



Weobley Schools' Federation

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

September 2021

Approved by: Governing Board

Date: September 2021

Last reviewed on: September 2021
September

Next review due by: September 2022

1. Aims

Our SEND policy and information report aims to:

- To ensure full entitlement and access for SEND pupils, including Gifted and Talented pupils, to a broad, balanced and relevant curriculum, including the national curriculum, so that they can reach their full potential.
- To provide a caring environment and a variety of worthwhile experiences.
- To identify and assess pupils with SEND as early as possible.
- To meet the needs of all pupils having SEND by making reasonable adjustments to education provision.
- To promote the highest possible standards of achievement for pupils with SEND.
- To involve parents/guardians, pupils and feeder primary schools in the identification, assessment and delivery of SEND provision.
- To continue to work closely with other agencies to provide a multi-disciplinary approach to meet the range and complexity of needs within the school.

Fundamental Principles

- The Federated Weobley Schools believe that all pupils have the right to a broad and balanced curriculum including pupils with special educational needs and disabilities (SEND). The schools actively promote an inclusive ethos. We believe that all teachers are teachers of pupils with special educational needs. In addition, the High School have the Additional Resource Centre (ARC) and the LInC (Learning Inclusion Centre) provides an enhanced resource for pupils with barriers to learning such as Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) and Emotional & Social and Mental Health (ESMH) Difficulties. Under the direction of the SENDCO Curriculum support and provision is tailored to individual pupils needs through a graduated response.
- In the Primary School there is a big emphasis on providing Social, Emotional support through the 'Thrive' programme. There is also an Inclusion Mentor who provides specific targeted interventions to support the needs of individual pupils. All the teachers differentiate tasks and activities according to the needs of the children in their classes. Again the SENDCO provides support for all staff enabling all children to make progress.

Governors' roles and responsibilities

The Governors recognise their statutory duties towards pupils with SEND as stated in the Code of Practice. The Central tasks for Governing bodies:

- To make policy on special educational needs are met
- To decide how success will be gauged - Success will be tracked and monitored, retrospectively over a period of 3 years, against the cohort in the following categories:
 - Participation in extra-curricular activities
 - Attainment against pupil progress
 - Exclusions (fixed term and permanent)

- Admissions and transfers
- To implement the policy
- To monitor policy implementation
- To set in place arrangements for reviewing the policy

The School Governing body has important statutory responsibilities towards pupils with special educational needs and disabilities. The Governing body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the local education authority has informed the head teacher or the appropriate governor that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Ensure teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Draw up and report regularly to parents on their policy for pupils with special educational needs.
- Ensure that pupils join in the activities of the school, together with pupils who do not have special educational needs or disabilities, so far as this is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children and the efficient use of resources.

The named Governor is: Mrs Joanna Bruce

Special Educational Needs Co-ordinator (SENDCO) – Role and responsibilities

- The SEND Co-ordinator in the High School is Mrs Rachel Day, National Award for SEND Co-ordination 2012
- The SEND Co-ordinator in the High School for exams is Miss Sally-Ann Richardson, National Award for SEND Co-ordination
- The SEND Co-ordinator in the Primary School is Mrs Sarah Wallace, National Award for SEND Co-ordination 2015

2. Legislation and guidance

All schools:

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 SEND 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 Primary is Sarah Wallace

The SENDCO Secondary is Rachel Day

The SENDCO in the High School for exams is Miss Sally-Ann Richardson

They 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 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 SEND governor

The SEND governor 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 headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher 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

4.4 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

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, 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, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's academic, social and emotional skills and levels of attainment on entry, 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.

- 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.

Identification and assessment in the High School

Pupils who are thought to have special needs are identified as early as possible using the following procedures:

- Primary school liaison meetings or in the case of in year transfer liaison with the previous secondary school (where practicable).
- SATs scores – Key Stage 2 data
- Cognitive Ability Tests
- Test of reading age
- Test of spelling age
- Feedback from teaching staff
- Discussions with parents
- LInC or specialist teacher assessment
- A range of further specialist assessments, including:
 - British Picture Vocabulary Scale
 - Dyslexia portfolio
 - WRAT
 - NFER Non Verbal Reasoning Tests

All the above data and information are available to staff through SIMS.

