



# Special Needs and Disability Policy 2022-2023

Whitkirk Primary School



# SEND POLICY

## Introduction

Whitkirk Primary School is committed to inclusion and will promote high aspirations and expectations for all students. Every individual student is valued and their achievements are celebrated. We believe that all students should have access to a broad and balanced curriculum which enables them to make progress. It is our goal that every student will achieve their maximum potential by identifying and meeting their needs and by helping them to overcome potential barriers to learning. We will encourage all students to become confident individuals who can make successful transition into the wider world.

## Policy Aims

We will ensure that:

- All staff will take responsibility for the identification, teaching and inclusion of students with SEND as an integral part of raising standards.
- All students will be identified and supported through co-operation and partnership with parents/carers and outside agencies in line with guidance in the SEND Code of Practice: 0-25 years.
- All students and parents/carers will be fully included in the educational and social life of the Trust establishment and students will be involved in the development of their own learning.
- All students will be supported so that they can progress and reach positive destinations in adult life. This includes higher education, further training and employment, independent living, achieving good health and participating in the community.

## Definition of Special Educational Need

Students have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students 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 students of the same age within the area of the local education authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- For students of two or over, educational provision which is additional to, or otherwise different
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from, the educational provision made generally for students of their age in schools maintained by the Local Authority (LA) or Academies, other than special schools, in the area.

Learning difficulties can fall into one of more of these categories:

Speech, language and Communication	Moderate Learning Difficulty	Severe Learning Difficulty	Sensory Impairment
Social, Emotional and Mental Health Needs	Specific Learning Difficulty (Including Dyslexia)	Autistic Spectrum Difficulty	Medical Conditions

A person has a disability if:

- They have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing, and long term medical conditions such as asthma, diabetes, epilepsy and cancer. (See Chapter 1, Section 6, Equalities Act, 2010)

Students with medical conditions:

- A student who has a medical condition will have an individual healthcare plan, which will specify the level of support required to meet their medical needs. This student may not necessarily have SEND and therefore will not always be included on the SEND register. Where this student also has SEND support for their needs this will be co-ordinated and planned alongside their healthcare plan. (The Children and Families Act 2014, Supporting Pupils at School with Medical Conditions, DfE, September 2014.)

SEND can be broken down into three further categories:

**School Support (SS)** – The class teacher and learning assistant implements differentiated tasks and resources, involves parents, sets targets and gathers evidence of the child’s attainment and progress. The school support plan will be kept in the Personal Learning file with regular meetings to review progress. The Assistant Headteacher-SENCO will be consulted for advice.

**School Support Plus (SSP)** – Children who require outside agency involvement due to the specific area of concern that has been identified and those who consistently make little or no progress despite individual programmes of work, will be given an Individual Education Plan (IEP). The appropriate external agencies will be contacted for their expertise and advice in further developing the provision for that child. The child’s IEP will have theirs and their parents views taken into account. In some cases, a representative from an outside agency may work with the child, observe their learning and behaviour or advise school on supporting their learning and inclusion.

**Education, Health, Care Plans (EHCP)**- On the advice from the Educational Psychology Team or Special Educational Needs Team the school may refer a child for an assessment of special educational needs. The local authority can also be approached directly by parents or other agencies in accordance with the procedure set out by the authority in the EHCP guidance.

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## **Provision for children with SEND**

The governing body have adopted the Fair Access Admissions Policy of the local authority.

The school are committed to providing necessary resources for early identification, assessment and support for all children with SEND. Whenever there is a concern the school will consult the child, parents, class teachers and other agencies to gain a clear picture of the whole child in order to help put in the correct support from the start. The school and governing body have appointed A. Downes as Assistant Headteacher-SENCO with the responsibility for coordinating the provision for pupils with Special Educational Need supporting the head teacher in whole school improvement. At all times the SENCO and school will adhere to the guidelines set out in the Code of Practice 2001.

## **The role of the SENCO**

- Work closely with the Headteacher to co-ordinate the day-to-day operation of provision for students with SEND, including those who have an Education Health and Care Plan (EHCP).
- Identifying students who may need SEND provision using specific criteria.
- Monitoring and reviewing progress of SEND students.
- Liaising and sharing information with parents/carers and external agencies regarding SEND students, as specified in the SEND Code of Practice (April 2015).
- Liaising with pastoral staff and with the Designated Teacher for Children Looked After (CLA) when providing SEND provision for these vulnerable students.
- Liaising with key members of pastoral staff when a student with SEND and/or an EHCP is dual registered or attending alternative provision to ensure that the needs of these individual students are supported consistently.
- Liaising with and assisting staff responsible for teaching and supporting SEND students.
- Informing colleagues about updated information with regards to SEND students.
- Liaising with the designated SEND Governor to share information and report progress of SEND students.
- Managing the SEND support staff, including Higher Level Teaching Assistants (HLTA), HLTA and Teaching Assistants (TAs) and co-ordinating non-teaching staff to deliver intervention and work towards targets.
- Supporting the assessment process for SEND students.
- Participating in appropriate training.
- Providing professional guidance and continuous professional development for colleagues.
- Co-ordinating and planning for transition and the transfer of SEND information to ensure that students are supported at every stage of their education and are prepared for adulthood.

