



Welholme Academy

SEND POLICY

November 2017

Coordinators: Miss K. Glasby and Miss N. Clark

Due regard has been given to the Equalities Act 2010

Review due date: September 2019

Chair of Governors: Mrs Marlene Ranshaw

Adopted by Governing Body:

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School Information

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This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools
- Equality Policy and Equality Objective
- SEND Code of Practice 0 - 25 September 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding and Child Protection Policies
- Accessibility Plan
- Teachers' Standards 2012
- This policy was created by the SENCO at Welholme Academy with liaison with the SEND governor, Welholme staff, a Local Authority representative and parents of pupils with SEND.

Welholme Academy would like to thank everyone involved for their support.

Equal Opportunities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self esteem in all children, staff and the community it serves. The governors and staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Rationale

The main aim of Welholme Academy is to be a fully inclusive school. All children will be given equal opportunities to access a broad and balanced curriculum at a level that will ensure they make progress and reach age related expectations. To ensure that all children are fully inclusive adaptations will be made wherever possible.

Pupils at Welholme Academy will have any special educational needs identified as early as possible and we will endeavour to meet these needs. All pupils will be given opportunities to join in with all activities and experiences offered. Adaptations will be made as far as possible within school and on outside visits which may involve using specialist equipment and resources to ease access to the curriculum at an appropriate level.

The purpose of this document is to ensure that all pupils at Welholme Academy have access to a broad and balanced education that will equip them for the next phase of their education so that they will be able to enter their community as a citizen who is ready to contribute fully to the working life.

A major part of the child's education will be delivered through the medium of the National Curriculum (2014) and the Foundation Stage Curriculum. This fundamental entitlement will be equally accessible to those children who have a Special Educational Need or Disability (SEND). It is the duty of every professional in school to ensure that ALL pupils at Welholme Academy benefit as fully as possible from their educational experiences.

The current SEND Code of Practice has been effective from September 2014. Schools, academies and Local Authorities have a duty to follow the guidance of this document. This policy document has been revised in line with the new guidelines and procedures in this new Code of Practice.

Some pupils are often supported by colleagues from other agencies for varying lengths of time along their learning journey. However, the person/people who have the greatest knowledge and experience about pupils are their parents/carers. It is vitally important that we develop the greatest possible degree of partnership, from the onset with the parents/carers of the children with SEND.

Early Years educators are often the first people to identify and assess a child as having SEND. We must identify that need as early as possible and involve the relevant professionals.

At Welholme, every teacher is a teacher of every child including those with SEN.

Definition of Special Educational Needs and Disability Definition of SEND

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

". . .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"

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age,
- or

- b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them"

(SEND Code of Practice January 2015 pages 15/16 xiii. - xvi.)

Children must NOT be regarded as having a special educational need if they:

- have English as an additional language
- are in receipt of Pupil Premium funding and not on the SEND register
- are a Looked After Child
- have a disability
- have poor attendance or punctuality
- (are subject to health and welfare difficulties)

But any of the above may have an impact on a child's progress and attainment.

Types of need

- Cognition and learning
- Social, emotional or mental needs
- Physical and/or sensory
- Language and communication

There is no longer a category for behaviour as it is thought that behaviour could be linked to any of the above.

Medical conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions.

We recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Risk assessments for pupils are carefully planned prior to these activities.

School will make reasonable adjustments, including the provision of aids, services and resources to ensure that any children with a medical condition is not at a substantial disadvantage compared with their peers. Provision will be put in place and adjustments made before the child enters school to ensure they can access the curriculum appropriately. Some children at school may have a medical condition that may require the administration of medication. Individual Health Care plans which state the type and level of support required to meet a child's medical needs will be compiled by school in conjunction with the family health visitor or school nurse and the parents.

The member of staff with the responsibility for ensuring the needs of children with medical conditions are met is Miss Glasby.

Aims and objectives

The overall aim of Welholme Academy is to ensure we are a fully inclusive school. The school team constantly review practice in order to provide the best for our children. We strive to provide quality first teaching so that all children at Welholme Academy achieve their full potential and enjoy their learning. We believe that all children should develop their independence as well as collaborative working skills and should learn alongside their peers.

In order to ensure children with additional needs make progress and develop we will ensure the following objectives are adhered to and reviewed regularly, each having equal importance.

