



Wildground Federation

Special Educational Needs and Disability Policy

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 3, UNCRC

Throughout this policy, the term “school” is a reference to either school or nursery provisions within Wildground Federation; the term “parent” or “parents”, should be taken to include all those with parental responsibility, including corporate parents and carers; the term “Federation” is a reference to Wildground Federation and the term “Head Teacher” means Executive Head Teacher.

Our Principles

At Wildground Federation we believe it is every teacher’s responsibility to adapt teaching to respond to the strengths and needs of all pupils. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. All the staff in our schools have a positive and constructive attitude towards those with learning difficulties. We welcome the diversity of our children and work to ensure each child is valued and that all are included in the curriculum and the overall life of the schools.

The Special Educational Needs and Disability Co-ordinator (SENDCo) at the Junior School is Miss Jenny Everett (BMus (hons)PPRNCM, Diploma in Vulnerable Learners, NASENCo accreditation, DDP Level one, Dyslexia level 1/She can be contacted via the school office (Tel: 02380844001) or your class teacher. Miss Everett is a member of our senior leadership team, mental health lead and is also the Teacher in Charge of the Resourced Provisions for children with Social Emotional and Mental Health needs or ASC.

The SENDCo at the Infant School is Mrs Sam Read (B.Ed.(Hons). She can be contacted via the school office (Tel: 02380844001) or your class teacher. Mrs Read is a member of our senior leadership team and is also the Teacher-in-Charge of the Resourced Provision for Pre-School children with Speech and Language Difficulties. She has held these roles for over 13 years.

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice January 2015
- Ofsted Inspection Framework 2024
- Equality Act 2017
- Children and Families Act 2014
- Schools SEND Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire’s Illustrative Regulations as a guide for schools completing SEND Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- The New Curriculum in England document September 2014
- Safeguarding Policy

This policy was created by the school's SENDCos and the Executive Headteacher in consultation with the Governing body, staff and parents of pupils with SEND (Special Educational Needs and Disabilities).

Policy Aims

To achieve the principles outlined in the SEND Code of Practice (2014) Wildground Federation aims to:

- Work in partnership with parents, children and appropriate agencies
- Remove barriers to learning so that all children will reach the highest possible standard
- Foster an inclusive and nurturing environment which accepts the individual child, by focusing on aspirational outcomes

Objectives

1. To identify and provide for pupils who have Special Educational Needs and Disabilities
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for Special Educational Needs and Disabilities
4. To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND Policy
5. To provide support and advice for all staff

SEND Information Report

Our schools set out their SEND information in the SEND Information Report developed by the staff and parents of the schools. These reports are accessible on the school's website and in paper form and are intended to provide parents with the information that they require to make informed decisions about their child's education. The 4 key aims of our local offer is for it to be:

- Collaborative
- Accessible
- Comprehensive
- Transparent

Identification, Assessment and Provision

The SEND Code of Practice 2015 details four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical Needs

Our schools strive to provide early identification of specific needs and to work out what actions need to be taken. When planning, the schools consider the needs of the whole child not just the Special Educational and Disability

Needs of the child. As inclusive schools we do not seek to merely label the Special Educational and Disability Needs for which we will make provision, we seek to identify and provide for each of our children and recognise their unique qualities.

Provision for children with Special Educational and Disability Needs is a matter for the schools as a whole, therefore all teachers are responsible for teaching children with Special Educational and Disability Needs. In addition, the governing body, the Executive Head Teacher, the Heads of School, the SENDCos and all other members of staff have important day-to-day responsibilities.

A Graduated Approach to SEND Support

As recommended in the Code of Practice the school has a graduated response to identifying children with SEND and recognises there is a continuum of Special Educational Needs and Disabilities. The schools will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and are available as needed. If school needs to refer a child for an Education Health Care Plan (EHCP), they should provide the Local Authority (LA) with a record of their work with the child including the arrangements already made.

Children are identified throughout the Key Stages. Initial triggers will be concern arising from situations such as:

- Discussion with parents, the child or school staff
- Liaison with previous settings
- Liaison with outside agencies, such as the Child and Adolescent Mental Health Service (CAMHs)
- School records related to progress through the National Curriculum
- Medical records
- Whole school screening procedures
- Child profiles (including Personal and Social Education tracking records)
- Diagnostic assessment
- Receptive and Expressive language

The systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The class teacher may need to consult the SENDCo and the review may lead to the conclusion that a child needs help over and above high-quality teaching they are already receiving.