## **The role of Headteacher and Governors**

- The overall management of the policy and provision for SEND students and ensuring that those strategies, include working with parents/carers and external agencies to encourage involvement in the students' education and learning needs.
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- Ensuring that SEND is considered in relation to the SEF and SIP.
- Monitoring and reviewing progress of SEND students.
- Acting as an advocate for SEND students.
- Ensuring the curriculum meets the needs of SEND students.
- Consulting with the Local Authority and other relevant parties where it is appropriate to deliver a co-ordinated approach to SEND provision.
- Participating in appropriate training.

### **The role of teachers**

As well as having an understanding that they are a teacher of SEND and are responsible for the progress of all children with SEND they will:

- Maintain personalised learning for any child with SEND
- Use the school's internal referral system to report concerns and any discussion with parents
- Write IEP's with the support of outside agencies, parents and the pupils, once a term
- Consult with the SENCO regarding any concerns about a child's progress or behaviour
- Tailor the curriculum to suit the needs of all learners
- Deploy classroom assistants and special needs assistants flexibly and effectively

### **Role of Parents**

All parents will be expected to provide accurate information about their child, support them in their learning and attend meetings to discuss the provision that school has put in place to support their child. To support parents with any concerns that they have about their child's progress they will follow the system of referral outline below.

- Discuss concerns with the class teacher and/or SENCO
- Give consent for the school to complete an observation of the child where necessary
- Give consent for the school to seek advice from outside agencies
- Support their child in reaching their personal targets and attend meetings about their child's learning.

### **Role of outside agencies**

To support outside agencies, the school will provide clear evidence and information, taken from the internal referral forms and the subsequent assessments, that will help them work transparently and swiftly to ensure that concerns are dealt with quickly and provision is put in place to support as soon as

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possible. They will also support the SENCO in planning provision and observations and develop the skills of the SENCO to then use in school. The outside agencies will give reasons for judgments and be available to discuss cases with parents where appropriate. They will liaise firstly with the SENCO then the class teacher.

### **Identification of Needs**

When a parent or class teacher has a concern about any child in their class, the school SEND referral system will be followed to ensure that all the correct people are aware and that there are no gaps in the information collected. Once the SENCO has received a referral form, they will observe the child in class to identify if the child needs additional support. This could be school support (SP) or school support plus (SSP). If it is believed that outside agency support would benefit the child then a formal observation will be completed and a meeting held with parents, teachers and where appropriate, outside agencies.

### **Documentation**

Due the nature of SEND provision, evidence has to be provided to support funding and applications to other agencies and sensitive documentation is kept by school. All records of pupils' support are kept in a lockable filing cabinet or on the schools' secure server electronically. The cabinet is monitored and accessed by the SENCO only and documents password protected if shared via email. At times, the SENCO will share relevant information with the class teacher, parent or learning assistant involved with the child. It has been made clear to all staff that this information is confidential. If a child is removed from the SEND register, records will be kept for two academic years before they are destroyed. When a child leaves the school in Y6 or if they are due to attend a different educational setting their records will be hand delivered to ensure that the information is kept safe or password protected if sent via email. Within a file there will be information about, age, family, address and contact details. All involvement from outside agencies will be documented and any reports, letters or observations will be kept. Once a report is added the class teacher or adults involved will be asked to read it and amend their provision accordingly. Reports can be added to CPOMS as a secure way of storing documents. This system is password protected and meets all GDPR guidelines. All discussion about a child will be logged and any application forms for support will also be kept in the pupils file. If you have any concerns about how this data is stored, please make an appointment to see the SENCO.

### **Parental Involvement**

Parents and Carers are involved at every opportunity from early identification of special needs and through each procedure. Due to the way that school is set up, parents can informally chat with them here or arrange a more formal review meeting. Parents may seek advice from the class teacher about their child's progress at any point in the year and are included in setting the targets for their child. Further concerns can be raised with the SENCO or Headteacher when a suitable appointment has been made. As part of the provision offered to support parents

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with applications or concerns about their child, the school has a pastoral team who can help or will signpost all parents to the Parent Partnership Service (SENDIASS).

### Resources

A proportion of the school budget, including staff development will be set aside for SEND resources each year. The use and amount of money will be carefully monitored on an annual basis. Records will be kept of the children entitled to provision through the Funding for Inclusion (FFI) budget allocated by the authority. The Governing Body have appointed Kevin Paynes as the SEND link governor with the responsibility

of the education provided to the children with SEND and to liaise with the Headteacher and SENCO on all SEND matters. Any reason for a complaint will be dealt with by the class teacher, SENCO, Headteacher and Governing Body through the schools' complaints system.

### Contacts

**Whitkirk Primary School**- Sarah Lovell (maternity cover from March 2022) A. Downes (Assistant Headteacher-SENCO) – 0113 260 6203

**Interactions, Independent Speech and Language Therapy**- 07443611011

**Leeds City Council, Complex Needs, SENIT Team** – 0113 3951039

**Leeds SEND Information Advice Support Service** – 0113 3951200

- Child and Adolescent Mental Health Service (CAMHS)
  - Families First
  - Complex Needs Team and Educational Psychology
  - Educational Service for Physical Disability
  - Hearing Impaired Service
  - Multi-systemic Therapy Team (MST)
  - Occupational Therapy Service
  - Children's Physiotherapy Service
  - School Nursing Team
  - SEN and Inclusion Team (SENIT)
  - SENSAP
  - Sensory Service Visual Impairment Team
  - Children's Social Work Services (CSWS)
  - Scope Leeds
  - Speech, Language and Communication Therapy Service
  - Housing Support Team (specific to locality)
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