**Wakefield Independent School**

**Policy for Special Educational Needs and Disabilities (SEND)**

**October 23**

The Special Educational Needs and Disabilities Co-ordinator is:

**Mr. David Mansfield (NASENCo)**

Mr Mansfield can be contacted via the school office on 01924 865757 or via email

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The access arrangements officer (CTP3A) is D. Mansfield (see details above)

The independent assessment lead at Yorkshire Dyslexia Network is:

**Miss Lisa Ryan**

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**Rationale**

All children should have access to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the class teacher's responsibility to meet the needs of all children in their class through Quality First Teaching: classroom organisation, teaching materials, teaching styles and differentiation.

**Our guiding principle is one of inclusion**. We want to identify and break down possible barriers to learning in order that all children can achieve their best and become confident individuals living fulfilling lives.

**Objectives**

Implement the requirements of the SEND Code of Practice (2020 update) in accordance with LEA and independent school guidelines:

Work in partnership with pupils and parents to enable pupils to achieve their short and long term goals such as life outcomes, employment and greater independence

Ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.

Ensure the most effective deployment of school staff (teaching and non-teaching) and resources for pupils with special educational needs.

Use whole school assessment procedures to facilitate the early identification and assessment of pupils with special educational needs.

Use a graduated approach through: record keeping, assessment, planning, monitoring and reviewing procedures by the team around the child.

Foster effective working arrangements with external agencies and share with parents so they know what services they can reasonably expect.

SEND provision is clear and consistent between phases and transitions between schools is streamlined

All staff and SMT to evaluate the effectiveness of SEND provision within the school.

**Identifying Special Educational Needs**

Wakefield Independent School follows the DFE SEND Code of Practice in defining special educational needs:

***“A pupil has SEND 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.”***

The school will seek to identify pupils making less than expected progress given their age and individual circumstances. 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

It can include progress in areas other than attainment, such as social development.  These children are added to the SEN REGISTER under ‘Watch List’ and a graduated approach is taken.

**Limited progress and attainment may not always be identified as SEND:**

**Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment of any underlying causes such as undiagnosed learning or language difficulties.**

**If other circumstances such as housing, domestic circumstances or bullying may be contributing to disruptive behaviour or learning delay a multi-agency approach may be appropriate. Such events will not always lead to children having SEND but it can have an impact on a child’s well-being and progress.**

**Slow progress and low attainment should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.**

**A child must not be regarded as having a learning difficulty solely because the home language is not English but the child will be noted as EAL in the class demographics so QFT can be practised.**

For these reasons, Wakefield Independent School uses a multifaceted, graduated approach to assessing the needs of children working in collaboration with: SMT, SENco, Class Teachers, the Pupil in question, Parents, The Wellbeing Lead, Safeguarding Team & External Agencies.

There are four broad areas of SEND although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Wakefield Independent School we identify the needs of pupils by considering the needs of the whole child.

**Broad areas of need**

Communication and interaction

Children with speech, language and communication needs (SLCN) 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.  Children with ASD are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound. Specific learning difficulties (SPLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

**A Graduated Approach to SEND Support**

Quality First Teaching

As part of high quality teaching, all teachers constantly assess every child’s attainment and progress. If a child is making less than expected progress, then the teacher will adapt their teaching to target the areas of weakness: this may include modifying teaching; use of apparatus; in class support, Same Day or Next Lesson Interventions (Wave 1 Strategies.) The majority of pupil’s needs will be met through Quality First Teaching.

Where progress continues to be less than expected the class teacher will do the following:

-Talk to the child about what they are finding difficult and discuss ways to help them.

-Talk to the parents/carers about their child’s areas of strength and difficulty, concerns, the agreed outcomes sought for the child and the next steps.

-Implement Wave 2 Strategies ie: Lego Therapy, Phonics Interventions etc.

-Send referral form to the SENDco for further advice.

-The SENDCO may make further assessments such as GL Assessments to identify gaps in learning.

All this information forms part of an initial assessment and will help to:

-        Identify the child’s strengths and weaknesses.

-        Decide what the child and parents want to achieve.

-        Decide what strategies will help the child.

Targeted Provision

The SENDCO will enter the child’s needs onto the SEND REGISTER. The SENDCO will keep a record of all children with special needs and disabilities in the school and copies of all information regarding a child's special needs. If the child moves from the ‘Watch List’ to the SEN-K List, the child will receive a ‘One Page Profile’ with targeted provision and all relevant teaching staff will be given a copy by the SENCO. Only the SENCO and SMT can access the SEND folder through the school’s database.

SEND support will take the form of a four-part cycle known as the graduated approach. The graduated approach works as a spiral giving increasing knowledge about how to meet a child’s needs. The class teacher will maintain their own records on any child’s interventions.

The Graduated Approach

Assess

The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

The teacher, SENDCO, child and parents will agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required (this is shared through the child’s One Page Profile.)

Do

The identified strategies will be put in place. The class teacher(s) will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the child’s progress will be reviewed termly. This review should include the views of the pupil and if appropriate they will attend. Parents and other professionals involved with the child will also be invited. The meeting will be recorded by the SENDCO. This contributes to more detailed assessment of their needs and the cycle starts again.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised gives a growing understanding of the child’s needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes. The SENDCO will make these referrals with the agreement of parents/carers and liaise with external agencies.

If the One Page Profile cycle of assessment and support does not lead to expected outcomes for the child and they continue to have significant difficulties, then the parents/carers and the school may decide to move the child to an MSP ‘My Support Plan.’ The MSP cycle will go through three reviews or minimum six months. If the MSP fails to support the child’s needs, the school and/or parents may choose to apply for an Education, Health and Care Plan**.**

Criteria for exiting the SEND REGISTER

A child can be removed from the SEN REGISTER at parental request.