The key criterion for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

School Support

When the SENDCo or class teacher identifies a child with Special Educational and Disability Needs the class teacher will provide interventions that are additional to or different from those provided as part of the school's differentiated curriculum. This is called School Support, at this point the child will be added to our 'School Support List'. The triggers for intervention will be:

- Concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:
- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional, mental or social difficulties which are not improved by the emotional and behavioural management techniques usually employed in school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Makes limited progress because of communication or interaction difficulties

If parents agree, the SENDCo may contact outside professionals. The SENDCo will support further assessment and assist in planning future support. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept fully informed of action taken.

Nature of Intervention

The SENDCo and class teacher will decide on the action needed to help the child progress in the light of earlier assessment. These actions may include:

- Different learning materials or special equipment
- Some group or individual support
- Specialist teaching programmes and interventions
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development or training
- Access to LA support or advice

Additional provision and interventions will be noted on each school's provision map.

Pupil Progress Plans (PPPs)

Strategies employed to enable the child to progress will be recorded within a PPP. This will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place

- When the plan is to be reviewed
- Outcomes (at the review)

The PPP will only record that which is different from or additional to the differentiated curriculum. It will focus upon a maximum of four individual targets that match the child's needs and are shared at least termly with parents and, where possible, the child.

Next Steps

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the child's PPP. External services will usually see the child so that they can provide teachers with fresh targets and accompanying strategies, recommend more specialist assessments to inform planning and the measurement of a child's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for Next Steps will be that despite receiving individualised support under School Support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National curriculum levels substantially below that expected of children at a similar age
- Has emotional, social or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment, advice or visits by a specialist service
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External support services will need to see the records to establish which strategies have already been employed, targets set and achieved. External support services may act in an advisory capacity, provide specialist assessment or be involved with teaching the child directly. The resulting PPP will set out fresh strategies for supporting the child's progress. This will be implemented at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PPP continues to be the responsibility of the class teacher.

School request for an Education Health Care Plan (EHCP)

For children who meet the Criteria for an Education Health Care Plan the school will make a request to the LA. The LA will need information about the child's progress over time and will also need documentation in relation to the child's educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will continue to provide this through School Support while further assessment is being undertaken.

The EHCP assessment involves consideration by the LA, working co-operatively with parents, the schools and as appropriate other agencies, as to whether an EHCP is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the schools and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education Health Care Plan.

The philosophy of the EHCP is to facilitate independent lifelong learners who are not over reliant on 1:1 support.

Annual review of an Education Health Care Plan

Education Health Care Plans must be reviewed at least annually with the parents, the child, and the school. The professionals involved consider whether any amendments need to be made to the description of the child's needs or to the provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to discuss what type of provision the child would best suit the child at the next key stage. The Local Authority (LA) will send consults to the schools they consider most suitable along with parental reference. The final placement is decided by the LA not the school.

Governor/Executive Head Teacher responsibilities

Governing bodies should, with the Executive Head Teacher:

- Decide the schools' general policy and approach to meeting children's Special Educational and Disability Needs
- Set up appropriate staffing and funding arrangements to oversee the school's practice
- Provide a governor who has responsibility for overseeing the provision for the children with Special Educational and Disability Needs
- Ensure that teachers in the school are aware of the importance of identifying and providing for children with SEND
- Ensure that parents are notified of decisions made about the provision for their child with Special Educational and Disability Needs
- Ensure that SEND is an integral part of the school development plan
- That the quality of SEND provision is continually monitored

SENDCo responsibilities

These include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Monitoring and tracking the progress of pupils with SEND
- Liaising with and advising fellow teachers on children's possible needs and possible next steps
- Managing and deploying learning support assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including
- LA's support service; Educational psychology service; Health and social services and Voluntary bodies
- Attend appropriate staff training as required

Class teacher responsibilities

These include:

- Working with the children on a daily basis
- Involving children in their PPP setting/reviews
- Planning, delivering and assessing individualised programmes
- Devising strategies for children's possible needs and possible next steps
- Using appropriate methods of support
- Directing support and resources appropriately
- Ensuring that the records are maintained and filed in line with the school assessment and recording policy
- Attend appropriate staff training as required
- Keeping parents informed
- Liaising with SENDCo

Learning Support Assistants role

These include:

- Assisting the teacher to devise targets and share in the planning
- Support the child/children in the classroom
- Feedback to the teacher any problems, progress made and perceived adjustments required
- Feedback to the SENDCo
- Advise the teacher of any opinions or feelings the child expresses
- Prepare resources and become familiar with appropriate resources
- Complete records as required
- Liaise with other agencies as required
- Attend appropriate staff training as required

External Support Services

External support agencies have an ongoing role for continued professional development for all staff to address the identified needs of the children.

