

Approved by: G.Quarmby	September 2024
Last reviewed	March 2024
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## **Introduction**

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

## **Policy Aims**

We will ensure that:

- All staff will take responsibility for the identification, teaching and inclusion of children with SEND as an integral part of raising standards.
- All children 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 children and parents/carers will be fully included in the educational and social life of the Trust establishment and children will be involved in the development of their own learning.
- All children 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**

Children have a Special Education Need (SEN) if they have learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty if they:

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

Children 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:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their school age in schools maintained by the Local Authority (LA), academies, other than special schools, in the area.

Learning difficulties can fall into one or 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 condition	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)

Children with medical conditions:

- A child 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 child may not necessarily have SEND and therefore will not always be included on the SEND register. Where this child also has SEND support for their needs this will be coordinated and planned alongside their healthcare plan. (The Children and Families Act 2014, Supporting Pupils at School with Medical Conditions, DfE, September 2014.)

At Whitkirk, 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

child's individual provision map will be shared with all members of staff working with the child and parents/carers with regular meetings to review progress. The SENCO will be consulted for advice.

**School Support Plus (SSP)** – Appropriate external agencies will be contacted for their expertise and advice in further developing the provision for children with a specific area of concern that has been identified and those who consistently make little or no progress despite individual programmes of work. Key objectives, advice and targets will be detailed in the child's Individual Provision Map (IPM). The child's IPM 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 (SENIT) 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.

### **Provision for Children with SEND**

The governing body has adopted the Fair Access Admissions Policy of the Local Authority. The school is 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 with the child, parents, class teachers and other agencies to gain a clear profile of the whole child in order to implement the appropriate support from the beginning. The school and governing board have appointed A.Downes as Assistant Headteacher-SENCO with the responsibility for coordinating the provision for children with SEND and supporting the Headteacher in whole school improvement. At all times the school, lead by the SENCO will adhere to the guidelines set out in the SEND Code of Practice 2015.

### **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).
- Identify students who may need SEND provision using specific criteria.
- Monitor and review progress of SEND students.
- Liaise and share information with parents/carers and external agencies regarding SEND students, as specified in the SEND Code of Practice (2015).
- Liaise with pastoral staff and with the Designated Teacher for Children Looked After (CLA) when providing SEND provision for these vulnerable children.
- Liaise 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 children are supported consistently.
- Liaise with and assist staff responsible for teaching and supporting SEND children.
- Inform colleagues about updated information with regards to children with SEND.

- Liaise with the designated SEND Governor to share information and report progress of SEND children.
- Manage the SEND support staff, including Higher Level Teaching Assistants (HLTA), and Teaching Assistants (TAs) and co-ordinating non-teaching staff to deliver intervention and work towards targets.
- Support the assessment process for SEND children.
- Participate in appropriate training.
- Provide professional guidance and continuous professional development for colleagues.
- Co-ordinate and plan for transition and the transfer of SEND information to ensure that students are supported at every stage of their education and are prepared for high school and beyond.

### **The Role of Headteacher and Governors**

- The overall management of the policy and provision for SEND children and ensuring that those strategies, include working with parents /carers and external agencies encourage involvement in the children's education and learning needs.
- Ensure SEND is considered in relation to the school's Self Evaluation Form (SEF) and school's improvement plan (SIP).
- Monitor and reviewing progress of SEND children.
- Acting as an advocate for SEND children.
- Ensure the curriculum meets the needs of SEND children.
- Consult with the Local Authority and other relevant parties where it is appropriate to deliver a co-ordinated approach to SEND provision
- Participate 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, 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 and update individual provision maps (IPM) with the support of the SENCO, outside agencies, parents and children, 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.

### **The Role of Parents/Carers**

All parents/carers 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 the system of referral is outlined below:

- Discuss concerns with the Class Teacher and recommendations/actions put in place
- Discussion with Class Teacher and SENCO in reviewing actions/SEND referral form

- Give consent for school to complete observations of the child where necessary
- Give consent for school to seek advice from outside agencies
- Support their child in reaching their personal targets and attend meetings about their child's learning.

### **The Role of Outside Agencies**

To support outside agencies, Whitkirk Primary School will provide clear evidence and information, taken from the internal referral forms and 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 possible. They will also support the SENCO in planning provision and observations and develop the skills of the SENCO to then implement in school. The outside agencies will give reasons for judgements and be available to discuss cases with parents/carers where appropriate. They will liaise firstly with the SENCO then the Class Teacher.

### **Identification of Needs**

When a parent/carers or class teacher has a concern about a child in their class, the school SEND referral system will be followed to ensure that the appropriate people are aware and there are no gaps in the information collected. Once the SENCO has received the referral form, they will observe the child to identify if the child needs additional support. This could be school support (SP) or school support plus (SSP). If children are observed to have a special educational need, this will be categorised into the four broad areas of SEND as detailed in the SEND Code of Practice (2015). Children will have a primary area of need, and if appropriate, secondary needs. If it is believed that outside agency support would benefit the child, 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 Year 6 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 throughout the graduated approach of providing support for children with SEND from early identification of special educational needs through to planning, implementing

strategies and reviewing its impact. School operates an open-door policy and parents can informally chat with school leaders 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 targets for their child. Further concerns can be raised with the SENCO or Headteacher when an appointment has been made. As part of the provision offered to support parents with applications or concerns about their child, the school has a pastoral team who can help or will signpost parents to the SEND Information and Advice Service for parents/carers (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 children entitled to provision through the SEND Funding budget allocated by the Local Authority.

### **Complaints**

The governing body have appointed R.Turner 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-** A. Downes (Assistant Headteacher- SENCO) – 0113 260 6203

**Interactions, Independent Speech and Language Therapy-** 07943 457061

**Educational Psychology Team-** 0113 3951039

**Special Educational Needs Inclusion Team (SENIT) –** 0113 378 2888

**Leeds SEND Information Advice Support Service (SENDIASS) –** 0113 3951200

- Child and Adolescent Mental Health Service (CAMHS)
- Complex Needs Team and Educational Psychology
- Educational Service for Physical Disability
- Deaf and Hearing Impaired Team (DAHIT)
- 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)