We will:

- establish and maintain a system of internal identification and referral that is consistent throughout the school
- establish procedures to ensure that children with difficulties are identified as soon as possible
- ensure that all staff and parents/carers are aware of the needs that are to be met
- ensure all staff recognise a responsibility for the education of children with SEND and maintain high expectations and achievement.
- establish a baseline criteria which can be used when discussing a child's needs with colleagues and parents/carers when initially identifying needs and deciding upon teaching priorities
- ensure all pupils reach their full potential by extending their skills, knowledge and understanding in all areas of the curriculum and have access to their full curriculum entitlement
- establish a consistent and graduated approach to gathering and recording information to ensure pupils make progress
- ensure all our pupils with SEND are able to achieve personal success and feel valued within the school family
- ensure that children with additional needs have equal opportunities and engage in all activities in and out of school.
- ensure our pupils with SEND mature socially through working collaboratively in groups, in pairs or one to one with an adult
- share a common vision and understanding with all stakeholders and develop a working partnership with parents/carers
- ensure all training and development of staff at Welholme Academy is regularly updated and areas of expertise utilised.

All staff are involved in the planning of the child's journey and have access to Provision Maps, One Page Pupil Profiles and Personal Learning Plans/Personal Support Plans.

Roles and responsibilities of the Special Educational Needs Co-ordinators (SENCOs)

"The SENCO, with the support of the Head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement."

(SENCO handbook, Section 2 - the Role of the SENCO)

Welholme Academy has two SENCOs. Miss Kim Glasby and Miss Nicola Clark who have a vast experience of teaching and supporting children with additional needs. Miss Glasby is also one of our Deputy Head teachers and is a member of the Leadership Team. Miss Clark is also a member of the Leadership Team. They work closely with the leadership team to monitor and evaluate progress and provision. Class observations and monitoring of interventions is carried out regularly along with book scrutiny and data evaluation.

As well as meeting with staff on a regular basis the SENCOs also meet and support parents/carers of children with SEND and outside agencies both informally and as part of a progress review.

The Coordinators have responsibility for securing high standards of teaching and learning in their subject knowledge as well as playing a major role in the development of school policy and practice. In their work, the subject leaders ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils and raise standards of achievement within the school.

SENCOs will:

- offer leadership and direction for inclusive teaching and learning within the school
- provide good management and organisation of inclusion to meet the aims and objectives of the school
- ensure that practices improve the quality of education provided
- monitor the practice of colleagues to evaluate the effectiveness of teaching and learning and progress towards the school's targeted aspirations and goals
- support, guide, advise and motivate colleagues and provide in-service training
- support the staff to meet the needs and aspirations of all pupils
- help raise standards of achievement in the school
- lead on SEND policy formation and review
- ensure SEND policy is implemented consistently across the school and monitor the day to day operation
- review and update Welholme Academy's SEND information Report and present to governors.
- maintain and regularly update the SEND Register and oversee records for pupils with additional needs
- audit needs - personnel/training/resources/monitoring/evaluation regularly and contribute the findings to the School Improvement and Development Plans, meeting set time scales and criteria for success
- monitor and analyse data to ensure that children with additional needs make progress
- liaise with the SEND Governor and governance team and keep them informed of developments within the subject
- develop the personal skills and growing expertise of staff in inclusive teaching e.g. through observation, monitoring course attendance, experts in school etc.
- keep abreast of current research and inspection findings and share with colleagues

- apply good practice to and from other subjects and areas around SEND in cross-curricular teaching and ensure our coverage, continuity and progression is met for all pupils
- communicate effectively, orally and in writing with staff, pupils, governors, external agencies and parents/carers.
- meet with staff regularly to manage and review provision and intervention using the graduated approach. Staff will be supported with the writing of Provision Maps, Personal Learning/Support Plans and One Page Profile writing for children with additional needs
- arrange and lead Assess, Plan, Do, Review meetings with all professionals involved and parents/carers
- ensure smooth transition and information sharing between key stages at transition periods
- arrange staff training and development to ensure staff are continually improving their knowledge and provision for children with additional needs.
- meet with parents/carers, maintaining good working relationships
- liaise with other phases over transition (Pre-schools/nurseries- Key Stage 1 - Key Stage 2 - Key Stage 3
- liaison with other agencies including:
 - o Health service - school nurse, paediatrician, health visitor, Child Development Centre
 - o SAS which includes learning support and Educational Psychology
 - o Speech and Language Therapy (SALT)
 - o Autistic Outreach Service (Barnardo's)
 - o Physical Disability (Barnardo's)
 - o Visually impaired/Hearing Impaired
 - o Police
 - o Children's Services
 - o Educational Welfare Service (EWO)
 - o Looked After Children in Education team (LACE)

The role of the teacher

The roles and responsibilities for teachers are outlined in the Teachers' Standards 2012 DFE

The role of the teaching assistant (TA)

Teaching assistants work alongside teachers to provide complementary learning support, where they have a positive impact on outcomes and attainment. They will spend the majority of their time with the pupils with the most need and help develop deeper levels of understanding. They will communicate with teachers to ensure they can focus the support where needed. Teaching assistants should not be used constantly for teaching children with SEND. They are used to develop independent learning skills and help children to manage their own learning.

