





# Whyteleaf School SEND Policy

**Name of Inclusion Leader/SEND/CO: Emma Skipper**






**SENCO Accredited staff: Emma Skipper**

**As part of GLS Schools we aim to ensure:**

## **SECTION 1 - General Information**

-  every child and student is highly valued and expected to achieve their full potential, no matter what their socio-economic background
-  all children will enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress
-  all children will benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school
-  all children will be supported and encouraged to lead healthy and active lives, making sensible choices whilst respecting the views and attitudes of others

Whyteleaf's SEND policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

-  Children and Families Act 2014 and associated regulations
-  SEND Code of Practice 0 – 25 (July 2014)
-  Working Together to Safeguard Children (2013)
-  Supporting pupils at school with medical conditions 2014
-  The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

At Whyteleaf we recognise our duties as stated in the Special Education Needs and Disabilities Code of Practice. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It related to children and young people with Special Educational Needs (SEN) and disabled children and young people.

This policy was developed by the school's INCLUSION LEADER in consultation with the GLF family of schools; our SEND Governor; and in liaison with the Leadership and Management Team and school staff.

## SECTION 2 - Core principles:

- ✚ At Whyteleaf we work in participation with children and their parents, jointly making decisions at individual and strategic levels.
- ✚ We work towards the early identification of needs in order to ensure children and young people benefit from early support and high-quality provision to meet the needs of children with SEND.
- ✚ We will fulfil our duties under the revised Code of Practice (2014) which now covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- ✚ There is a strong focus on high aspirations and on improving outcomes for children and young people. We aim to ensure that there is greater choice and control for young people and parents over the support provided to pupils with SEND.
- ✚ We follow the Special Educational Needs Code of Practice which includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- ✚ We will publish our information report and school offer, whilst supporting the Local Authority in publishing a Local Offer of support for children and young people with SEN or disabilities.
- ✚ Pupils with additional SEN needs are supported through a graduated approach. This SEN support replaces the School Action and School Action Plus approach.
- ✚ For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replaces statements.
- ✚ We acknowledge that every teacher is a teacher of every child or young person, including those with SEND.

## SECTION 3 - Definitions Special Educational Needs

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ✚ has a significantly greater difficulty in learning than the majority of others of the same age, or

- ✚ has a disability which prevents or hinders him or her from making use of facilities of a

kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions



*Special Educational Needs Code of Practice, 2014, Page 15*

## Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments







such as those affecting sight or hearing, and long-term health conditions such as severe asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities and others have towards disabled children and young people:

-  They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
-  They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.





*Please also refer to the school's Accessibility Plan and Single Equality Scheme*

## SECTION 4 -Objectives

-  To identify and provide for pupils who have SEN and additional needs.
-  To work within the guidance provided in the SEND Code of Practice, 2014.
-  To operate a “whole pupil, whole school” approach to the management and provision of support for SEN.
- To provide a well trained and experienced Special Educational Needs Coordinator (SENDCO).
-  To provide support and advice for all staff working with pupils who have SEN.
-  To help every child: achieve their best become confident individuals and live fulfilling lives
-  make a successful transition into their next stage in life

## SECTION 5- Identifying Special Educational Needs

Many children and young people will have SEN of some kind at some time during their education. Early Years providers, mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or the provision of additional support. However, some children and young people will need extra help for some or all their time in education and training. If it is felt that a child may have Special Educational Needs additional intervention will be provided whilst these needs are identified using a range of assessments or observations. Our SENDCO and class teachers, through pupil progress reviews, seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which

-  'is significantly lower than that of peers starting from the same baseline
-  fails to match or better the children's previous rate of progress
-  fails to close the attainment gap between the child and their peers
-  widens the attainment gap.

## **SEND Code of Practice, 2014, 6.17**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Children and young people with SEND may need extra help because of a range of needs. The 0-25 SEND Code of Practice set out four areas of SEN:

**Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing.







**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas. The law says that ‘children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.’