At 'SEND support' a subject teacher/learning support assistant can register a child's concern, which is monitored and after consulting the school's SENDCO, identified as SEND with appropriate action. The following process triggers provision at this stage:

- Pupil alert
- Special arrangements (literacy and numeracy or a short period of behaviour management intervention)
- Placed on SEND Register and monitored.

The SENDCO collates further information through:

- Feedback from or concerns raised by teaching staff
- In class observation by SENDCO and Teaching Assistants.
- Trawl sheets/record of referrals/concerns raised by Learning Coordinator or LInC manager
- Grade reviews

- LInC or specialist teacher assessment

The SENDCO following discussions with parents and pupils may refer to specialist agencies for further support for example:

- Hereford Psychological Services
- English as an Additional Language Team
- SENDsory Impairment Team
- Physical Disability Team
- Hospital & Home Teaching Team
- CDC Teachers (Children Development Centre)
- Carers support
- EHS support team/FNM
- The Linden Child & Family Centre (CAMHS)

The SEND Register is a working document and is regularly updated throughout the term and school year in accordance with the Code of Practice. Pupils may be removed from the SEND Register in response to the effect of planned intervention or as a result of measured and monitored progress. During this time pupils may be included on the SEND Register in response to a newly identified need, usually at monitoring in the first instance.

Identification and assessment in the Primary School

Pupils who are thought to have special needs are identified as early as possible using the following procedures:

- Primary school liaison meetings or meetings with the Pre-School / Nursery Settings. Or in the case of in year transfer liaison with the previous Primary school (where practicable).
- SATs scores – Key Stage 1 data
- EYFS data
- Feedback from teaching staff
- Discussions with parents
- Liaison with health professionals – SALT, Physiotherapy, Occupational Therapy, CAMHS, CDC, School Nurse, Learning Support, Educational Psychologist, Health Visitor
- Liaison with the Local Authority – Early Years Consultants
- ‘Thrive’ Profiles for Social / Emotional well-being

Those Pupils who are identified as having additional needs are then placed on the Special Educational Needs and Disabilities (SEND) Register. The SEND Register is a working document and is regularly updated throughout the term and school year in accordance with the Code of Practice. Pupils may be removed from the SEND Register in response to the effect of planned intervention or as a result of measured and monitored progress. During this time pupils may be included on the SEND Register in response to a newly identified need, usually at monitoring in the first instance.

The SENDCO following discussions with parents and pupils may refer to specialist agencies for further support for example:

- Hereford Psychological Services
- English as an Additional Language Team
- SENDsory Impairment Team
- Physical Disability Team
- Hospital & Home Teaching Team
- CDC Teachers (Children Development Centre)
- Carers support
- EHS support team/FNM
- The Linden Child & Family Centre (CAMHS)
- SALT
- Physiotherapy
- Occupational Therapy
- Learning Support

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

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 parents
- 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

- In accordance with the Code of Practice, the SENDCO organises 14+ transition reviews for pupils with an EHC plan or statement. A representative from the local authority and the schools careers advisor is invited to attend along with the parents and any other relevant agencies in order to ensure that the careers and vocational guidance given to pupils with SEND is of the highest quality.
- In addition, the SENDCO endeavours to attend all year 6 transition reviews as held by our feeder primary schools and runs a transition programme for the most vulnerable pupils.
- In the Primary School, the SENDCO liaises with staff from other schools and settings in order to gain as much information about a pupil before transition. When transferring children to other schools, information is shared through meetings or telephone conversations and the transition of files. A robust transition is in place for pupils transferring from the Primary School to the High School through the close partnership of both SENDCO.

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 the following interventions:

- Personalised Learning programmes
- Specialist dyslexia teacher
- Targeted Provision Maps
- Buddy reading system
- Booster Literacy and numeracy classes/sessions
- Learning Support Assistants/Learning Mentors
- Inclusion Mentor to deliver interventions
- Staff development/training including LSAs
- Alternative curriculum/outreach programmes

5.7 Adaptations to the curriculum and learning environment

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 laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Fresh Start, ASDAN, Thrive, ELKLAN.

- Teaching assistants will support pupils on a 1:1 basis when required.
- Teaching assistants will support pupils in small groups when deemed beneficial to the child / children

5.9 Access arrangements for exams

A candidate's access arrangements requirement is determined by the SENDCO/Specialist Assessor.