Teaching assistants will deliver short term interventions which are fluid and serve to revisit or close any gaps in learning. They may also focus on pre-teaching of skills for individuals or groups where needed so they can access the learning equipped with these skills ready for the next stage of learning.

The TA will:

First and foremost support the children to access quality first teaching plus

- deliver high-quality one-to-one and small group support using structured interventions eg Read Write Inc, Lexia, Beat Dyslexia
- ensure effective inclusion of all children in high-quality lessons
- deliver small-group intervention programmes for children
- provide specific targeted approaches for individual children
- deliver and evaluate teaching and learning activities
- support in the preparation of the classroom ready for lessons
- observe pupil performance and pass on any observations to the teacher

The role of the Governing Body

The Governing body of Welholme Academy monitors SEND in school. Mrs Mary Thomson is the designated governor with responsibility for SEND and her role is to oversee school's arrangements for special educational needs and disability. Mrs Thomson, Miss Glasby and Miss Clark liaise regularly and are part of the sub-committee for School Improvement.

Roles include:

- ensuring the Governing Body is well informed about issues to do with SEND and inclusion and that the school is compliant with statutory duties
- ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEND
- monitor progress
- giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- helping to review the school's policy on provision for pupils with SEND and ensuring that they have access to a broad and balanced curriculum
- assuring the governing body that the school website publishes the school's SEND offer
- having clear working knowledge of the SEND Code of Practice
- being aware of their school's systems for SEND provision

Identification and monitoring of Pupils with SEND

Some children arrive at Welholme Academy in the Foundation Stage with identified SEND. Information is shared with school staff via the transition meetings held with pre-school settings and nurseries throughout the year. Some children also arrive into the Foundation Stage with unidentified SEND or have not attended any early years setting previous to school which means there is very little background information around the child.

School has various methods of identifying any additional needs a child may have:

- Previous records of provision and need from other settings/schools
- Information passed on from parents/carers
- Information passed on from Child Development Centre
- Baseline assessment information
- Evidence from Pupil Progress meetings
- Teacher assessment data, tracking progress
- O' Track data/Class Track data
- Observations
- Book scrutiny
- Reading records
- Assessment of current skills
- Standardised testing

- Spelling test
- RWI assessments
- Diagnostic assessments eg Phab test, Scotopic Sensitivity Test
- RELEASS - fine and gross motor difficulty assessments
- Outside agency support
- SENCO monitoring of Quality first teaching and learning in classes

A graduated approach to provision for children with emerging additional needs

Schools are vital to the success of ALL children. Clear expectations are set for schools to deliver a whole school approach with good **Quality First Teaching** with a clear focus on outcomes. **Teachers are responsible and accountable for the progress of ALL pupils in their care.** This can be apparent through clear planning and provision for all levels of ability within the classroom setting.

Where more intensive support is needed this may involve group or one to one teaching which should be provided within the classroom setting as far as is practical and appropriate. It is the responsibility of the class teacher to plan and maintain full records of progress and attainment, liaising closely with the support staff. Support staff should give regular feedback to the teacher and record notes relating to the progress of the child/children.

It is the duty of the teacher/teaching assistant to bring any concerns to the attention of the SENCO at any time. More formal times are planned whereby the class teacher will meet with the SENCO once per term to discuss any concerns about any child. At the initial meeting, problems will be assessed, teaching priorities will be decided upon, strategies suggested and outcomes planned to meet the needs of the child. At the end of this meeting a review date will be set to discuss the outcomes and possible next steps. Staff are expected to record their concerns on an 'Initial Concerns Sheet' which collates the evidence and worries to be discussed at the class SEND review meeting.

If a pupil is starting to fall below age related expectations he/she should be brought to the attention of the SENCO. It is expected that Quality First Teaching will be provided with specific targets set with outcomes and a time scale. After the set period of time a review is carried out to evaluate progress made towards the outcomes.

