



**Wyken Croft**  
Primary School

# Special Educational Needs and Disability Policy

Agreed by governors: September 2023

Frequency of review: **Annually**

## 1. Introduction

Welcome to our Special Educational Needs and Disability (SEND) policy. Our SEND policy reflects the 2015 Special Educational Needs and Disability Code of Practice 0-25 guidance and it explains how we meet the special educational needs of pupils.

The Code of Practice (2015) sets out regulations for identifying, assessing and supporting young people with special educational needs and their families. Those reforms make provision for:

- Young people to be at the heart of the system;
- Close cooperation between all the services that support children and their families through the joint planning and commissioning of services
- Early identification of young people with SEND

We consider a child to have a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means he or she has a significantly greater difficulty in learning than the majority of others 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 school.

## 2. What are our aims for children with SEN and disabilities?

Our aim for children with SEND is the same as for all children – to ensure that they achieve well and lead happy and fulfilled lives. Our 'Steps to Success' play an important role in achieving this aim:



We aim to:

- have high expectations and aspirations for what children and young people with SEN and disabilities can achieve, including paid employment, living independently with choice and control over their lives and support and participating in society
- organise all activities to ensure that all children are included in the life of the school
- focus on the outcomes that children and young people and their families want to achieve, so that all decisions are informed by these aspirations
- ensure views and participation of children and their parent/carer and young people are central and supported throughout the system, and person-centred planning is used to place children and young people at the heart of the system
- share information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children
- create an environment that meets the special educational needs of each child and involves them in setting their own goals
- encompass the LA Statement of Policy for Children with SEND
- ensure that the special educational needs of children are identified, assessed and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for children's special educational needs
- enable all children to have full access to all elements of the school curriculum
- enable each pupil to become an independent and confident student

### **3. How do we meet our aims for children with SEN and disabilities?**

- Early identification of children who have SEND
- Providing additional support and equipment to meet SEND
- Children who have additional SEN support are placed on the SEND register which is reviewed throughout the year by the SENDCOs in conjunction with teaching staff.
- Working within the guidance provided in the SEND Code of Practice (2015)
- Providing an Inclusion Manager and Special Educational Needs Co-ordinators (SENDCO) who will work within the SEND Policy
- Providing support and advice for all staff working to meet SEND
- Working closely with the parents of children with SEND

#### 4. What types of SEND do we make provision for?

We have four broad areas of need:

##### **Cognition and Learning**

Children who are likely to fall under this category have learning difficulties. This includes specific learning difficulties such as dyslexia and dyscalculia.

##### **Communication and Interaction**

Children who are likely to fall under this category are those with Speech, Language and Communication Needs (SLCN) and those on the Autistic Spectrum (AS). These children may have difficulties expressing themselves and difficulties understanding what others say to them. They may have difficulties in understanding or using social rules of communication. Children with Asperger Syndrome and Autism may have particular difficulties with communication and interaction.

##### **Social, Emotional and Mental Health Difficulties**

Children who are likely to fall under this category may experience a wide range of social and emotional difficulties. Indicators may include: being withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. Children may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder.

##### **Sensory and/or Physical Needs**

Some children may require special educational provision due to a disability which hinders or prevents them from using educational facilities. This can include vision impairment (VI) and hearing impairment (HI).

We also recognise that pupils with medical conditions, for example leukemia and other cancers, diabetes, asthma, allergies and epilepsy should be properly supported so they can have full access to education, including school trips and physical education.

#### 5. Who is responsible for children with SEND?

##### Parents:

The concept of parents as partners is central to the SEND Code of Practice (2015). We recognise the value of parents' knowledge of their children and we seek to work in partnership with parents through regular consultation and review (at least 3 times a year).