***SEND guide for parents, DfE, 2014***

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Whyteleaf we identify the needs of pupils by considering the needs of the **whole** child, not just the special educational needs of the child or young person.

At Whyteleaf we also consider areas that **are not** SEND but may impact on progress and attainment:

-  Attendance and Punctuality
-  Health and Welfare
-  EAL
-  Being in receipt of Pupil Premium Grant
-  Being a Looked After Child
-  Being a child of Serviceman/woman

The SEND Code of Practice states that ‘high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching’

***Special Educational Needs Code of Practice, 2014, 6.37.***

At Whyteleaf we will endeavour to ensure all pupils are supported with good or outstanding teaching.

When making decisions about SEND we will:

- 🌈 make sure that children, their parents and young people participate as fully as possible in decisions that affect them
- 🌈 have regard to the views, wishes and feelings of children, their parents and young people
- 🌈 provide support to children, their parents and young people so that children and young people do well educationally and can prepare properly for adulthood

***Dfe, Parent Guide to SEND, 2014***

At Whyteleaf there are a range of in school assessments and tools that we use to support the learning of **ALL** children, these include:

- 🌈 THRIVE whole class emotional well-being assessments
- 🌈 Pupil Asset Levels
- 🌈 National assessments such as the End of Foundation Stage Profile, Year One phonics screener, Year Two and Year Six assessments.
- 🌈 Parents Evening discussions
- 🌈 Termly Pupil Progress Meetings

If a child, parent or teacher has additional concerns, **SOME** children, in consultation with parents may be assessed using:

- 🌈 Surrey OT fine and gross motor assessment toolkit
- 🌈 Confidence Scales or Strengths and difficulties questionnaires
- 🌈 Testwise Dyslexia Screener
- 🌈 THRIVE emotional wellbeing individual assessments
- 🌈 Speechlink Language Screener
- 🌈 In class observations

The information gathered from these early assessments will be discussed with the pupil (as relevant for their age) and parents in such a way that a good understanding of the pupil's strengths and areas of difficulty are established. Following this discussion and in consultation with parents, SEN support may be required.

If it is agreed that a child may require SEN support, more specialised assessments **may be** required, these include:

External agency assessments including: CAMHS, Educational Psychologists, GLF Behaviour Support, Speech and Language, Occupational Therapists, Learning and Language Support, Sensory Support Team and outreach support such as that from Linden Bridge Specialist School for ASD.

**Once it is agreed that a child requires Special Educational Needs support, our graduated response and the Assess, Plan, Do and Review cycle will be followed.**

### SECTION 6 - A Graduated Approach to SEN Support

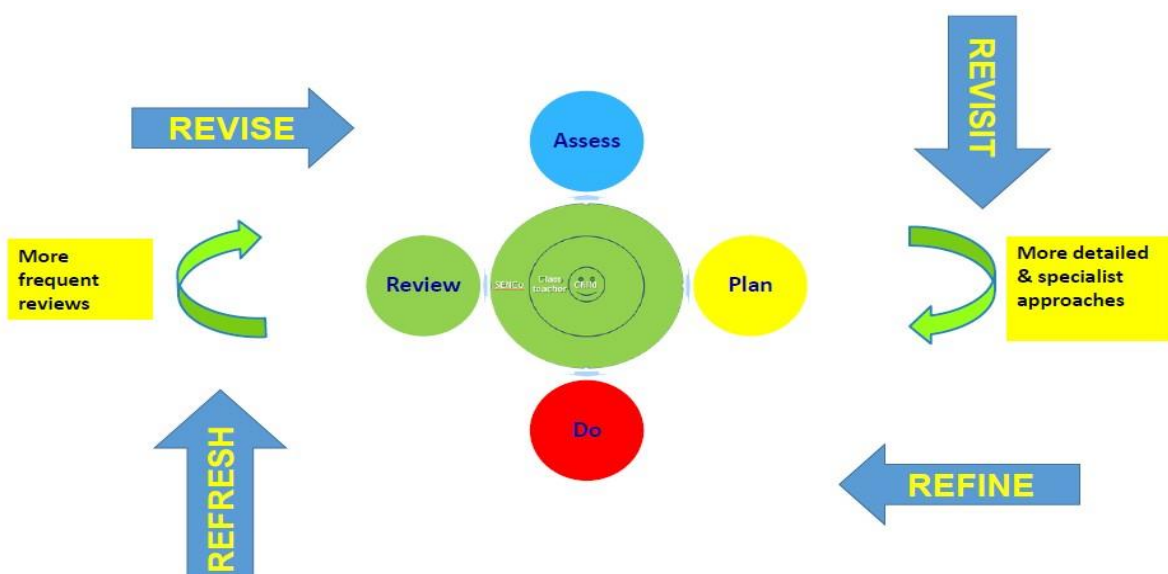
Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach and replaces the School Action and School Action Plus levels of support.