The graduated response is a continual process of **ASSESS, PLAN, DO, REVIEW.** This process will be followed once a child has been identified as making little or no progress. The process is outlined in the following table:

| A Graduated Response to Emerging Additional Needs | |
|--|--|
| Step 1 In school based | <p>QUALITY FIRST TEACHING All teachers are responsible for meeting the needs of all the children in their class. Concerns raised around little or no progress from pupil progress meetings, tracking, parent concerns, evidence based. Speak to year group team and SENCO for advice. Speak to parents/carers . Assess - need, discussion with colleagues, year group staff, pupil, parents/carers. One page profile may be devised to highlight the best way to support the child. Plan - in class provision small group, one to one Do - carry out provision with time scale</p> |

| | |
|--|---|
| | <p>Review - of progress with parents, child. SENCO, pupil progress meetings, parents evenings Parents/carers can contact an Independent Parental Supporter for advice/support if needed.</p> |
| Has the child made expected progress or better? | <p>Yes - continue with current provision and review after allocated time scale. No - move onto step 2.</p> |
| Step 2 In school based | <p>CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions. Assess - need - discussion with colleagues, parents, learning mentor, SENCO, child Plan - with parents, child, SENCO, support staff, resources. Plan interventions, differentiation, group work etc, show provision on Intervention Provision map. One page profile may be devised. Do - timescale related and outcome based then Review - of progress towards outcomes with parents, child, SENCO, any support staff Parents/carers can contact an Independent Parental Supporter for advice/support if needed.</p> |
| Has the child made expected progress or better? | <p>Yes - continue with current provision and review after allocated time scale. No - move onto step 3.</p> |
| Step 3 Agency involvement | <p>CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions Assess - area of need still apparent and progress is little or none. Look at the issues with teacher, parents, support staff, SENCO, pupil. Contact/refer relevant agency for further advice or support Plan - Personal Learning Plan and One Page Pupil Profile with teacher, SENCO, parent, pupil, agency include outcomes and time scale Do - follow agency advice and guidance, timescale related Review - discussions with parents and those involved with child including child. Progress towards the outcomes. Child's name will be added to the school's SEND register. Parents/carers can contact an Independent Parental Supporter for advice/support if needed.</p> |
| Has the child made expected progress or better? | <p>Yes - continue with current provision and review after allocated time scale. No - plan another cycle of Assess, Plan, Do Review before moving onto step 4.</p> |
| Step 4 Educational Psychologist involvement | <p>CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions. Follow two cycles of assess, plan, do review. Assess - the issues now with all involved and seek permission from parents to request EP support. Plan PLP/One Page Pupil Profile and action with all involved with the child and EP strategies/advice Do - follow EP guidance and support with outcomes and timescales Review after timescale in collaboration with parents and all involved Family Review Meeting Parents/carers can contact an Independent Parental Supporter for advice/support if needed.</p> |

| | |
|--|---|
| Has the child made expected progress or better? | Yes - continue with current and reviewed provision and review after allocated time scale. No - arrange a multi- agency meeting with all involved and move onto step 4. |
| Step 5 Education Health Care Assessment Request | CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support despite above and beyond provision and interventions. Meeting with all involved in supporting the child to review so far and make a decision to request assessment Begin the EHC paperwork collating all evidence of support from all involved. Share with parents/carers and child Submit the reports and evidence. Parents/carers can contact an Independent Parental Supporter for advice/support if needed. |

***Nurture and Child and family support can be considered at any stage of the graduated approach**

The class teacher will consider the child's best method of learning and will plan for them to work in this way, eg, some children pick up skills and concepts easier when they work practically with apparatus to support their learning. This could also mean that teachers' need to consider adapting their teaching styles on occasions.

The graduated response may involve Social Care and Health professionals where appropriate if the child has needs that warrant these services.

A child's name can be added to SEND register but if being monitored informally they will not be added. Parents will be told if their child's name is being put onto the SEND Register.

Exiting the SEND register

A child can exit the SEND register at any stage of the Graduated Response when appropriate progress has been made. Once a child has reached and maintained the level of attainment appropriate for their age he/she will be removed from the SEND register. If the child has been supported by an outside agency their advice will be sought before removing the child. School will inform the parents and keep them informed of their child's progress. School will continue to closely monitor the child to ensure they continue to make appropriate progress by accessing high quality differentiated teaching and interventions, where needed, as well as quality first teaching.

Support for Looked After Children at Welholme Academy

A child that is fostered is classed as a Looked After Child (LAC). The LACE (Looked After Child in Education) team will support any LAC child with educational needs whether they have an Education, Health, Care Plan or not. This is a team of professionals from the Local Authority who support children who are in foster care. A LAC child will also be supported by Children's Services and this will involve a Social Worker supporting the family to meet the needs of the child/children in care. Any LAC child in school will have a Personal Education Plan (PEP) in place which ensures the child has their learning needs met and provision in place. For more information about the support from Children's Services please visit their website nelsafeguardingchildrenboard.co.uk

The Designated lead for Looked After Children at Welholme Academy is Miss Kim Glasby.

