in learning when they are '**vulnerable**'. The school's register for those pupils that fall into this category, together with the reasons for this decision, ensures that the progress and needs for this group are reviewed regularly, so that they make progress. It is recognised that pupils with SEN are more likely to fall into this category, although the reverse is **not** necessarily the case. Staff monitor for a range of risks which include: frequent absence/changes of school, factors that place families under stress, illness, well-being difficulties, disaffection/social isolation which may include bullying or discrimination. A 'Graduated Response' approach (discussed later in this document) is used to support pupils in this category to ensure that they are **not** misdiagnosed as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language does not mean that a pupil has SEN.

Aims and Objectives

- To adhere to the Special Educational Needs Code of Practice 2015, which states that 'All teachers are teachers of SEN' and therefore all teachers provide inclusive teaching;
- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical health and mental wellbeing;
- To ensure that all pupils with SEN are able to fully access the Curriculum and achieve their full potential by working together to identify and remove barriers to learning and by providing extra support or additional resources where appropriate;
- To identify accurately and support effectively the needs of pupils with SEN following a 'Graduated Response' approach and provision mapping, so that they can make progress and 'narrow the gap' that exists between pupils of the same age;
- To make appropriate personalised provision using Assess, Plan, Do, Review (APDR) cycles using Individualised Learning Plans (ILPs) to overcome barriers to learning and ensure pupils with SEN can access the curriculum and their progress closely monitored;
- To work collaboratively with parents/carers, treating them as partners and enabling them to play an active and value role in all stages of their child's education;
- To work with the available external support agencies and professional partners to gain advice and specialist guidance for pupils with SEN so that they can make progress more rapidly;
- To create a school environment where pupils with SEN feel empowered and their voice is heard e.g. through membership of the School Council, responsibility roles within the classroom or playground, attending review meetings where appropriate.

Identifying Special Educational Needs

The SEN Code of Practice refers to four broad areas of need. Children's needs and requirements may cross over more than one area, with many children with SEN having inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

1. **Communication and Interaction:** Children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use social rules of communication (such as language delays, a speech disorder or within the autistic spectrum);
2. **Cognition and Learning:** Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties may be very specific such as dyslexia, dyspraxia or dyscalculia or broader e.g. moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD);
3. **Social, Emotional and Mental Health:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depressions, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Hyperactivity Disorder, (ADHD), Attention Deficit Disorder (ADD) or attachment disorder;
4. **Sensory and/or Physical:** Children may have a wide range of sensory or physical needs. They can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing

impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

At our schools, we identify the needs of our children by considering the needs of the whole child and not just the special educational need. The following factors are not SEN but may impact on progress and attainment:

- Disability (The Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality;
- Health and Welfare;
- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium funding;
- Being a Looked After Child (CLA);
- Being a child of Service Personnel;

The Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had interventions/adjustments and good quality personalised teaching. Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' that provided within the normal differentiated teaching and learning opportunities. The SEN register is kept by the SENDCO in consultation with the class teachers.

Identifying and Supporting Pupils with SEN

SEN is a whole school responsibility – **All teachers are teachers of children with special educational needs.** In addition to the Governing Body, the school's headteacher, the SENDCO and all other members of staff have important day-to-day responsibilities.

The school has a pathway to identifying and supporting pupils with SEN called the 'Graduated Response'. Teaching staff continue to access ongoing training as part of their continuing professional development (CPD), particularly at the time of updating this policy regarding effective use of the new Somerset Graduated Response Tool and the guidance and resources within this.

The SENDCO liaises closely with the headteacher, class teachers and other staff as appropriate to analyse data and individually track children experiencing difficulties. Liaison with pre-school settings, Early Years Foundation Stage (EYFS) information, observations, class work, termly assessments, SATs and specialist screening and assessment are all used, as part of our Graduated Response, to identify children as early as possible who may require additional intervention in order to achieve.

The Graduated Response

Wave 1: Universal Quality First Teaching

Quality first teaching is provided for all our pupils on a daily basis by all staff. Pupils are working within the normal range/expectations for that year group.

This means:

- That the teacher has the highest possible expectations for all pupils in their class;
- That teaching is built on what children already know, can do and understand;

- Planning and delivery of the curriculum is differentiated appropriately;
- Different ways of teaching are used so that children are fully involved in learning.

However, there are some children that will need further intervention because they are not making adequate progress and are at risk of under achievement. Children's progress is constantly assessed and reviewed, with any gap or gaps in their understanding/learning identified and sought to be addressed through informal or formal interventions using the ongoing Assess, Plan, Do, Review (APDR) approach.