### The Governing Body:

- identifies and names a specific governor with a special interest in SEND – Imran Jamaal
- reports on the effectiveness of the SEND policy in its annual report to parents
- endeavours to ensure all pupils' special educational needs are identified and provided for
- ensures that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

### Headteacher - Georgette Franklin:

- manages the work of the Inclusion Manager
- oversees resourcing for SEND
- is involved in the monitoring of progress of children on the SEND register and those receiving pupil premium
- ensures that the governing body are informed of the school's practice and procedures relating to SEND

### The Inclusion Leader:

The Inclusion Leader at Wyken Croft is Amy Healy. She is a member of the Senior Leadership Team and is responsible for:

- managing the work of the SEND Coordinators
- identifying resources for SEND and planning for resources to be used in the most efficient, effective and equitable way
- monitoring the progress of the children on the SEND register, including data analysis

### The Special Educational Needs Coordinator (SENDCO):

The SENDCOs at Wyken Croft are Sarah Walker and Rachel Traxson and they are responsible for:

- the day to day operation of the SEND policy
- maintaining the school's SEND register and overseeing the records on all pupils with SEND
- co-ordinating provision for children with SEND
- monitoring and evaluating the quality of Individual Education Plans (IEPs)/ My Plans/ Provision Maps
- supporting and managing the timetables of teaching assistants supporting children with SEND
- monitoring and evaluating the SEND provision, including interventions

- consulting with children and collecting their views
- liaising with and advising colleagues
- contributing to staff training
- liaising with the parents of children with SEND
- liaising with external agencies
- managing resources to enable appropriate provision
- reporting on the effectiveness of provision to the governors
- working with the Senior Leadership Team to review the overall pattern of SEND support on an annual basis
- keeping up-to-date with new initiatives to support pupils with SEND and sharing good practice (including facilitating relevant training for support staff)

### The Class Teacher:

“All teachers are teachers of students with special educational needs” (DfES 2001).

Class teachers are responsible for providing Quality First Teaching to meet the needs of all pupils. This means high-quality everyday personalised teaching that is on offer for all children. The class teacher:

- identifies pupils experiencing difficulties
- discusses pupils with SEND with the Inclusion Manager/ SENDCOs
- contributes to planning and provision to meet identified needs, with support (use of resources, differentiation and interventions)
- includes pupils in the above and setting aspirational targets
- contributes to monitoring and review procedures (e.g. IEPs, Annual reviews)
- meets with the parents of children with SEND
- seeks to meet SEND within the overall framework of inclusion in the school
- ensure assessment procedures are appropriate for pupils with SEND
- attends training, where appropriate

### Year Group Leaders/ Assistant Headteachers:

- liaise with the SENDCOs regarding children in their year group/s
- monitor progress made by pupils within their year group/s
- organise interventions to accommodate underachievers
- develop provision maps to record, monitor and evaluate interventions
- ensure curriculum plans detail strategies for differentiation

### Teaching Assistants:

- liaise with the SENDCOs/ Class teacher/ Year group leaders
- attend training where appropriate
- use IEPs/ My Personal Plans, My Support Plans, EHCP's, Provision Maps and outside agency reports to inform 1:1 and group work
- keep records of children's progress within interventions
- have involvement with parent meetings/ annual reviews, where appropriate

## **6. What is a graduated response to SEND?**

We operate a graduated response to SEND:

The progress of all pupils is monitored by the class teacher who may at any time raise concerns about a pupil's attainment and/or progress with the SENDCO. In addition pupil progress is reviewed termly within Pupil Progress Meetings and half-termly within year group discussions. Intervention and adjustments are planned, implemented and reviewed. If children are provided with SEND support, parents are notified and in agreement with parents, children will be added to the SEND register.

Our 'Assess-Plan-Do-Review' model can be seen on page 8.

Children may have SEND either throughout, or at any time during their school career. Children may also exit the SEND register following a review of progress.

It is important to note that when we identify the needs of all of our pupils we consider the needs of the whole child. We consider a range of factors that are not SEN but may impact on progress and attainment. These include: disability; attendance and punctuality; health and welfare; English as an additional language (EAL), being in receipt of the pupil premium and being a looked-after child.

### My Personal Plans

At Wyken Croft, we write 'My Personal Plans' which set out which needs have been identified and clear outcomes to be achieved within an agreed timeframe. The MPPs set out targets for the children that are different from or additional to those of the rest of the class. MPPs detail teaching strategies that will be used and the provision that will be put in place to support the child. The person responsible for maintaining and updating the MPPs is the class teacher who is also accountable for evidencing progress according to the outcomes described in the plan.

### My Support Plans

My Support Plans are a more detailed document for the child which focus on the four areas of need. If you are applying for an Education Health Care Plan (EHCP) (see below) the child would normally need to have had a reviewed cycle of My Support Plans.