Early Identification

The early identification of children with additional needs is of paramount importance. It enables early intervention before inappropriate learning behaviour occurs and makes all the staff aware of the needs that are to be met. The Code of Practice ensures that early identification is paramount. Some children who have learning, emotional, social, sensory or physical needs may have entered school at any stage with their needs already identified by other agencies or parents/carers. By knowing this background information provision can be put in place straight away to support the child's learning and access to the curriculum. Some children's additional needs may not have been identified previously and will therefore need appropriate support put in place.

Identification of need may take the form of some or all of these:

- Pupil Progress meetings
- Baseline assessments
- Teacher assessments
- Tracking data, O Track data
- Book scrutiny
- Liaison with other settings
- Conversations with parents/carers/other agencies
- Conversation with children

Provision to meet the needs of children with SEND

Provision Mapping

All pupils at Welholme Academy with additional needs have their needs mapped. Provision mapping is a succinct way of centralising the range of provision available to all pupils. The purpose is to highlight entitlement at classroom level, promote good practice and account for all additionality. A provision map will set appropriate learning challenges, help overcome barriers to learning, respond to pupils' diverse needs and release potential. It should **NOT** replace quality first teaching.

It provides an essential tool which is used as part of the graduated response to meeting additional needs and is used to plan to meet pupils' identified needs as well as an audit tool to assess how well provision matches need and recognise gaps in provision. It should highlight repetitive or ineffective use of resources, focus attention on whole school issues of teaching and learning and assess school effectiveness when linked with outcomes for pupils. It should reflect the SEND policy, demonstrate accountability, inform parents/carers, LA, Enquire Learning Trust, external agencies and Ofsted inspectors of how resources are being used to meet a child's additional needs. Interventions are recorded on the map which are succinct and are reviewed and evaluated over a short term time scale. It records changes in provision and is reflective of current practice. The map transfers from class to class or school to school and is used as a basis for writing Personal Learning Plans/Personal Support Plans.

Personal Learning Plans (PLP)

A child may be given a Personal Learning Plan if they have more complex needs that warrant extra provision to be made which is above that of the other children of a similar age. This is part of the graduated approach to meeting the needs of children with additional needs.

Targets are mainly connected to learning and specifically related to literacy and numeracy, but will often focus on other areas of difficulty as well eg, gross and fine motor coordination, communication, speech, vision, hearing etc. Above all, the targets must depend on the specific needs of the child.

The PLP is written with the SENCO, class teacher, child and parent/carer and external professional if appropriate and is reviewed at least once per term. It is outcomes based over a set period of time and any resources needed for support are allocated. It should be considered a working document and should be accessible to all who work with the child with annotations recorded and dated, whilst still bearing in mind it is a confidential document. Parents/carers are given a copy of the plan so that they can support the child at home and so that they know what provision is being made for their child in school.

Personal Support Plans (PSP)

A Personal Support Plan will be devised for a child with Social, Emotional or Mental Health needs. This would be devised as part of the Graduated Approach after first interventions have been put in place and should be monitored and reviewed in the same way as the PLP.

One Page Pupil Profiles

The One Page Pupil Profile is a pen picture of the child which is compiled with them by an adult who knows them well. It is used to highlight the child's strengths and gives support strategies to overcome any difficulties or barriers that the child may have. It should be shared with all who support the child and parents/carers and can be amended at any time as and when circumstances change. The profile ensures everyone has a good understanding of the child's needs and the child can access the curriculum appropriately. A one page profile can be devised at any stage of the graduated response to highlight the best way to support a child.

Differentiation

Careful consideration will be given to individual pupil's preferred learning styles. A child's One Page Pupil Profile will give the adults a good insight into how the child learns best. Opportunities will be given as appropriate for children to work in whole class, small group, paired and individual situations but for the majority of their learning the child will be educated alongside their peers with PLPs/PSPs as an addition.

Personal Learning Plans (PLPs) or Personal Support Plans (PSPs) including teaching targets and methods appropriate to achieve success, will be devised for each pupil with complex needs. The appropriate provision and resources are allocated to ensure the children achieve success at their level and make progress.

At relevant times, children with SEND will be supported more closely by the teacher and at other times to reinforce/support learning by a designated teaching assistant. This could be in a whole class, small group, paired or individual basis. Some activities may necessitate the child being withdrawn at certain times during the day but as much as possible the child should be fully included in class alongside their peers.

Staff will record areas of differentiation and learning outcomes on their weekly planning sheet detailing how support staff will be deployed and for how long. The outcomes of the provision should be recorded and the impact of the intervention/support so that next steps can be planned. It is the teacher's responsibility to make provision to meet the needs of all children in their class. Staff record progress on the child's PLP.