**Supporting Pupils and Families**

**The school is committed to working in partnership with parents to support pupils with special educational needs and disabilities and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Parents’ views are sought at all stages and are recorded at review meetings and at any other time they discuss the needs of their child.**

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher & SENDCO via the school office.  Individual arrangements will be made for parents who experience literacy or communication difficulties or who speak English as an additional language.

Supporting pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school works closely with the School Nursing and Health Visiting Services.

The school acknowledges children with medical conditions on the school’s register. This is to ensure all staff have relevant knowledge about conditions and procedures.

Where pupils have a medical condition which requires medication to be administered in school, parents sign appropriate School’s Medical Form and first aiders will administer said medicine.

**Monitoring and Evaluation of SEND**

The SENDCO will meet termly with SMT to review the SEND development plan and to evaluate the success of SEND provision. The following criteria can be used to measure effective implementation of Wakefield Independent School’s SEND policy:

* Intervention Records and Assessments
* Monitoring of pupils progress on the school tracking system
* Parental and pupil satisfaction is evident through review meetings and school evaluation.
* Bi-Annual Reviews of ECHP & MSPs
* Annual reviews of EHCP unless called early by parents
* Pupils with SEND have SMART targets creating a golden thread, which facilitates full participation in school life.
* Staff follow the procedures laid out in the policy.
* All staff feel confident in managing the needs of SEND pupils.
* SENCO undertakes Curriculum Planning Meetings with Leaders
* SENCO completes book scrutinies and drop ins with an SEN/Inclusion focus.
* The Head Teacher makes a termly report to the full governing body meeting.
* Oversee allocation of resources and money expenditure to SEND.
* Funds are allocated annually for the purchase and development of special needs resources.
* The SENDCO works in partnership with SMT, class teachers, parents and external agencies as appropriate.
* A room is allocated, which acts as a base for SENCO

The school’s arrangements for SEND In-Service Training

The school actively encourages in-service training and the professional development of staff both teaching and non-teaching in order to ensure good practice. The SENDCO and SMT regularly observe and share feedback with class teachers and support staff in order to develop good practice.

The SENDCO provides SEND inset for teaching and support staff where appropriate. This may be whole school based or working with individual teachers. Teachers are also encouraged to attend training with external agencies.

The SENDCO provideS induction sessions for NQTs and new members of staff to familiarise them with the SEND procedures.  At the beginning of each school year the SENDCO reminds all staff of the SEND procedures and advise of any update in SEND arrangements.

**Roles and Responsibilities**

**The Class Teacher is responsible for:**

Delivering Quality First Teaching & Wave 1 Interventions

Monitoring the progress of all pupils and identifying, planning and delivering any additional help pupils may need. Discussing with the SENDCO as necessary.

Ensuring that all members of staff working with the class are aware of individual needs and what specific adjustments need to be made to enable everyone to be included and make progress.

Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The SENDCO is responsible for:**

The SENCO provides legal support and guidance to the school in regards to *The 2020 DfE White Paper SEN Code of Practice: 0-25*

Coordinating provision for children with special educational needs and or disabilities and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Deployment of Wave 2 Interventions

Ensuring that parents are involved in the graduated approach.

Liaising with other external agencies.

Updating the school’s SEND REGISTER and Monitoring of Cycles

Providing specialist support for teachers and support staff

Supporting class teachers in meeting the needs of all pupils in their class.

Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.

Liaise with Leaders in School Development Meetings & Department Action Plans

**Classroom support:**

Working under the direction of the class teacher & SENCO to support pupils to make progress and achieve independence. This may done through:

In class support.

Small Group interventions.

1:1 work.

**The Head Teacher is responsible for:**

The day to day management of all aspects of the school, this includes supporting the SENCO in the role of providing an inclusive setting for all children including those with SEN and/or disabilities.

Delegates the responsibility to the SENDCO and class teachers but is held accountable for ensuring that the children are kept safe in education

Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Making sure that the school has an up to date SEND Policy.

Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school

**Admission Arrangements for Pupils with Special Educational Needs**

Pupils are admitted to the school according to our admissions criteria, provided their needs can be met in a small independent school.

A child with an EHCP: SENCO would advise Headteacher of legal standing of accepting the child with an EHCP, in conjunction with SEN guidance from the Government White Paper 2020, to determine whether the school can meet needs of said child. In the consultation period, the SENCO holds the rights to deem a child with an EHCP not suitable due to their commencement at the school being detrimental to other children’s learning and safety.

Wakefield Independent School works closely with pre-school groups and nurseries to ensure smooth transition for children coming into our school or nursery.

Advance planning for pupils in Year 6 who choose to leave at the end of KS2 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The SENDCO will liaise with SENDCOs of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

Advance planning for pupils in Year 6 who wish to remain in the school for their KS3 transition to Year 7 is essential and the SENDCO liaises closely with all form tutors and teaching staff to support pupils effectively including transition meetings between KS2 and KS3 staff.

SEND records for children transferring into the school at other times are requested from the previous school and information is sought by the SENDCO by telephone or by email.  SEND records of children transferring out of the school are passed on to the receiving school and direct contact made where appropriate.

**Dealing with Complaints**

If a parent/carer wishes to make a complaint about the special educational provision made for their child, they should contact the SENDCO via the school office.  A meeting will then be held to discuss the nature of the complaint.  This will be recorded in writing, as will agreed action.  A review date should be set.

If a parent has a serious cause for complaint, which has not been resolved to their satisfaction through meeting with school staff, they should submit their complaint in writing to the school with the course of action they hope to achieve.  This letter will be dealt with by SMT and the Governing Body and a response made to the parent/carer.