[http://www.coventry.gov.uk/downloads/file/24129/my\\_support\\_plan\\_template](http://www.coventry.gov.uk/downloads/file/24129/my_support_plan_template)

### Education Health Care Plans

For children with more complex needs, we may request an Education Health Care Plan (EHCP) from the Local Authority. For some children this may lead to a personalised plan that describes the outcomes that the child and his or

her family want to achieve. It also states the provision that school and, if appropriate, the health service and/or social care will provide to help the child achieve these outcomes and any funding that is being awarded to support this.

Parents of children on the SEND register are invited to a termly review of their child's plan. At this meeting the child's targets are discussed and reviewed and new targets set as appropriate. Pupils are encouraged to participate and are part of the evaluation process.

### Alternative/ Additional Provision

Although our aim is to support children with SEND within their class and year group in order for them to be fully integrated, we recognise that there may be times when this becomes difficult. The Sensory room at Wyken Croft can be utilised for children who require sensory breaks with adult supervision. In addition to this we offer an inclusion base (Oaks) which is used for small group intervention, individual work on specific targets and as a break-out space for children who need it. This support is coordinated by the SENDCOs.

The 'Blossom Suite' (a thrive room) can be used for children who need emotional support throughout the day. This support is coordinated by the learning mentors. A Time-for-you counsellor is available in school on a weekly basis to support children's emotional wellbeing.

Wyken Croft works with the Keys provision. The Keys are mainstream provisions for Key Stage 1 and 2 pupils who are at risk of exclusion and are struggling to meet the behavioural expectations of school. These are run by the local authority.

In conjunction with parents, we also use Dimensions - an online tool to support in rating level of need regarding health and well-being. When completed, it provides a report offering suggestions as to the direction needed for self-help activities and groups along with where and to which service referrals may be necessary.



## Assess-Plan-Do-Review Cycle

### Identification of need

By parent(s), teacher(s), teaching assistant(s), specialist(s).

### Assess

Analysis of need drawing on:

- teacher assessment & experience of the pupil
- parents' views
- pupil's views
- advice from external services

### Plan

 If providing a child with SEND support:

- parents should be formally notified
- teacher & SENDCOs agree interventions with parent
- interventions must be relevant to the child and evidence based
- a date should be set to review interventions

### Do

- Class/ subject teacher is responsible for working with the child on a daily basis
- If the interventions take place out of class, the responsibility still lies with the class/subject teacher
- SENDCOs to support CT in the further assessment of child's strengths and weaknesses

### Review

- The effectiveness of the support and the impact on the child's progress should be reviewed with parents in line with the agreed date.
- Impact of intervention should be evaluated including views of parents/ pupil.
- A decision is made about whether a child should be added or removed from the SEND register after a review by an outside agency and/ or by school staff

### Involving Specialists

Schools may involve specialists at any point to advise on early identification, effective interventions and if a child continues to make less than expected progress. Parents are informed when an outside agency is involved.

## **7. How do we monitor the progress of children with SEND?**

Children who are experiencing difficulties or who are making less than expected progress within a year group are discussed in termly Pupil Progress meetings and half termly interim meetings. If an intervention is required children are added to a Year Group/ Phase Provision Map. This is saved centrally and securely to enable the SENDCOs to access the information.

The Provision Map indicates entry data, number of children in a group, intervention targets and the member of staff providing the support. Entry data needs to be the most appropriate measure for the particular intervention and could be raw scores, assessment data or a scale (e.g. 0-10 confidence scale).

Interventions are reviewed at the end of each half term and exit data is entered along with relevant comments. This document is referred to in Pupil Progress meetings. (For example Provision Map please see Appendix 3)

## **8. How do we allocate resources to pupils with SEND?**

### **Funding Arrangements for children with SEND**

Funding for children with SEND is based on a national funding formula. It is broken down into 3 parts:

#### **A. Age Weighted Pupil Unit (AWPU) - £3,100**

This money comes into schools for every child and is used for resources, staffing, buildings etc. It is the core budget and it is used to make general provision for all pupils, including those with SEND.

#### **B. SEN Budget - £6,000**

Every school also receives additional funding to support special educational provision. **This is a notional budget and is worked out by the government using local statistics. (Please note there is not £6,000 in schools budgets for each child on the SEND register.)** The schools spend this money in the way they think is best. For example, this money may be used by schools to employ additional staff where necessary.