Wave 2: Intervention Support (alongside Quality First Teaching)

This provision is targeted and is in additional to that which is provided for all pupils. This normally takes place in small groups in order to accelerate the progress of learners. These interventions are not primarily for pupils with SEN and are designed to close the gap in a pupil's learning so that they can return to Universal Provision. Pupils are beginning to work below the normal range for that year group.

- Interventions may be run in the classroom or in sessions outside of whole class learning;
- Interventions are adult led and may be delivered by a teacher or teaching assistant ;
- These are usually group, but may be 1:1 (e.g. targeted reading, pre-teaching) to help children make progress and secure knowledge and understanding;
- Interventions will be assessed and monitored by class teachers who keep the SENDCO informed of progress/growing concerns. If concerns continue, the child may be added to our school pre-SEN monitoring list.
- Teachers will closely monitor the frequency that children require intervention; if this is becoming regular practice then pupils will be considered for Wave 3 and further diagnostic assessments/SENDCO involvement.

Wave 3: SEN Support (Child is added to the school SEN register)

This is targeted and personalised teaching for pupils with SEN who are identified as requiring further additional support. Pupils are working well below the normal range for that year group. Pupils are struggling to access the curriculum and, despite interventions, are also struggling to make any sustainable or measurable progress. Pupils require a 'next steps' targeted approach to their learning known as SMART target setting.

SEN Support will be implemented where there is concern about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are particularly targeted for the child;
- Shows signs of difficulty with learning and in developing skills which result in poor attainment;
- Presents persistent emotional, social or mental health difficulties which are not affected and improved by the positive behaviour management and/or support techniques usually employed in the school;
- Has sensory, medical or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Individual Learning Plans (ILPs)

When a pupil is considered to need SEN Support, strategies used to enable the child to make progress will be recorded in an Individual Learning Plan (ILP) following the APDR process. The ILP will include information about

- Strengths and barriers to learning for the child;
- Short term targets/desired outcomes;
- Provision to be put in place to try to achieve the outcomes;
- When the plan is to be reviewed;
- Progress towards outcomes (these are recorded when ILP is reviewed).

The ILP will focus upon two or three individual 'next steps' targets that match the child's needs and are Specific, Measurable, Achievable, Realistic and Timely (SMART). The school meets with parents/carers at least once a term (x3 yearly) to agree learning targets, set review dates and share outcomes.

Pupil Passports

As part of the Graduated Response process, a Pupil Passport may be created at Wave 2 or Wave 3. This is a simple one page document summarising key information and teaching strategies to support a child. The child, teaching staff and parents can all contribute to the Pupil Passport. It can be a helpful standalone document for children at Wave 2 with vulnerabilities/emerging SEN, or if a child is at Wave 3 SEN level, sits alongside their ILP.

Children with High Needs – Educational Health Care Plans (EHCPs)

In Somerset, schools are given funding to support SEN pupils using a specific formula. Schools receive an amount for every pupil in school (core funding) and a further amount for SEN pupils (notional SEN funding). Occasionally some individual children have such significant and complex needs that they may meet the criteria for 'top-up' funding. In order to receive high needs top-up funding the child needs an Education Health Care Plan (EHCP).

An EHCP is applied for through a Statutory Assessment process by either the SENDCO or parent. The school can advise parents/carers if they think that a pupil would benefit from this level of provision. The process for a request for a statutory request takes up to 6 months and is completed by Somerset Local Education Authority. The school and the child's parent/carers will be consulted before the decision is made. Once an EHCP is completed, it is kept as part of the pupil's formal record and reviewed annually by staff, parents, the pupil and where relevant, outside agencies. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be implemented by the Local Authority, for example, reducing or increasing levels of support and/or funding. Pupils in receipt of a Medical Healthcare Plan resulting in an EHCP are awarded funding via the same process.

Further information regarding EHCPs can be found within Somerset LA's SEN Local Offer on the Somerset Choices Website (see link at end of this policy or on school website).

Documentation and Record Keeping for pupils with SEN

Pupil records are stored in accordance with General Data Protection Regulations (GDPR):

- Details of pupils receiving SEN Support are recorded on the School Integrated

- Management System (SIMS) and Edukey Provision Map;
- ILPs and Pupil Passports for pupils with SEN on Edukey Provision Map;
- Somerset Local Authority SEN Portal for pupils with an Education, Health Care Plan (EHCP);
- Correspondence, meeting notes with parents and professionals, copies of reports/APDR recommendations from external agencies and professional partners are uploaded to Edukey Provision Map;
- Paper copies of documents or other evidence of progress that cannot be uploaded are stored in a lockable room.