Making access arrangements for candidates to take exams is the responsibility of both the Exam SENDCO and Exams officer. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO. Invigilation and support for access arrangement candidates will be organised by the SEND Exams LSA, with the Exams Officer.

Rooming for access arrangement candidates will be arranged by the SEND Exams LSA with the Exams Officer.

As an exam centre, we will ensure that the school is accessible to both internal and external pupils in order to comply with the Equality Act 2010, by considering the following:

The building -

- Ensure that the entrances to the centre and corridors approaching the exam rooms are well lit.
- Lighting should be evenly distributed, ensuring that it doesn't cause glare and shadows. This is particularly important for people with a visual impairment or with perceptual difficulties.
- Ensure that there is no lighting which may trigger seizures for those pupils with epilepsy.
- Make sure that any obstacles are removed from corridors and that there are safe access and exit routes in order to meet the health and safety duty to staff and pupils, in particular people with mobility impairments, including wheelchair users.

- If possible, arrange exam rooms on the ground floor of the building and ensure that they are located near emergency exits.
- Where a private room has been arranged for an exam, check that the environment is suitable for the pupil e.g. ensure enough room for a wheelchair and its supports.
- Ensure that those who need to take medication during the course of the exam can do so in privacy and as speedily as possible.
- Try to arrange exam rooms which are close to an accessible toilet.
- Check that there is a facility to open the door in an accessible toilet from the outside in an emergency.
- Ensure that all staff and pupils, including disabled pupils and staff, are aware of the emergency evacuation procedures so disabled pupils can be safely evacuated from the building, whatever their impairment.

Seating -

- If it is known that a pupil may become unwell during the exam because of the nature of their disability, try to ensure they are seated close to the exits to make them feel more comfortable and limit disruption for others.
- Make sure that there is sufficient space between desks and chairs to enable a pupil (or invigilator) wheelchair user, to enter and leave the area without difficulty.
- Make sure that there are chairs available outside exam rooms to enable those with mobility issues or those who may simply be experiencing particular stress to sit and rest before they enter the exam.
- Ensure that seating is appropriate and comfortable for those who may have a disability which affects seating and posture.

Signage -

- Make sure that all the signs for the exam and those provided by JCQ are suitably sized and adapted to meet the needs of disabled pupils.
- Sign content should be simple, short and easily understood.
- Text and lettering should be clear, uncomplicated and in reasonably sized font (12pt).

Emergency evacuation -

- Ensure that all staff, including invigilators, know the procedures in place for disabled staff or pupils, in particular for those who may need assistance to leave a building.
- Procedures should be in place so that staff and invigilators know who is responsible for responding to emergency calls.
- Make sure that when evacuation and emergency procedures are being explained to pupils, appropriate explanation is given to disabled staff and pupils whose arrangements may be different.

Resources -

- Where computers are being used for an exam, ensure that hardware and software have been properly adapted and tested for those who may use them, such as people with a visual or aural impairment.
- Ensure that there are backups and alternatives in case support equipment ceases to function.

In addition to the above practical steps which ensure that the centre is appropriate for disabled pupils, a range of adjustments can be made to ensure there is a level playing field for disabled pupils. The Exams Officer will be very familiar with making adjustments to existing exam arrangements. These are not 'concessions' for the individual pupils but adjustments designed to reduce/remove unfair disadvantage.

These adjustments include:

- Modified test papers, for example enlarged print or Braille
- Up to 25 per cent extra time (or considerably more depending on the nature of a pupil's disability)
- A reader or scribe. Be sensitive to the fact that many people, for example those with autism, will find it hard to relate to someone who is a stranger. Take steps to introduce these support workers to pupils before the exam.
- Supervised rest breaks. Pupils with hyperactivity or obsessive compulsive disorders may need opportunities to take a break and rest during an exam. This may also be the case for pupils who experience fatigue because of their impairment or long-term conditions such as cancer. We will ensure that these rest areas are suitable, while still remaining secure for the purposes of the exam process.
- Different coloured scripts
- Use of a bilingual dictionary
- A prompter. In some cases where a pupil may have difficulty with time (e.g. a pupil with autism), a prompter will be able to assist the pupil to move on and not become fixated with a particular question at the expense of the whole paper.
- Use of a computer or other technology
- Use of an individual room

On results day, exam pupils receive their results in the school dining hall, which is accessible for all. Other options are available for those pupils that are unable to collect in person.

