

“Learning to Love God and Love our Neighbour as Ourselves.”



## The Whitchurch Church of England Federation

# SEND POLICY

September 2024

To be reviewed annually

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 <p><b>Key Terms</b></p>	<p><b>SEND</b> – Special Educational Needs and/or Disabilities</p> <p><b>SENDSCO</b> – Special Educational Needs and Disabilities Coordinator</p> <p><b>SEMH</b> – Social, Emotional and Mental Health</p> <p><b>EHC Plan</b> – Education, Health and Care Plan</p> <p><b>PCP</b> – Person Centred Plan</p>
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## **SEND Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010

### **Aims**

At Whitchurch CE Federation, we aim to:

- Create an inclusive curriculum for all children.
- Create an interesting and stimulating environment which meets the needs of each child.
- Ensure each child reaches their full potential through high quality teaching and learning.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Raise the aspirations of and expectations for all pupils with SEND and provide a focus on outcomes for children and young people.

### **Objectives**

In order to provide for the needs of children with SEND, we seek to:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure equal value for all children.
- Ensure the progress of all children through access to a relevant, broad and balanced curriculum.
- Maintain strong home/school links.
- Ensure early identification and assessment of SEND.
- Maintain links with outside agencies in identifying, assessing and providing for the needs of children with SEND.
- Ensure that policies and provision are monitored and reviewed on a regular basis and are updated accordingly.

### **Federation Aims**

The Whitchurch Church of England Federation enables both the Whitchurch CE Infant and Nursery Academy and the Whitchurch CE Junior Academy to work in partnership to develop the common goals and reflective approaches to teaching and learning that will ensure that all our children benefit from a quality education across the primary phase. As a partnership we aim to ensure positive outcomes and improved standards for all.

We are committed to an inclusive ethos. Inclusion at The Whitchurch Church of England Federation is about providing equality and excellence for all in order to promote the highest possible standards of achievement, enabling all pupils to take part as fully as possible in every part of Federation life.

The Federation creates a welcoming and inclusive environment in which all children will flourish. Every child is encouraged to care for, respect and appreciate the ultimate worth of others, developing positive relationships as they take their first steps towards independence and becoming responsible, thoughtful and confident adults of the future, making successful contributions to their local and the global community.

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## **Roles and Responsibilities**

### **The SEND Team**

Whitchurch CE Federation's SENDCO is Mrs K Davies.  
The SENDCO Assistants are Mrs K Walsh and Mrs S Goode.

The SENDCO will:

- Work with the Principal and the Governing Body 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 coordination of specific provision made to support individual pupils with SEND, including those who have 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, including the local authority and its support services
- Liaise with potential high schools to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and Governing Body 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

### **The Governing Body**

The SEND Governor is Mrs S Giera.

The Governing Body will:

- Raise awareness of SEND issues at Governors meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **Class Teachers**

Each class teacher is responsible for:

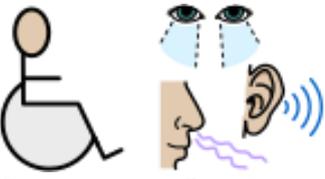
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

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## Categories of SEND

The SEND Code of Practice (2014) states that, ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age... Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.’

There are four broad areas of need:

 <p><b>Cognition and Learning</b></p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. Children may demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.</p>
 <p><b>Communication and Interaction</b></p>	<p>Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
 <p><b>Social, Emotional and Mental Health</b></p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
 <p><b>Sensory and Physical</b></p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning.</p>

Behavioural difficulties do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Identifying and assessing SEND for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND. A child in receipt of the Pupil Premium Grant does not necessarily mean that the child has a SEND.

## **Disability**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

As a federation, we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The Federation’s Equality Policy and the Accessibility Plan can be found on the Federation website.

## **Identifying Pupils with SEND**

On starting nursery or school (including mid-year transfers), we will find out if a child has previously had any SEND identified. We will speak to parents and previous settings to establish what assessments have been completed, whether any other professionals are involved with the child, and to explore any concerns that parents or previous settings may have.

The identification of SEND in school is built into the regular assessment and monitoring of progress of all pupils. School will seek to identify pupils making less than expected progress. This can be characterised by progress which:

- 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.

Where progress is a concern, the class teacher will share this with parents and will complete a ‘First Concerns’ record. The same process is followed if the class teacher is concerned that a child may have social, emotional or mental health needs. Upon receiving the ‘First Concerns’ record, the SENDCO will suggest additional strategies to support the child. Additional learning assessments may be completed within school at this time.

