



Wedmore First School Academy

SEND (Special Educational Needs & Disability) policy

This policy applies to Wedmore First School Academy. 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 and Disability Co-ordinator (SENDCO):

Mrs Shelley Kent

SEND 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: Shelley Kent
Position: Headteacher

Date: 18/6/24

Signature:
Name: William Fox
Position: Chair of the Local Governing Body

Date: 18/6/24

Date ratified by Local Governing Body: 18/6/24

Review Date: June 2025

Wedmore First School Academy
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Introduction

At Wedmore First School Academy 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 children feel safe and can flourish. We are determined to support children with SEND 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 school, children requiring SEN provision are defined as those who need individualised support to access the curriculum and make progress.

Disability

Children are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for children with disabilities so that they are not at a substantial disadvantage compared with their peers. In some cases, a child 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 child has a learning difficulty as defined above.

The school recognises that some children experience difficulty making progress in learning when they are 'vulnerable'. The school's register for those children 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 children with SEND are more likely to fall into this category. 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 children in this category to ensure that they are **not** misdiagnosed as having SEND.

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 child 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 children with SEND have their needs identified in order to support academic progression and continued good physical health and mental wellbeing;
- To ensure that all children with SEND 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 children with SEN following a 'Graduated Response' approach and provision mapping, so that they can make progress and 'narrow the gap' that exists between children 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 children with SEND 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 children with SEND so that they can make progress more rapidly;
- To create a school environment where children with SEND 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 SEND 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 Wedmore First School Academy 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 Child Premium funding;
- Being a Looked After Child (CLA);
- Being a child of Service Personnel;

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

Identifying and Supporting Children with SEND

SEND 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 children with SEND called the 'Graduated Response'. Teaching staff continue to access ongoing training as part of their continuing professional development (CPD) to ensure they are informed and able to meet needs.

The SENDCO liaises closely with the 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

Universal Quality First Teaching

Quality first teaching is provided for all our children on a daily basis by all staff.

This means:

- That the teacher has the highest possible expectations for all children 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.

Intervention Support (alongside Quality First Teaching)

This provision is targeted and is in addition to that which is provided for all children. This normally takes place in small groups in order to accelerate the progress of learners. These interventions are not primarily for children with SEND and are designed to close any gaps in a child's learning.

- 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 the SENDCO or staff and reviewed at the end of the intervention cycle
- Teachers and SENDCO / Deputy Headteacher review the progress and attainment of all children in termly child progress meetings

SEND Support (child is added to the school SEN register)

This is targeted and personalised teaching for children with SEND who are identified as requiring individualised support. Children may be working well below the normal range for that year group and need support to access the curriculum. Children require a 'next steps' targeted approach to their learning known as SMART target setting.

SEND Support will be implemented where there is concern about a child who, despite accessing universal provision:

- 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 universal provision.

Individual Learning Plans (ILPs)

When a child 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 (assess, plan, do, review) 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)
- Views of the child and parents / carers

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 intervention support or SEN support. 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 Child Passport. It can be a helpful standalone document for children at intervention support with vulnerabilities/emerging SEN, or if a child is at SEN support level, sits alongside their ILP.

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

In Somerset, schools are given funding to support SEN children using a specific formula. Schools receive an amount for every child in school (core funding) and a further amount for SEN children (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 child would benefit from this level of provision. The process for a request for a statutory request is time limited (20 weeks) 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 child's formal record and reviewed annually by staff, parents, the child and where relevant, outside agencies. The annual review enables provision for the child 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. Children 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.

Documentation and Record Keeping for children with SEND

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

- Details of children receiving SEN Support are recorded on the School Integrated Management System (SIMS) and Edukey Provision Map;
- ILPs and Pupil Passports for children with SEN on Edukey Provision Map;
- Somerset Local Authority SEN Portal for children 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;

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 children's 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.

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 children as they move up the system.

Criteria for exiting the SEND Register

In consultation with parents / carers, a child will be removed from the SEND register:

- when he/she has made sustained, good progress that better the previous rate of progress and has sufficiently closed the attainment gap between themselves and their peers of the same age; or
- where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- If SEN support is no longer required to ensure this progress is sustained.

If it is agreed to take the child off the SEND register, then all records will be kept until the child leaves the school (and passed to the next setting). The child will continue to be monitored through the school's usual monitoring procedures, such as child progress meetings. If it is felt that the child requires additional assistance again, then the procedures as set out in this policy will be followed.

Supporting Children at School with Medical Conditions

The school recognises that children 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 children with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of written information to children and parents/carers.

Roles and Responsibilities for the Co-ordination of SEND Provision

The Headteacher and Governing Body

The Headteacher is Mrs Shelley Kent. The chair of the Governing Body is Mr Martin Fox. 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 child who has SEND;
- Parents/carers and/or the young person are notified by the school when special educational provision is being made;
- The SENDCO makes all staff who are likely to teach the child aware of their SEND and/or medical conditions.
- The teachers in the school are aware of the importance of identifying children who have SEND and of providing high quality universal provision;
- They use the information provided to ensure that children with SEND are making expected progress and have the support in place to meet their academic potential
- There is a suitably experienced and qualified teacher designated as SENDCO for the school.

The SENDCO

The SENDCO is Mrs Shelley Kent

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 SEND provision within the school;
- Facilitating CPD of staff in respect of SEND, so that they are able support children 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 SEND, both locally and nationally;
- Working collaboratively and inclusively with staff, parents and children to monitor the progress of children with SEND;
- Conducting, or directing appropriately trained members of staff, to screen/assess children and implement programs of support recommended for children with SEND;
- Liaising with external agencies and other professional partners, including other schools in the WLT,
- Ensuring that children are supported effectively. This includes preparing statutory paperwork for EHCPs or Early Help Assessments (EHAs), as well as supporting staff in writing ILPs and prioritising child 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 SEND provision and to show that children with SEND 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 delivery of the curriculum in their classrooms to meet the learning needs of children with SEND 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. Informal discussions to support staff in delivering and adapting the curriculum take place whenever staff request help in identifying ways to support children. 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 children 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 children 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 children with SEND. It is important that they are able to implement and sustain interventions both inside and outside of the classroom so that children with SEND have continuity in provision.

ELSA

The school has someone who will be training as an Emotional Literacy Support Assistant, Mrs Charlotte Huggins. 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 children with SEND and for those whose wellbeing needs have been identified as a barrier to learning. The ELSA will attend regular training and supervision 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 SEND leading to the correct provision and support 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 child progress and success.

- Parental voice helps shape the culture and provision within the setting.

Responding to 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 need 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 SEND Provision

This is undertaken in the following ways:

- The school's strategy for recording a graduated response to SEND ensures that the needs, resources, support and targets are clearly identified on the child's individual plans. This means that provision both in and out of the classroom and across the school day has been considered, ensuring that it 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 children 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;
- Child and parent voice is embedded within the Graduated Response process and APDR cycles, supporting children with SEND to ensure that the school considers their wishes, priorities and aspirations;
- The Graduated Response to SEND identification ensures that children are not misidentified;
- Flexible approaches to deployment of staff and resources ensure that needs are met effectively.

The Local Offer

All parents and children are entitled to the 'Local Offer' which outlines the services that are provided by Somerset Local Authority. The school can assist parents/carers and children 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 children and parents the following link can be used to access this information:

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

School Contact Details

Email address: office@weareacademy.co.uk

Tel: 01934 723270

<https://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