Record keeping

Each class teacher has a SEND folder in which they are required to keep records of reports, letters, plans, profiles etc. Information can be shared with anyone who works with the child but should be stored securely when not in use. It is their responsibility to keep the records up to date and ready to share at pupil progress meetings and SEND review meetings.

Parents/carers should also be given copies of any reports from external agencies. The SENCOs also keep files of any information relating to the child's needs, progress and outcomes. All records are confidential and should be treated as such. This information is also shared with Secondary schools in preparation for transfer to Key Stage 3.

****PLEASE REMEMBER IT IS VERY IMPORTANT TO DATE AND RECORD ANY INFORMATION YOU MAY NEED TO INCLUDE IN ANY SEND REFERRAL**

Pupil Voice

Where age and ability permit, pupils are encouraged to attend and contribute to their own reviews as part of the Assess, Plan, Do, Review process.

All pupils with Education, Health and Care Plans are consulted and have their views recorded and taken into consideration. This is carried out in an informal, child friendly manner with the child at the centre. They are asked if they would like to bring a friend along to the meeting and they can share their views about the child, their progress and aspirations. The process is very positive and the child feels the process is being carried out **with them** rather than **to them**. The child has a better understanding of the outcomes they are aiming for as they have been part of the planning of them as part of the review.

Partnership with Parents/Carers

The person/people who have the greatest knowledge and expertise regarding pupils with SEND are their parents/carers. We aim to ensure that all parents/carers are given information about successes and achievements and also we ensure they are aware of any concerns we have regarding a pupil at all times and they are involved in the planning of provision right from the start.

In Foundation Stage and Key Stage 1 between 8.40am - 8.50am each morning we hold Sharing Time. This time can be used for the class teacher to share informally any early concerns they may have about the child's development. The parents/carers can share additional information in an informal, non-threatening way so that everyone has a consistent and flexible approach to meeting the child's needs.

Parents/carers are also encouraged to come into school informally to discuss their child at any time as well as at more formal Parents' Evenings. SENCOs arrange regular review meetings with all staff involved with the child and their parents/carers as part of the graduated response to meeting the child's needs.

Information regarding pupils with additional needs is electronically stored in a central place. Parents/carers need to sign their consent to their child being placed on a SEND register.

Parents should be fully informed and aware of any additional needs or SEND from the start of the process and during all stages. Their input is vital and means that both school and home can work collaboratively to meet the needs of their child. The child should also be closely involved at all stages of the process and their contributions where possible should be recorded.

It is vital to remember that parents/carers must be kept fully informed and consulted about all stages of these procedures. It is vital that their concerns and wishes are respected because the relationship between the parents/carers of children with SEND and the school have a crucial bearing on the child's educational progress and the consequent effectiveness of any school-based interventions.

Any parent/carer who would like to find out about what school have available for children with SEND can be found on Welholme Academy's SEND Information Report which can be accessed on the Welholme Academy website www.welholmeprimary.com

Working in partnership with external agencies

Welholme Academy works closely with external agencies to support the children with additional needs. This will be in conjunction with SENCOs, class teachers and parents/carers right from the start of the process. Agencies accessed by the academy include:

Specialist Advisory Service (SAS)

This is a team of professionals from the Local Authority including Educational Psychologists, Learning and Cognition support advisors, Communication and Interaction Support and Social, Emotional and Mental Health specialists.

Barnardo's

Support is available for physical difficulties and Autistic spectrum type difficulties.

Medical support

The school nursing team work closely with parents/carers and children with medical needs. This can involve a Care Plan to highlight specific support needed. On some occasions a referral to see a paediatrician can be made via the school nurse or school for any specific medical difficulties to be assessed. A Health visitor is involved with the family before the child starts school until they become statutory school age.

Children's Centre

The team are available to support parents/carers of children with any specific difficulties or if they would like early support for their child. Parenting courses can be offered and Early Help Assessment referrals which would access agencies to support the family in the home.

The Child Development Centre staff are available to support children in the Foundation Stage as part of Early Years provision.

Educational Service for Vision and Hearing Impaired (ESVHI)

Children are supported by this team of professionals in school if the child has a visual/hearing impairment that could have an impact on their access to the curriculum.

Speech and Language Therapy (SALT)

If a child has poor speech and language this can have a negative impact on their ability to access the curriculum. If they cannot say a word correctly or label the world around them it follows that they will not be able to write down their ideas. Welholme Academy employs a Teaching Assistant with speech and language expertise to assess and deliver programmes in school. School also work closely with a community speech therapist who is based at Welholme but supports children with speech and language needs who have been referred from other settings within the locality as part of the hub.

School will devote time to developing positive working relationships between the school staff, outside professionals and the family they will be supporting from the very beginning of the

process. Regular review meetings are arranged with all involved as part of the graduated response to meeting need.