#### **C. EHCP/ top-up funding:**

If a school can show a pupil needs more than £6,000 worth of educational provision

it can ask the Local Authority to provide top- up funding to meet the cost of that provision:

<b>Old Band 5</b>	£3,500.00
<b>Old Band 6</b>	£7,000.00
<b>MS1</b>	£2,517.00
<b>MS2</b>	£4,367.00
<b>MS3</b>	£6,833.00
<b>MS4</b>	£8,683.00
<b>MS5</b>	£12,873.00

#### Special Educational Needs Inclusion Funding - SENIF (Nursery)

Schools bid for an additional number of funded hours which is reviewed by a Local Authority panel.

#### Pupil Premium

Some children are entitled to Pupil Premium funding in addition to accessing SEN Support. In this case the Inclusion Manager/ SENDCOs work closely with the Pupil Premium lead to discuss how funding can be best utilised.

### **9. What are our transition arrangements for pupils with SEND?**

Additional transitional activities are planned for vulnerable pupils, including those with SEND.

Within school transition:

- Meetings to share and transfer information are held between the child's current teachers and support staff and their future teachers and support staff.

Wyken Croft have whole school transition days and additional transition sessions are organised between year groups. It is encouraged that those children with SEND who require additional support to this have as many informal visits as possible to their new year group. Booklets are also sent home with photographs of the child's new class and year group adults.

We also have links and/or share information in a similar process with the following:

- other educational establishments sending pupils to our schools
- units attended by our pupils while on our roll
- other educational establishments our pupils attend when they leave our school

This may include pre-visits by staff and/or pupils and their families and where appropriate sessions for pupils to become familiar with their new surroundings and staff. These meetings may take place using MS Teams.

## **10.Data Protection**

In line with guidance issued May 2018 all data in relation to children on the SEND register is either stored securely or password protected. The Local Authority use Data Locker which is a secure system for the transfer of documents.

## **11.How do we deal with complaints from parents of pupils with SEND?**

In the first instance, complaints should be taken up with the school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Inclusion Manager, and following that the Headteacher, who may:

- arrange a joint meeting with the complainant
- undertake further investigations
- seek the involvement of external agencies, such as the SENDIASS
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

## **12.Where can I find out more?**

Our SEND Information Report can be found at:

<https://www.wykencroft.coventry.sch.uk/send-information>

Our Information Report give additional information about the support we provide for pupils who have SEND. In addition the 'Coventry Local Offer' for learners with Special Educational Needs and Disabilities can be found at:

[www.coventry.gov.uk/sendlocaloffer](http://www.coventry.gov.uk/sendlocaloffer)


## Appendix 1

### Wyken Croft Initial Concern Form



Pupil Name:		Year Group:	Class Number:	Class Teacher:
Gender: M / F	EAL: Y / N	SEND: Yes / No		PP: Yes / No
Primary Area of Concern				
Reason for request / issues				
Objective (What do you hope to achieve for this child through this request)				
Strategies / actions / interventions already undertaken				
Recent assessments (e.g. vision, hearing) :				
Level of Parental involvement:				
Person completing this form:			Date:	
SENDCO Actions (Including any referrals to other agencies)			Date:	

## Appendix 2

 **My Personal Plan**

**A little bit about me...**

**I am...**

**Photo of child**

**I am working on...**

**My Strengths...**

**My Short Term Targets**  
What little steps do I need to take to achieve my goals?

Target		Date

**Strategies to help me reach my targets...**  
What can my parents and teachers do to help me?

1. .
2. .
3. .

 **Review of My Personal Plan**

**Photo of child**

**I am...**

**What I think...**

**What my Mum and Dad think...**

**What \_\_\_\_\_ thinks...**

**My Short Term Targets**  
What little steps do I need to take to achieve my goals?

Target		Date

**Next steps for me...**

# Appendix 3



**Provision Map**

Year Group: \_\_\_\_\_ Date: \_\_\_\_\_ Developed by: \_\_\_\_\_

Intervention	Group size	Frequency/duration	Pupils	Staff	Entry Data	Intervention Target	Exit Data	Points Progress	Outcomes (at intervention end)