Working with External Agencies

A number of children in school will have involvement from external agencies. Schools may involve specialists to advise them on identification of SEN and effective support and interventions. The pupils' parents/carers will always be involved in any decision to involve outside agencies.

It is important to be aware that a school's ability to access some external agencies is limited but we will endeavour to try to do so when necessary. External services that may be involved include Speech and Language Therapy (SALT), Occupational Therapy (OT), Physical Impairment Service Team (PIMS), Autism and Communication Team, Schools Nursing Team, Children's Mental Health Services (CAMHS) or an Educational Psychologist (EP).

Parents/carers of children with SEND are able to access external support and advice from Special Educational Needs and Disability Information, Advice and Support (SENDIAS), a free and confidential service. Further information can be found within Somerset LA's SEN Local Offer on the Somerset Choices Website (see link at end of this policy or on school website). The SENDCO attends meetings with other SEN colleagues in the WLT and Somerset where good practice, support and resources can be shared. In addition, support can be given across schools and this also aids a smoother transition for pupils as they move up the system.

Criteria for exiting the SEN Register

If it is felt that children are making progress that is sustainable, then they may be removed from the SEN register. If this is the case, then the views of the class teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any key professionals involved with the child. If it is agreed to take the pupil off the SEN register, then all records will be kept until the pupil leaves the school (and passed to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance again, then the procedures as set out in this policy will be followed.

Supporting Children at School with Medical Conditions

Each school recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision. Meetings are held between parents, school and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff working with children with specific needs receive regular training.

Access to Facilities and Provision

Please refer to the school's Accessibility Plan which outlines how we:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of written information to pupils and parents/carers.

Roles and Responsibilities for the Co-ordination of SEND Provision

The Headteacher and Governing Body

The Headteacher is Mrs Emma Tovey. The chair of the Governing Body is Mr Matt O'Connor. Together with the SEN governor and other members of the governing body, they have the overall responsibility to ensure that:

- They use 'best endeavours' in exercising their functions to ensure that the necessary special educational provision is made for any pupil who has SEN;
- Parents/carers and/or the young person are notified by the school when special educational provision is being made;
- The delegated responsible person makes all staff who are likely to teach the pupil aware of their SEN and/or medical conditions.
- The teachers in the school are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching;
- There is a suitably experienced and qualified teacher designated as Special Educational needs Co-ordinator (SENDCO) for the school. SENDCOs must gain a nationally recognised SENDCO qualification within 3 years of taking on the role of SENDCO.

The SENDCO

The SENDCO at Wedmore is Mrs. Shelley Kent. The SENDCO at Weare is Mrs Sue Ham.

Responsibilities include:

- Ensuring all SEND legislation and guidance on duties are being followed e.g. Children and Families Act 2014, Code of Practice 2015, Somerset Graduate Response Tool 2022;
- The strategic co-ordination SEND provision within the school and forward planning with the Headteacher and governing body in line with the Academy Improvement Plan (AIP), including action planning and deployment of the SEN budget;
- Co-ordinating, alongside the SLT, the day to day organisation of SEN provision within the school;
- Facilitating CPD of staff in respect of SEN, so that they are able support pupils effectively in their classes and in respect of the Teachers' Core Standards;
- Advising and updating the SLT and staff on statutory and non-statutory guidance in relation to SEN, both locally and nationally;
- Working collaboratively and inclusively with staff, parents and pupils to monitor the progress of pupils with SEN through the APDR process;
- Conducting, or directing appropriately trained members of staff, to screen/assess pupils and implement programs of support recommended for pupils with SEN;
- Liaising with external agencies and other professional partners, including other schools in the WLT,
- Ensuring that pupils are supported effectively. This includes preparing statutory paperwork for EHCPs or Early Help Assessments (EHAs), as well as supporting staff in writing APDR cycles and prioritising pupil targets set by external agencies;
- Working with the SEN Governor to monitor the effectiveness of provision for SEN and ensure

that it meets the statutory guidelines laid out in the SEN Code of Practice 2015;

- Maintaining and monitoring relevant and appropriate data/evidence to demonstrate the effectiveness of SEN provision and to show that SEN pupils are making progress;
- Advising and reporting to the Governing Body on the above either through regular meetings with the SEN Governor or reporting directly to the Governing Body.