Access arrangements for SATs in the Primary School

A candidate's access arrangements requirement is determined by the SENDCO/Year 2 or Year 6 Teacher.

- Making access arrangements for candidates to take exams is the responsibility of both the SENDCO and end of Key Stage Staff.
- Appropriate access arrangements may include the pupil having;
 - Extra time
 - A Scribe
 - A Reader
 - A Prompter
 - Modified test papers, for example enlarged print or Braille
 - Up to 25 per cent extra time
 - A reader or scribe. Be sensitive to the fact that many people, for example those with autism, will find it hard to relate to someone who is a stranger. Take steps to introduce these support workers to pupils before the exam.
 - Supervised rest breaks. Pupils with hyperactivity or obsessive-compulsive disorders may need opportunities to take a break and rest during an exam. This may also be the case for pupils who experience fatigue because of their impairment or long-term conditions such as cancer. We will ensure that these rest areas are suitable, while still remaining secure for the purposes of the exam process.
 - Different coloured scripts
 - A prompter. In some cases where a pupil may have difficulty with time (e.g. a pupil with autism), a prompter will be able to assist the pupil to move on and not become fixated with a particular question at the expense of the whole paper.
 - Use of a computer or other technology
 - Use of an individual room

5.10 Expertise and training of staff

The SENDCOs across Weobley Schools Federation provide ongoing CPD on a needs led basis. Two specialist assessors offer expertise across both schools in addition to the two SENDCOs.

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 an agreed number of weeks
- 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, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Arrangements for the admission of disabled pupils

All pupils with recognised special educational needs and disabilities will receive the same consideration under the school's admission policy and in line with the Local Authority admissions policies.

The facilities you provide to help disabled pupils access your school

The local authority has carried out an accessibility audit and the school holds an accessibility plan and equality scheme.

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:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of school clubs to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.

Differentiation of resources and examination routes provide an appropriate curriculum for all abilities and for the pupils with additional needs. The main strategies for providing a differentiated curriculum at both schools can be seen as:

- Quality first teaching in lessons
- Active promotion of inclusive whole school culture
- Personalised Learning programmes
- Specialist dyslexia teacher
- Targeted Provision Maps
- Buddy reading system
- Booster Literacy and numeracy classes/sessions
- Learning Support Assistants/Learning Mentors
- Inclusion Mentor to deliver interventions
- Staff development/training including LSAs
- Alternative curriculum/outreach programmes

- Staff record arrangements for special educational needs on provision maps/planning.
- In the High School, support of pupils' social, emotional and mental health needs, pupils have access through their Learning Co-ordinators to the LInC or to the schools counsellor or directly to the school nurse drop in service.
- In the Primary School, pupils are supported through specific targeted interventions, tailored to meet their needs. The Thrive programme is used to profile children's needs and to devise a programme to focus on specific areas of difficulty in a nurturing environment. Pupils can also be referred to other professionals, such as Counsellors, School Nurse, CAMHS for external support.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the classteacher, form tutor, SENDCO, or Headteacher 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 our school has discriminated against their children. 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

Weobley Schools Federation parents and carers are always encouraged to contact the school whenever they have a concern about their child. If the concern or complaint is specific to the special needs of a child, discussion will generally involve the SENDCO and, if appropriate, other members of staff. Parents also have the right to contact the Children and Young People's Directorate (CYPD) with any complaints concerning the education of their child. This is in conjunction with Schedule 1:12 (Code of Practice). Parents/guardians can also contact the SEND Governor via the school office.

5.15 Contact details of support services for parents of pupils with SEND

SENDIASS <http://www.hwsendiass.co.uk/> or sendiass@herefordshire.gov.uk Telephone: 01432 260955

5.16 The local authority local offer

Herefordshire local offer <https://www.herefordshire.gov.uk/localoffer>

Herefordshire Educational Psychology Service

6. Monitoring arrangements

This policy and information report will be reviewed by the Weobley Schools Federation SENDCOs and SEND Governor 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 and Government guidelines

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Safeguarding

Keeping Children Safe in Education 2021