

# Special Educational Needs and/or Disability (SEND) Policy and SEND Information Report for the Wyche School



**Approved by:**

Stephen Murphy/  
Vicky Whitehurst

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### 1. Aims

The Wyche School’s SEND policy and information report is designed to demonstrate our inclusive environment and curriculum through which we aim to raise the aspirations of and expectations for all pupils with SEND through ‘Quality First Teaching’ and targeted and focused support, so that all pupils meet their full potential.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENDCO

The SENDCO is Mrs Vicky Whitehurst

Tel: [01684 573205](tel:01684573205)

Email: [office@wyche.worcs.sch.uk](mailto:office@wyche.worcs.sch.uk)

Mrs Whitehurst will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

## **4.2 The head teacher**

The headteacher, Mr Stephen Murphy, will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## **4.3 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing inclusive, quality first teaching designed so that all groups can access the curriculum and make progress
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Devising SMART individualized closing-the-gap targets, expressing these as an IEP and communicating these to the parents of SEND children
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **4.4 The SEND governor**

The SEND governor is Mrs Ellie Wilson.

Mrs Wilson will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

The Wyche School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction problems, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning needs, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

Each pupil's current skills and levels of attainment will be assessed on entry to the school, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

The process of identifying whether a child needs special educational provision will begin with an early discussion with the pupil and their parents/carers. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and of difficulty
- The parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps will be
- Notes of these early discussions are added to the pupil's record and shared with the parents.

The school will formally notify parents when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

The school will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

What does this mean?

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of the parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required, including sight of the IEP and targets. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress during termly meetings between the SENDCO, the class teacher and other staff that support the child.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The Wyche School prepares pupils for transition by breaking down this process into smaller chunks of information which cover the following areas; surroundings & environment, teacher & other adults, pupils in the class and new routines. Examples of these include:-

Induction sessions at their new school, with their new teacher within the school, passing on of SEND Class folder to new teacher, creating pupil passports / transition books, home visits / visits to nurseries, sharing of Pupil Profiles & Individual Education Plans

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide evidence based and teacher-devised interventions at wave 2 (small groups just falling behind national expectations) and 3 (individuals needing specialist intervention and teaching):

Our evidence based packages in English include Rapid Phonics, Rapid Reading and Rapid Writing.

For Mathematics we use Numicon.

### **5.7 Adaptations to the curriculum and learning environment**

For additional information please see the Wyche School's Accessibility Plan (<https://www.wyche.worcs.sch.uk/statutory-documents>)

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

## 5.8 Additional support for learning

We have 7 teaching assistants who are trained to deliver narrowing the gap interventions teaching assistants will be deployed to support pupils in small groups or on a 1:1 basis when they are falling behind national expectations.

## 5.9 Expertise and training of staff

Our SENDCO is new to role and has worked as a class teacher at the Wyche for 19 years. Our SENDCO will undertake the national accreditation in this role at a future date. She has had SENDCo leadership training from Worcester Children First.

Our SENCO is allocated 3.5 hours a week to manage SEND provision.

We have a team of 7 teaching assistants, all of whom are trained to deliver SEND provision.

In the last academic year, staff have been trained in Rapid Interventions with Susan Palmer and the graduated response and the EEF TA Toolkit, with Helen Pretty

We buy in specialist services for speech and language therapy, occupational therapy and Education Psychology. We also use outreach support from Fort Royal School, Worcester and Regency High School, Worcester

## 5.10 Securing equipment and facilities

In addition to needs highlighted in EHC plans, the school can provide other facilities through its own budget, elements of funding & outreach support, some examples of these are :-

- Information and Communications Technology (ICT) for some children with dyslexia, motor skill difficulties or visual impairments
- Occupational therapy exercise equipment
- Adapted chairs
- Necessary adaptations to toilet facilities

## 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## 5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in all activities for example: sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We use a multiagency approach during admission of disabled pupils to make sure they are not treated less favourably.

The position of the Wyche School on the side of the Malvern Hills means that accessibility to the whole school site may cause difficulties. The Wyche is committed to making reasonable adjustments to accommodate the needs of children with SEND.

Our school’s accessibility plan can be found on the school’s website (<https://www.wyche.worcs.sch.uk/statutory-documents>).

### 5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

We are a Thrive School and regularly assess children’s emotional development and implement support as needed.

Our curriculum is heavily weighted towards providing opportunities to work as a team and build relationships; peer to peer feedback stimulates conversation and builds confidence. The practical nature of chosen vehicles provides diversity of experience allowing children with non-academic strengths to shine and apply their recently taught academic skills successfully in real world contexts.

We have a zero tolerance approach to bullying.

### 5.14 Working with other agencies

At the Wyche we work with a wide range of external agencies to support the needs of SEND children:-

Pupils with English as an additional language (EAL) Minority ethnic and faith groups	Involvement of EAL team
Children in care and children who have previously been looked after	Involvement of social work team / Virtual School
Pupils with medical needs	Involvement of Health services
Young carers	Involvement of Young Carers Team/ Child and Adolescent Mental Health Service (CAMHS)
Pupils at risk of exclusion	Involvement of Behaviour Support Team. Educational Psychologists, Education Investigation Service.
Pupils from alternative gender groups Pupils from families under stress.	Involvement of CAMHS, Early Intervention Family Support (EIFS).

### 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher and SENDCO in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that The Wyche C of E Primary School has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEND

Details of the services available to parents can be found on the Worcester Children's First local offer <https://www.worcestershire.gov.uk/sendlocaloffer> or by speaking to the SENDCO in school.

## 5.17 Contact details for raising concerns

Speak to the class teacher in the first instance

SENDCO: Mrs Vicky Whitehurst

Headteacher: Mr Stephen Murphy

SEND Governor: Ellie Wilson

Wyche C of E Primary Phone: 01684 573205 Email: [office@wyche.worcs.sch.uk](mailto:office@wyche.worcs.sch.uk)

**SENDIASS** <http://www.hwsendiass.co.uk/>

Offers free impartial advice in confidence.

**Phone:** 01905 768153

**Email:** [sendiass@worcestershire.gov.uk](mailto:sendiass@worcestershire.gov.uk)

## 5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.worcestershire.gov.uk/sendlocaloffer>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Vicky Whitehurst SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding - Please refer to the school's safeguarding policy to see how school safeguards the needs of all children, including those with SEND.