Teaching Staff

All teachers know that they are expected to be able to adapt the Curriculum in their classrooms to meet the learning needs of pupils with SEN and support them so that they are able to make progress. This is a Core Teaching Standard. Teachers receive regular SEND updates at staff meetings or via email. Teachers liaise/meet with parents/carers during the Graduated Response process. They meet with the SENDCO, as appropriate, to review and contribute to the writing of the ILP targets. Informal discussions to support staff in delivering and adapting the curriculum take place whenever staff request help in identifying ways to support pupils. CPD for all staff takes place as part of the school's cycle of continuing improvement.

Non-Teaching Staff

Non-teaching staff provide essential support for pupils with SEN and those identified for Graduated Response support. They are expected to be able to implement strategies and interventions to support learning for all pupils in the school, working under guidance of teaching staff and the SENDCO. All TAs and HLTAs are invited to attend relevant training to develop their understanding of the Graduated Response and supporting pupils with SEN. It is important that they are able to implement and sustain interventions both inside and outside of the classroom so that pupils with SEND have continuity in provision.

In addition, some non-teaching staff have received additional training to be able to work with pupils with specific difficulties. For example, they may be able to deliver Individualised Literacy Intervention (ILI), have been trained to use moving and handling techniques and Team Teach methods, Occupational Therapy, Speech and Language Support and emotional and behavioural support.

ELSA

The school has a trained Emotional Literacy Support Assistant, Mrs Caroline Burgess. Emotional support is provided as part of the school's Graduated Response to supporting children with emotional and mental health difficulties and is available for pupils with SEN and for those whose wellbeing needs have been identified as a barrier to learning. The ELSA attends regular training throughout the year to ensure that links with the Educational Psychology Service are maintained in this area and that the school has access to the latest advice and support materials.

Parent Voice

The importance of parental involvement is highlighted in the principles underpinning the SEN Code of Practice 2015, which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents;
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions;
- The need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or younger person and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

We believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision as a continuation of the dialogue that the school and parents have.
- Personal and academic outcomes are agreed and worked at collaboratively to maximise the rate of pupil progress and success.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents/carers and school staff. However, if a more formal complaint is made this should be in accordance with the Wessex Learning Trust's Complaints Policy.

Transition Arrangements

When transferring to a new school setting, transfer meetings between the relevant staff take place during the summer term prior to transfer. Provision is made for children who needs a personal transfer package which may include extra visits. If moving to another school within The Wessex Learning Trust (WLT), all information held on Edukey Provision Map will be transferred electronically as all WLT schools use this system. If children are transferring elsewhere, appropriate liaison to facilitate a smooth handover and transition will take place between SENDCOs.

Consideration is also given to enabling smooth transitions year on year in our school with appropriate planning and liaison between staff; additional visits to new classes, transition photo book and staff training are examples of enhanced transition processes.

Monitoring the effectiveness of SEN Provision

This is undertaken in the following ways:

- The school's strategy for recording a graduated response to SEN ensures that the needs, resources, support and targets are clearly identified on the pupil's individual plans. This means that provision both in an out of the classroom and across the school day has been considered, ensuring that provision is inclusive and effective;
- Regular reviews of work evidence, observations, data analysis and meetings with staff are used to ensure that targets are appropriate and pupils are receiving support and interventions matched to their level of need;
- The SEN Governor and SENDCO meet regularly to monitor provision across the school;
- The use of APDR cycles ensures that continuous refining of targets and needs take place;
- Pupil and parent voice is embedded within the Graduated Response process and APDR cycles , supporting pupils with SEN to ensure that the school considers their wishes, priorities and aspirations;
- The Graduated Response to SEN identification ensures that pupils are not misidentified;
- Flexible approaches to deployment of staff and resources ensure that needs are met effectively.

The Local Offer

All parents and pupils are entitled to the 'Local Offer' which outlines the services that are provided by Somerset Local Authority. The school can assist parents/carers and pupils in accessing this or families can use the links provided below.

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Somerset SENDIAS provides confidential, free services to support pupils and parents the following link can be used to access this information:

<https://somensetsend.org.uk/>

School Contact Details

Wedmore First School Academy,

Tel: 01934 712643

Email: office@wedmorefirstschool.org.uk

www.wedmorefirstschool.org.uk

Weare First School Academy

Tel: 01934 723270

Email: office@weareacademy.co.uk

www.weareacademy.co.uk

Policy Review

This policy is reviewed at least every three years or more frequently as necessary. It should be read in conjunction with other policies and documents including:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Supporting Children with Medical Conditions Policy
- Equality Policy

This policy has been produced jointly by the SENDCO, the Headteacher, parents of pupils with SEN and Local Governing Body, including the Governor with responsibility for SEN.