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will also be considered.

The four stages in the graduated approach of SEN support are

- Assess
- Plan
- Do
- Review.

### SECTION 6 - A Graduated Approach to SEND Support: Assess, Plan, Do, Review cycle



**Assess:** A child's difficulties will be assessed so that the right support can be provided. This will include, for example, asking what parent's think, talking to professionals who work with a child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet a child's needs. That might mean requesting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional. Throughout this process, teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

**Plan:** We will agree, with parental involvement, the outcomes that the SEN support is intended to achieve – in other words, how a child will benefit from any support they get. All those involved will need to have a say in deciding which kind of support will be provided and decide a date by which they will review this.

**Do:** We will put the planned support into place. The teacher remains responsible for working with the child on a daily basis, but the SENDCO and any support staff or specialist teaching staff involved in providing support will work closely to track a child's progress and check that the support is being effective.

**Review:** The support a child receives will be reviewed at the time agreed in the plan. Working with the families concerned, we will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made. As outlined in section seven; at each stage of the review, we will consider if the child's needs can now be met without SEN support, or if an Education, Health care Plan is now needed.

## **SECTION 7- Managing pupils needs on the SEND register**

Where SEND needs have been identified, support is provided through the graduated response and recorded within a Pathway Plan. The Pathway Plan is developed through a cycle of reviews and starts with a one-page profile and an individual support plan. This process is outlined in figure one.

### **Who is an Education, Health and Care Plan (EHCP) for?**

The Right Provision at the Right Time (**Surrey County Council, April 2014**) identifies who an Education, Health Care Plan is for:

'Despite high quality teaching and purposeful intervention, through the school based local offer, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. The arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based local offer.'

Requests for an EHCP are made following Surrey County councils guide.

## SECTION 7 – Managing Children’s needs on the SEN Register

Concerns regarding a child raised by the school staff, parents, carers or other agencies. Discussions with parents, carers, child or young person, class/form teacher with review and modification of arrangements in daily teaching. If after these adjustments concerns remain and the child is making less than expected progress the school will follow the: Graduated Response/Approach  
**Universal Provision in Quality First Teaching**

Provision map and ISP established by the class teacher, in consultation with the parents, carers and child (as relevant for their age)  
 Establish desired outcomes

Termly Person-Centred review

Outcomes fully achieved and SEND support ceased. Parents consulted and informed

Outcome partially achieved  
 Amend and continue intervention support

Limited progress  
 Increase graduated response

Outcomes fully achieved and SEND support ceased. Parents consulted and informed.