External agencies respond to requests for additional support as and when necessary. We have recently liaised with:

- Community Paediatric Consultant
- Educational Psychologist
- Speech and Language Therapist
- SEND Advisors/inspectors
- Education Welfare Officer for Looked After Children
- Ethnic Minorities Support Service

- Health Visitors
- Inclusion Setting Support Officer
- Teacher Advisers for Physical Disability, Hearing Impairment and Visual Impairment
- Child and Adult Mental Health Service (CAHMS)
- Occupational Therapist
- Physiotherapist
- Portage
- Mobility Officer
- Specialist Teacher Advisors (Outreach teacher)
- School Health
- Social Services
- Primary Behaviour Service (PBS)
- The Owl Centre (Autism Assessment)
- Charities which support children in school (e.g. Families Matter, NSPCC)
- Hampshire SENDIASS

Parent's Role

This policy recognises that parents have an essential part to play because they know their child better than the schools. Their views will be welcomed and they will be free to ask questions at any time.

The school will:

- Tell parents when they first start giving extra or different help to a child because they believe he/she has Special Educational and Disability Needs
- Consult with parents throughout the graduated approach and tell parents about progress
- Ensure the SEND policy is available to parents
- Review a child's PPP in discussion with parents and keep parents informed of progress
- Consult with parents if external specialist advice is being sought and the outcomes of this
- Seek the views of parents and ensure that they are working in partnership with them
- Provide details of the local Support4SEND service

Supporting Pupils at School with Medical Conditions.

The schools 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 and Disability Needs (SEND) and may an Education Health Care Plan (EHCP). The EHCP brings together health and social care needs, as well as their Special Educational and Disability Provision and the SEND Code of Practice (2014) is followed. To support pupils at school with medical conditions the schools follow guidance published by DfE; www.sendgateway.org.uk.

Complaints Procedures

Initially, all complaints from parents about their child's Special Educational and Disability Needs provision are made to the Class

Teacher. Where a parent feels that a situation has not been resolved through contact with the class teacher, they should make an appointment to discuss it with the school Special Educational and Disability Needs Coordinator (SENDCo) who follows this up with relevant staff. However, if a parent is not satisfied with the response given, the Complaints Procedure outlined on the Federation Website should be followed.

Policy Review

The policy will be reviewed annually by the SEND Governor, in conjunction with the Executive Head Teacher and SENDCo, and ratified by governors.

Criteria for evaluation of the SEND policy:

1. Are resources, including Learning Support Assistants:
 - a. Being used effectively?
 - b. Giving the best value for money?
Federation monitoring including lesson observations, Learning Walks, PPP folder and Data Scrutiny indicates targeted groups and individuals are making progress and meeting their intervention progress targets.
2. Are the educational learning programmes set up correctly;
 - a. Review if children are making progress within the National Curriculum guidelines towards age related expectations (ARE)?
Children are making progress towards age related expectations, where targeted interventions combined with quality first teaching, children are making accelerated progress.
 - b. Examine progress through PPPs
90% of children have met all their PPP targets within their expected timescales.
 - c. Monitor feedback from parents and children, particularly at review meetings
Parents feedback indicates they are positive about the provision for their children and the progress of their children. This feedback has been given at meetings and through questionnaires.
 - d. Review the feedback from the SEND governor
SENDCo's have meet regularly throughout the year with the SEND Governor and have participated in joint activities.
3. Are all staff aware and following procedures? Use lesson observations by SENDCo and Team Leader
Review feedback from parents, children, staff and outside agencies
Regular training and feedback ensure staff are aware of and following procedures Regular SLT monitoring program also ensures practice is of a high quality.
4. Is it a whole school approach?
 - a. Analysis of information gathered from criteria 1-3 and discussion with Senior Management
Progress and provision for all children is regularly monitored by SLT and resulting development points are actioned and discussed by whole school. **Linked Documents:** Information Report (2018)

Disability Discrimination Act (Equality act 2017)

In line with Disability Discrimination Act recommendations, the school will ensure that it does not discriminate against any child with SEND in relation to:

- Admissions
- Education and all associated services
- Exclusion

But will make 'reasonable steps' to ensure that no child is:

- Treated less favourably due to their disability
- Placed at substantial disadvantage compared to other children who are not disabled
- Disadvantaged due to physical environment, the curriculum, or written communication