Following a period of monitoring, the SENDCO and class teacher will review the ‘First Concerns’ record and a decision will be made about whether further support is needed for the child or whether the strategies in place are effectively supporting them to make progress. If it is decided that the child may have SEND, they will be added to the school’s SEND register and parents will be informed.

The SEND register is a fluid document and children can be added to and removed from the register as needed.

If you feel that your child may have SEND, you should contact the class teacher and discuss your concerns.

## **Planning and Reviewing Support with Pupils and Parents**

Children on the SEND register will have a Person Centred Plan (PCP). This document forms part of the **assess, plan, do, review** process. The PCP includes a description of the child's needs, the child's personalised targets, the provision that will be put in place to meet the child's needs, parent views and pupil views.

PCPs are usually written and reviewed termly, but can be reviewed more regularly where necessary. Parents and pupil views are taken into consideration when writing and reviewing the PCPs. Parents and teachers will meet on a termly basis to discuss the child's progress and the provision that is in place. These conversations will make sure that:

- Everyone develops a good understanding of the pupils' areas of strength and difficulty
- We take into account parent/carer views and knowledge of their child
- Everyone understands the agreed outcomes for the child
- Everyone is clear on what the next steps are

Parents of pupils who have an Education, Health and Care (EHC) plan are invited to the annual review meeting and their views are shared as part of this process. Pupils with EHC plans will also have the opportunity to share their views.

## **Teaching Pupils with SEND**

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book looks, moderation and pupil progress meetings.

Wherever possible, children are taught alongside their peers in flexible teaching groups. Where appropriate, some children may access additional interventions in small groups outside the classroom.

We recognise that every child is unique and we tailor the support offered to meet the needs of individuals. Examples of interventions and provision include:

- Visual Timetable
- Task board
- Peer mentoring
- Assistive technology
- Talk Partners
- Peer marking
- Writing frames
- Words banks
- Widgit visuals
- Ear defenders
- No Worries (SEMH intervention)
- Timers
- Phonics tutoring
- Individual Speech Intervention
- Additional reading with an adult
- Learning mentor support
- Sensory resources
- Maths resources
- Talk Boost
- Fine motor skills
- Talkabout (SEMH intervention)

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We also work with the following agencies to provide support for children with SEND:

- Shropshire Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Sensory Inclusion Service
- BEEU: Young People and Families Mental Health Service (previously CAMHS)
- School Nurse / Health Visitor
- Social Care
- Educational Welfare Officer
- Shropshire Virtual School (where pupils are looked after by the local authority)
- Children's Physiotherapy

We will ask your permission before we arrange for any outside agencies to come in and work with your child.

## **Expertise and Training of Staff**

Our SENDCO is Mrs K Davies. She is an experienced teacher and completed the masters-level National Award for Special Educational Needs Co-ordination in summer 2023 with 'Distinction'.

All staff have regular opportunities for continuous professional developing with regards to SEND. This can be led by the SENDCO or external professionals (such as the Speech and Language Therapy Team).

Some staff have additional training to support them to meet the needs of the individuals they teach. Staff also receive regular teaching and learning training through [BISA](#).

## **Transition**

We recognise that transition can be difficult for some children with SEND and take steps to ensure that any transition is as smooth as possible.

Support that can be put in place to support pupils includes:

- Transition conversations between teachers
- Transition days between classes and schools
- Additional visits to the new setting where necessary
- Social stories about transition
- Transition booklets with photos of new environments and staff
- Transition Toolkit intervention with a Learning Mentor

If your child is moving to another school:

- We will liaise with the new school's SENDCO and ensure they know about any special arrangements or support that needs to be made for your child.
- We will ensure that all records about your child are passed on as soon as possible.

In Year 6:

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- The SENDCO will meet to discuss the specific needs of your child with the SENDCO/Head of Transition of their secondary school.
- If your child has an EHC plan, the SENDCO of your child's secondary school will be invited to attend the annual review prior to them transferring in order to plan a clear transition pathway for them.

## **Supporting children and families**

The Federation has a statutory requirement to provide an **SEN Information Report. This can be found on our website.**

The Shropshire Local Offer can be found at: <https://www.shropshire.gov.uk/the-send-local-offer/>

The Local Offer puts all the information about education, health and care services in Shropshire in one place

Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.

Contact Shropshire IASS on 01743 280019.  
The referral line is manned Monday to Friday, 10am till 4pm.  
Email address: [iass@shcab.cabnet.org.uk](mailto:iass@shcab.cabnet.org.uk)  
Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