Second Termly Person-Centred review \*

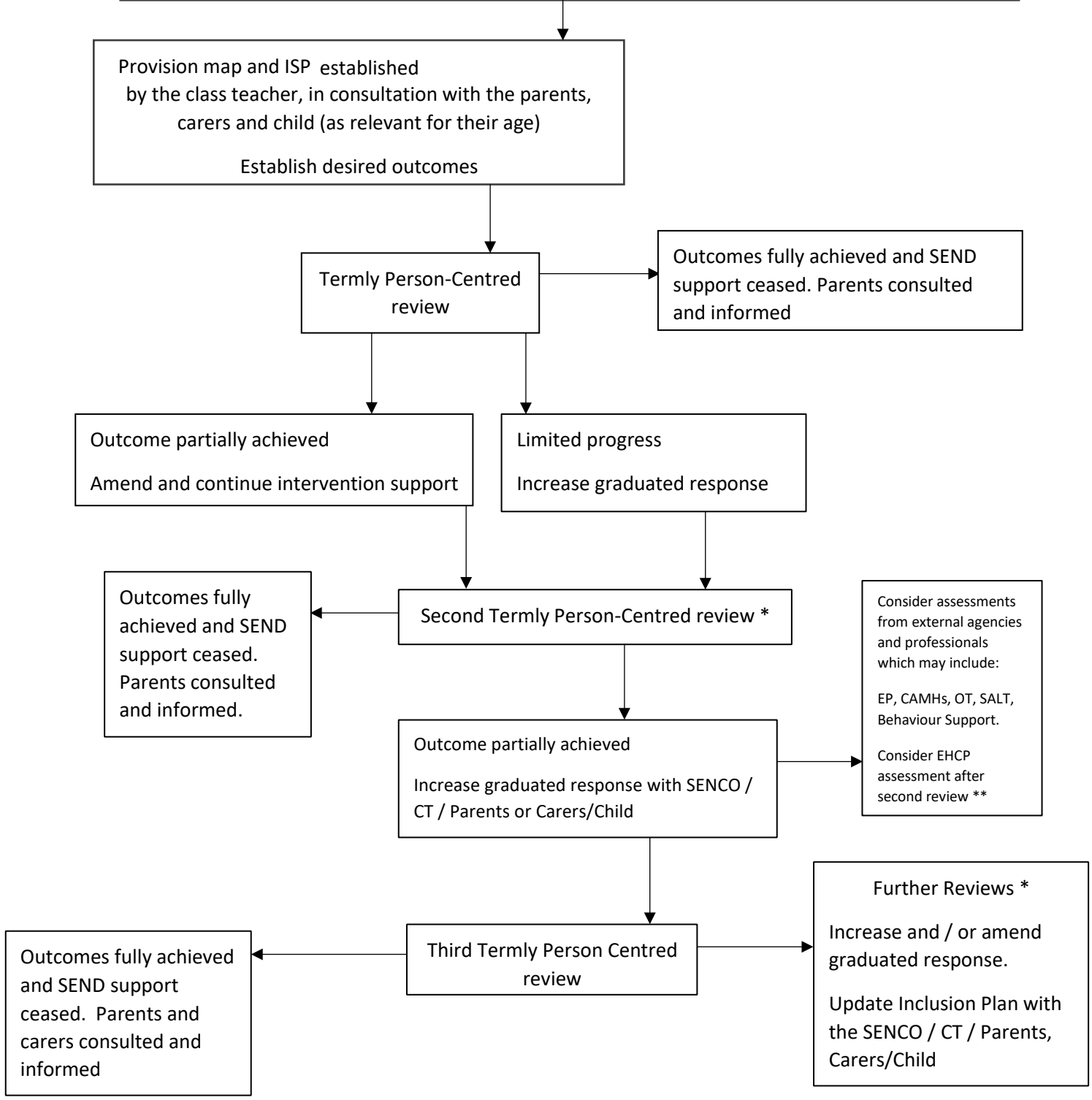
Consider assessments from external agencies and professionals which may include:  
 EP, CAMHs, OT, SALT, Behaviour Support.  
 Consider EHCP assessment after second review \*\*

Outcome partially achieved  
 Increase graduated response with SENCO / CT / Parents or Carers/Child

Third Termly Person Centred review

Further Reviews \*  
 Increase and / or amend graduated response.  
 Update Inclusion Plan with the SENCO / CT / Parents, Carers/Child

Outcomes fully achieved and SEND support ceased. Parents and carers consulted and informed





## **SECTION 8: CRITERIA FOR EXITING THE SEND REGISTER/RECORD**












We will liaise with parents / carers throughout the Assess, Plan, Review and Do cycle. If it is felt that your child no longer needs SEND support, this decision will be made in agreement with parents who will be informed in writing.