Request for Statutory Assessment for an Education, Health and Care Plan

If it is decided at a review meeting that the child has not made appropriate progress, the Educational Psychologist will be consulted, if they have not already been so. The procedures for Request for Statutory Assessment are clearly laid down in the Code of Practice and these guidelines are now followed. The LA decides whether to make formal assessment after completion of an Education, Health and Care Assessment Request by the school based on the evidence provided.

The Authority will then consider all the information provided and make a decision whether to assess the child's needs after considering the information already provided. Parents/carers are consulted throughout this process and informed of a decision after 20 weeks and involves the various agencies involved with the child carrying out further assessments of their needs.

Training

Priorities for the school are set in the Academy Improvement Plan and are delivered to meet the needs of individual/groups of pupils. All staff have Team Teach training and this is refreshed annually. Asthma, epilepsy, epipen and diabetes (where needed) are also delivered and refreshed annually. All staff work in curriculum teams and they provide the in-house training for other staff as well as that provided by the LA and Enquire Learning Trust.

Local Authority training and network meetings are attended termly by the SENCOs as well as the training and networking provided by Enquire Learning Trust.

SEND, medical and Safeguarding Training needs for all staff are co-ordinated by the Deputy Head Teacher Miss K Glasby.

New staff and newly qualified teachers are given advice and support around SEND by the SENCOs as part of the induction process.

Admissions

Welholme Academy's Admissions Policy for children with additional needs is the same as for all pupils. Admission arrangements for pupils attending Welholme Academy are in line with those recommended by the Local Authority and Enquire Learning Trust. All parents/carers are directed to view Welholme Academy's SEND Information Report for children with additional needs on our school website www.welholmeprimary.com and to look at the Local Authority's 'Local Offer of Provision for SEND' on the North East Lincolnshire website www.nelincs.gov.uk/children-and-families/send-and-local-offer

Accommodation

It is very important that children with additional needs are fully included and educated alongside their peers. ***It is the teacher's responsibility to meet the needs of ALL children in their class.*** However at times it may be more appropriate for some individuals or small groups to be withdrawn to work on specific areas that cannot be addressed within the classroom environment. This will be indicated on Personal Learning Plans and One Page Pupil Profiles.

The Pastoral Team

The staff at Welholme Academy believe deeply that if a child is happy and settled in school then they will learn better and reach their full potential. We have a Pastoral Team which includes:

- Nurture teacher, Cheri Jollands
- two Learning Mentors, Vicky Harrison and Christine Mahoney
- two Child and Family support workers, Jennifer Dyas and Zowie Paton

This team are responsible for supporting and working with children and parents/carers who may have barriers to learning.

A team of Independent Parental Supporters is available to any parent/carer and they work impartially to the school. They are called SENDIASS and their contact details are: 01472 355 365

Partnership with other schools in the Local Authority and Enquire Learning Trust

The school SENCOs attend the Local Authority SENCO meetings each half term to discuss current issues, share resources, expertise and development and any training needs. Half termly Trust wide SENCO meetings are also held, which are led by Anne Munro who is a specialist in SEND and has a vast experience of working with children with additional needs.

Throughout the year SENCOs and the Foundation Stage Coordinator liaise with the staff from various pre-school/playgroup/nursery settings in the locality to ensure early identification of need. During the Summer Term staff liaise across year groups during the transition period to ensure that information is passed onto the next teacher. This ensures that provision can be put in place immediately and the children have a smooth transition to their next year group. The SENCOs and the Pastoral Team will also liaise with Key Stage 3 SENCO to ensure information is passed onto the child's secondary placement.

Children with additional needs may need extra support at transition time. A transition package can be planned and put in place which involves extra visits to the new setting, taking photos, extra meetings with parents/carers and new staff, spending a half day in the new setting etc.

SEND Specialisms/Provisions/Adaptations

All reasonable adjustments are made to ensure that the environment and curriculum are accessible to all pupils. Adaptations in place include:

- Disabled toilet and washing facilities
- Ramp access for wheelchairs
- Laptops/Ipads, ICT resources
- Disabled parking space
- Lift
- Rise and fall sinks
- Braille signs around school
- Floor markings/steps
- Specialist PE equipment
- Specialist resources eg thick pencils, pens, crayons, writing slopes, wobble cushions, specialist seating resources, coloured overlays.

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to approximately £10,000. Some pupils with SEND may access additional funding. Additional funding will be provided for those children requiring specialist educational provision which is

over and above an expected level of provision. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used. Any Education, Health and Care Plan allocated funding will be in addition to this.