## **SECTION 9: SUPPORTING PUPILS AND FAMILIES**

At Whyteleaf the support provided for pupils and their families is stated within our School Offer Information Report. This is published on our website and forms part of the appendices.

Every year we will update our School Offer and 14 question response Information Report in the Autumn Term. This is published on the school website and is available in a variety of text formats. In the Summer Term we will analyse the impact of our provision in an additional report. At this time, we will provide an opportunity for parents, pupils and carers to review the provision made in order to support the school in developing our provision. Our provision map is displayed on our website.

**We believe in developing strong partnerships with our families. In addition, in partnership with parents, we may seek advice and support from:**

-  Educational Psychologists
-  Learning and Language Support
-  Physical and Sensory Support
-  Occupational Therapists
-  Speech and Language
-  Behaviour Support
-  ASD Outreach
-  Inclusion Officer
-  Parent Partnership
-  Early Bird course for ASD needs
-  Surrey Dyslexia Association

The SENDCO and Deputy Head are responsible for access arrangements for assessments and examinations. This will be in line with national guidance. For more information, please discuss such arrangements with the Deputy Head and the SENDCO.

## **SECTION 10: ADMISSIONS AND TRANSITION ARRANGEMENTS**

Our SENDCO and staff prepare children for a successful transition between classes using a range of resources. Details are provided within our School Offer and 14 question response information report. When pupils transfer from Year Six to a secondary school, copies of their SEND files are provided to their new school. When pupils transfer between settings, a transition planning meeting is arranged for pupils with complex needs. This is planned in liaison with parents.

## **SECTION 11: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

At Whyteleaf we recognise 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 an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision when the SEND Code of Practice (2014) is followed.

*Please also refer to the school's Medical Policy and the DfE documentation: Supporting pupils at school with medical conditions*

## **SECTION 12: MONITORING AND EVALUATION OF SEND**

Children's SEND information is recorded on an assessment package called 'Pupil Asset'. This provides enhanced tracking and monitoring of children's progress. Data analysis after every assessment period facilitates the identification of progress made by key groups of children including those with SEND; any modification of intervention can then be made as appropriate.

Children with an EHCP (Education Health Care Plan) have an Individual Support Plan (ISP) where provision and desired outcomes are clearly identified. These are written by their class teacher, reviewed on a termly basis and discussed with parents and the child as appropriate at a consultation meeting.

If a child has an Education Health Care Plan their targets are also reviewed annually at their Annual Review meeting with the SENDCO. Parents, Class Teachers and any outside agencies are involved in this meeting where the child's progress is reviewed and desired outcomes are agreed.

The SENDCO, SEND Governor and Head teacher will monitor the implementation of the school's SEND policy throughout the year gathering information on the following aspects:

- 🦋 The number of children with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- 🦋 The provision of support children receive and the impact and progress they make through:
  - Observations
  - Clear and accurate mapping of provision that is 'additional to and different from'
  - Analysis of data
  - Work sampling
  - Planning scrutiny focusing on differentiation and access for children with SEND
  - Audit of resources
  - Analysis of the environment through learning walks
  - Use of standardised tests and diagnostic assessment tools
  - Analysis of provision management / costed provision map
  - The development of child participation through One Page Pupil Profiles
  - Parental views
  - The success of the involvement of outside agencies
  - The success of liaison with other schools



The SENDCO continually monitors the SEND provision, evaluating and revising practice when necessary.

## **11: TRAINING AND RESOURCES**

### **Funding and Resources**

Our notational budget outlines the SEND funding each year. Pupils with SEN needs are supported either at SEN Support Level or, for a minority of pupils, with an Education Health Care Plan. Pupils' needs are met through the graduated response using additional funding within the school's notational SEND funding, up to the equivalent of £6000 per pupil.

At SEND Support level children receive additional support up to £6000. This covers interventions, resources and preparation of lessons and activities that are additional to or different from those provided as part of the general curriculum.

When it is identified that funding support needs to exceed £6000 for high cost, low incidence needs, additional funding may be provided through the EHCP route outlined in Section Seven.

### **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. These are provided by external agencies, Local Authorities, INSET and GLF.

All staff will receive annual performance management/ appraisals to enable them to continue their professional development and identify their training needs. The school uses the GLF Appraisal form to record this. Whole school SEND training needs are also identified in the School Development Plan. Staff meetings are planned to address these needs.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENDCO who explains the systems and structures in place around the school's SEND provision and practice. It will also include the opportunity to discuss the needs of individual pupils. NQTs are supported by the SENDCO in the development of support plans for individuals. The school's SENDCO regularly attends SENDCO network meetings to keep up to date with local and national updates in SEND.

## **SECTION 12: ROLES AND RESPONSIBILITIES**

Our SEND Governor is: Mrs Carol Everingham

Our Safeguarding Officers are: Emma Skipper, Kelly Hunt, John Williams, Lorna Smith and Adele Coggins

Our member of staff responsible for Looked After Children is: Emma Skipper

Our member of staff responsible for medical plans is: Emma Skipper

### **SENDCO Roles and Responsibilities:**

- 🌈 overseeing the day-to-day operation of the school's SEND policy
- 🌈 co-ordinating provision for children with SEND
- 🌈 liaising with the relevant Designated Teacher where a looked after pupil has SEND
- 🌈 advising on the graduated approach to providing SEND support
- 🌈 advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 🌈 liaising with parents 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 are informed about options and a smooth transition is planned
- 🌈 working with the head teacher 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 SEND up to date

### **Role of the Governors:**

- 🌈 Ensuring that the SENDCO is a qualified teacher working at the school and that newly appointed SENDCOs are a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- 🌈 Ensuring that provision of a high standard is made for children
- 🌈 Ensuring that SEND children are fully involved in school activities
- 🌈 Have a regard to the Code of Practice when carrying out these responsibilities
- 🌈 Are fully involved in developing and subsequently reviewing the SEND policy
- 🌈 Report to parents/ carers on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

### **Role of the Head teacher:**

- 🌈 Setting objectives and priorities in the school development plan, which includes SEND
- 🌈 Overseeing the role of the SENDCO, the day-to-day provision of students with SEND, including setting a budget for supporting students within the school's overall financial resources
- 🌈 Updating and informing the Governing body
- 🌈 Review how expertise and resources used to address SEND can be used to build the quality of whole-school provision

## **Role of the Class teacher and Teaching Assistants: ‘All teachers are teachers of SEND’**

- ✿ Devising access strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SENDCO
- ✿ Monitoring progress of students with SEND with their agreed targets and objectives
- ✿ Be fully aware of the school’s procedures for SEND and the Code of Practice.
- ✿ Raising individual concerns to the SENDCO
- ✿ Class teachers are responsible for supporting the work of learning support assistants and overseeing the effectiveness of interventions for the class
- ✿ Learning support assistants are responsible for the delivery of interventions and supporting pupils with SEND needs under the guidance and direction of the class teacher

## **SECTION 13: STORING AND MANAGING INFORMATION**

Any information stored or shared about a child in school will follow the requirements detailed in our Confidentiality policy.

## **SECTION 14: REVIEWING THE POLICY**

This policy will be reviewed annually.

## **SECTION 15: ACCESSIBILITY**

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Our Accessibility plan is available on our website.

## **SECTION 16: DEALING WITH COMPLAINTS**

Handling complaints from Parents of children with SEN about the support provided by the school should be addressed to the INCLUSION LEADER. Copies of the complaint’s procedures are kept at the school office and are readily available upon request.

## **SECTION 17: BULLYING**

At Whyteleaf we recognised that some groups of children may be victims of bullying and we adopt a ‘zero tolerance’ approach towards bullying. Our anti bullying policy and parent leaflet can be found on our website.

*Please also refer to the school’s Anti Bullying and behaviour for learning policy.*

Shared with Head teacher and Governors