Welholme says 'no' to bullies

Bullying of any kind is unacceptable at Welholme Academy.

Children are encouraged to talk to adults if they have any concerns about anyone being unkind to them or if they are being bullied. We do not tolerate any forms of bullying and will act on any reports immediately and efficiently. We also encourage anyone to pass their concerns on if they think anyone else is unhappy or being bullied.

School staff and the pastoral team are visible around school and in the playground at various times of the day. If any child or parent/carer has concerns they would like to discuss they can speak to staff at these times as well as coming into school to speak with a member of the senior leadership team. Any incidents are recorded by the staff and parents will be informed.

Support is given to children with social, emotional and behavioural issues and this may involve the child/children being given some specific one to one work, group work or Nurture provision within school.

Friendship and collaboration as well as bullying issues are addressed in assemblies, circle times, Personal, Social and Health Education lessons, and as part of our Anti-Bullying week activities.

For more information please refer to Welholme Academy's Anti-Bullying Policy on the school website www.welholmeprimary.com

Welholme Academy has a Behaviour Policy in place which is also available on the school website

Complaints Procedure

It is our aim to develop an effective working partnership with the parents/carers so that any concerns regarding their child can be answered through our informal systems, e.g. Sharing Time and interviews with the SENCOs or popping into school. The formal complaints procedure should only be used when the complaint appears to be incapable of resolution and should go via the Head teacher.

Failure to resolve the problem at this level will necessitate the involvement of the Governing Body who will follow the Local Authority/Enquire Learning Trust guidelines and procedures. Failure to resolve the problem within the school will result in the Local Authority Complaints Procedure being followed.

NB - all meetings with the parents/carers MUST be recorded.

School Staff supporting provision for SEND

SENCOs: Miss Kim Glasby, Miss Nicola Clark

Learning Mentors: Miss Vicky Harrison, Mrs Christine Mahoney

Child and family support: Mrs Zowie Paton, Miss Jennifer Dyas

(Supporting children who have barriers to learning and their families)

Nurture teacher: Mrs Cheri Jollands
Attendance monitoring and support: Mrs Christine Mahoney
HLTAs: Miss Fiona Smith, Mrs Hayley Anderson, Mrs Amy Ranyard (Foundation & KS1)
 Mrs Leigh Beecham, Mrs Sharon Powles, Mrs Amanda French (KS2)
EAL/SaLT TA: Mrs Shereen Al-Ankar
SEND Governor: Mrs Mary Thompson
Responsibilities: Maintaining an overview of the SEND provision in school on behalf of the Governing Body.
SAS team: Dr Suzanne Bradbury, Mrs Rachel Barnes, Mrs Jane Razagui (ASC support)
Educational Welfare Officer: Mrs Lisa Wilkins
Visually Impaired: Mrs Karen Basile
Hearing Impaired: Mrs Sue Burgess
Physically support: Mrs Vicky Gardner
ASC support: Mrs Vicky Gardner (Barnardo's)

Child Protection

Miss Glasby is also the designated teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mrs Turrell is the Deputy.

If you have any concerns about the care or welfare of a child please come into school to speak to one of the Pastoral Team who will be able to assist you or contact the FFAP team directly on 01472 325555. (Families First Action Point)

Please refer to Welholme Academy's Child Protection Policy on our school website www.welholmeprimary.com

LIST OF ACRONYMS

SEND - Special Educational Needs and Disability
 SENCO - Special Educational Needs Co-ordinator
 COP - Code of Practice (for SEND)
 HLTA - Higher Level Teaching Assistant
 TA - Teaching Assistant
 PLP - Personal Learning Plan
 PSP - Personal Support Plan
 OPPP - One Page Pupil Profile
 FSP - Foundation Stage Profile
 SAS - Specialist Advisory Service
 EP - Educational Psychologist
 L&C - Learning and Cognition
 SaLT - Speech and Language Therapy
 ASC - Autistic Spectrum Condition support (Barnardo's)
 PD - Physical Disability support (Barnardo's)
 ESVI - Educational Service for Visually Impaired
 ESHI - Educational Service for Hearing Impaired
 EWO - Educational Welfare Officer
 LA - Local Authority
 ELT - Enquire Learning Trust
 Phab test - Phonic Assessment Battery

SST - Scotopic Sensitivity Test
EAL - English as an additional language
LAC - Looked After Child
LACE - Looked After Child in Education
CDC - Child Development Centre
ASC - Autistic Spectrum Condition

Review of the SEND policy

This policy document and procedures will be reviewed in September 2019 or in line with any changes as they occur.

Policy passed by Welholme Academy's Governing Body: November 2019

Signature of Chair of Welholme Academy's Governing Body:

Date: