



## WYMONDHAM PRIMARY CLUSTER

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

#### **Responsible Person**

The appropriate responsible person for the updating of this policy is: **Cluster Heads**

#### **Review and Monitoring:**

This policy will be reviewed every year.

Reviewed: Spring Term 2019

Next Review due: Spring Term 2020

#### **Reviewed by:**

This policy was reviewed at the Cluster Heads' Meeting held on: 24th January 2019

This policy has been developed by the Wymondham Cluster of Primary Schools. These are:

Ashleigh Primary and Nursery School  
Barford Primary School  
Barnham Broom CE VA Primary School  
Browick Road Primary and Nursery School  
Morley CE VA Primary School  
Robert Kett Primary School  
Spooner Row Primary School  
Tacolneston CE VA Primary School  
Wicklewood Primary School and Nursery  
Wreningham VC Primary School

This policy has been compiled collaboratively by all schools in the Wymondham Cluster to set out how we make arrangements to meet the needs of our pupils with SEND and disabilities across our cluster.

Further details about each school's operation and local information can be found in the Information Report held on each school's website.

## **1. RATIONALE**

- 1.1. The Wymondham Cluster of schools is committed to providing a full and effective education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all pupils and families in our care.

## **2. CONTEXT**

- 2.1. The Special Educational Needs & Disability (SEND) Policy is a key element of Wymondham Cluster's policy framework for supporting the needs of all children and young people in our mainstream schools between the ages of 3 and 18. The policy has been written in conjunction with the SEND Code of Practice. Revised 2015:

2.2. The cluster is formed by the schools in the Wymondham area as listed on the front page and promotes an ethos of:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution

2.3. The Cluster Policy has been written to respond to the requirements of the Children & Families Act (2014) and the revised SEN Code of Practice (2015) with regard to assessment and provision for SEND. It is reviewed by stakeholders on an annual basis.

### **3. OBJECTIVE**

3.1. To provide the structure for a learner-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the cluster. This is to ensure all of our learners are able to access equality of opportunities for learning and social development; achieving maximum progress and promoting their well-being; focusing on ensuring individual needs are met; and appropriate differentiation is made.

### **4. AIMS**

- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with a SEND or disability, their families, cluster schools, other local authority professionals, and partners across the public and private sectors, as appropriate.
- Set appropriate individual targets based on prior achievement, high aspirations and the views of the learner and their family.
- Share expertise and good practice across the cluster schools.
- Make efficient and effective use of school and cluster resources.
- Have regard to the Code of Practice (January 2015) for the identification, assessment, support and review of special educational needs.
- Adhere to the requirements of the Equality Act 2010 and the Children & Families Act 2014.
- Follow guidelines detailed by Norfolk County Council.

### **5. MONITORING AND EVALUATING THE SUCCESS OF THE POLICY**

5.1. The policy will be monitored and evaluated annually by the SENDCOs, governors, teachers and head teachers from each school in consultation with parents of and pupils with SEND and/or disabilities, via the LINKs group.

### **6. LEARNERS WITH A SPECIAL EDUCATIONAL NEED (SEND) OR DISABILITY**

6.1. The current definitions of learners with a SEND (SEN Code of Practice 2015 and/or Disabilities (Equality Act 2001) (Equality Act 2010) are provided at Appendix A.

- 6.2. There may be times in a learner's school career when they are identified as having a SEND. These learners will be provided with intervention or support that is 'additional to or different from' the usually differentiated curriculum. This may be on an ongoing basis or for a limited time whilst they secure the required skills they need to progress at an expected or accelerated rate.
- 6.3. Learners with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.
- 6.4. Some learners will require special educational provision, such as a differentiated curriculum or specialist provision.
- 6.5. Pupils with a diagnosed SEND may require a specialist setting.

## **7. How we identify and support pupils with SEND**

### **7.1. Assessment of need(s)**

- 7.1.1. All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities that are differentiated for individual pupils. Monitoring attainment helps to identify any gaps, could be indicative of missed learning due to contextual issues, and reviewing progress helps to identify what the child's ability or potential to learn, (dynamic assessment). Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:
  - Be similar to that of peers;
  - Match or better the pupils' previous rate of progress;
  - Close the attainment gap between the pupil and their peers;
  - Prevent the attainment gap growing wider.
- 7.1.2. Where pupils continue to make inadequate progress despite support and quality first teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has persistent learning difficulties or needs requiring additional or different support.
- 7.1.3. Details of assessment tools and materials used in our cluster can be found in Appendix B. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will be discussed with the child/young person and also parents/carers.

### **7.2. Areas of Special Educational Need**

- 7.2.1. Children identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:
  - Communication and interaction  
This can mean that your child has a speech, language and communication need (SLCN); i.e. they have difficulty in communicating with others. They may struggle to express themselves, to understand what is being said to them or to understand social rules of communication. Some children may have an Autism Spectrum Disorder (ASD) with difficulties relating to social interaction. They may also have difficulties relating to

language, communication and imagination which can impact on how they relate to others.

- **Cognition and learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty in all areas of the curriculum, particularly with developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Identifying needs is a graduated process, so persistent and specific issues will of course be different to each individual.

- **Social, emotional and mental health difficulties**

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or challenging, disruptive or disturbing behaviour. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of underlying mental health need. Some children may have a diagnosis of a disorder such as ADD, ADHD or attachment disorder, we will always consider changes that are necessary within the environment to support a child's specific method of communication.

- **Sensory and/or physical needs**

Many children can have their sensory (visual/hearing) and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment (reasonable adjustments), observing the Equality Act 2010 and in discussion with the Head teacher and SENDCo. Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational opportunities generally provided; it is identified as a SEND under the guidance of the SEN Code of Practice (2015).

7.2.2. Further information about the four areas of SEND can be found in the SEN Code of Practice (2015).

### **7.3. Planning support**

7.3.1. Parents will be notified in cases where additional support is required to support a SEND. A plan will be drawn up to reflect the aim(s) and nature of the intervention / support, it should include: baseline, target (measurable), strategies, provision and success criteria which is reviewed regularly. The school will seek to consult with the pupil and parents to draw up the support plan.

### **7.4. Implementing support**

7.4.1. The planned support will remain the responsibility of the class or subject teacher including working closely with other staff involved in implementing the intervention / support. The SENDCo will provide support to the class or subject teacher where needed, particularly in assessing pupils and advising on effective implementation.

### **7.5. Review of impact**

7.5.1. The class or subject teacher will consider evidence of assessment in conjunction with the views of pupil and parents to review impact that the intervention / support has had and in consultation with the SENDCo review any further need for support. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from professionals with a particular specialism. The school will consult with parents before involving a specialist.

## 8. Transition

8.1. A change of school, class and staff can be an exciting, yet anxious time for all pupils. We endeavour to make sure these periods of change are managed in a sensitive way to provide continuity of quality provision and reassurance to our pupils and families. Our processes for transition are explained further in Appendix C.

## CLUSTER ARRANGEMENTS

## 9. Roles and Responsibilities

*'Mainstream schools **must** use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND.'*

*Schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.' SEN and disability code of practice: 0 to 25 years (2015)*

## 10. The Head Teacher

10.1. Head teachers have responsibility for the day to day management of all aspects of their school's work, including provision for children with SEND. The head teacher should keep their own school's governing body fully informed and also work closely with the SENDCo.

## 11. The SENDCo

11.1. The SENDCos in the cluster will form the implementation or operational group. The cluster's SENDCos will meet regularly to share good practice, expertise and develop SEND provision across the cluster schools. SENDCos in collaboration with the head teachers and governors play a key role in developing and implementing the SEND policy and provision in school, in order to raise the achievement of children with SEND.

11.2. Key responsibilities delegated by the head teacher may include:

- Overseeing the day to day operation of the school's SEND policy;
- Coordinating provision for children with Special Educational & Disability Needs;
- Liaising with and advising teachers;
- Managing Teaching Assistants / SEND team;
- Maintaining the records and monitoring the progress of all children with SEND in their school;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies;

- Working with the cluster SENDCOs to support all learners within our community of schools.

## **12. Cluster Pastoral Care Manager**

- 12.1. The Pastoral Care Manager leads a parent support group LINKS. For further information please contact your school SENDCO.

## **13. The Teaching Staff**

- 13.1. Teachers are responsible for adapting the curriculum and planning appropriately differentiated work to meet the needs of pupils with SEND and for maintaining records of strategies used and their impact. Schools ensure their teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Teachers should also meet regularly with parents to review provision.
- 13.2. For details of a school's approach to teaching and learning and continued professional development (CPD) opportunities for teachers, please see the school's teaching and learning policy.

## **14. Teaching Assistants (TAs)**

- 14.1. TAs work with the SENDCO and teachers to provide support for children with SEND and disabilities across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

## **15. Parents of Pupils with SEND**

- 15.1. In accordance with the SEND Code of Practice, Wymondham Cluster believes that all parents should be treated as equal partners. Parents are invited to positively contribute in the processes for Support for Learning Plans and their views are sought for reviews. We encourage active parent participation by providing guidance on how they can support their child's learning at home. The cluster provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support. Parents are invited to regular parent events through the cluster LINKS group.

## **16. Pupils with a SEND or disability**

- 16.1. Pupils will be encouraged to participate in processes designed to support them including decision-making, setting learning targets, contributing to and reviewing their learning plans; and their school's local offer.

## **17. Admissions**

- 17.1. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The Wymondham Cluster aims to empower parents to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.

### **Definition of Special Educational Needs (SEND)**

The Code of Practice (2015) states

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational 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 they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act)

### **Definition of Disability**

The Equality Act (2010) defines a disabled person as someone who has: ***‘a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.’***

In the Act:

‘physical impairment’ includes sensory impairment’

‘mental impairment’ includes learning difficulties as well as an impairment resulting from or consisting of a mental illness.’

The definition can include a wide range of impairments, including hidden impairments such as Dyslexia, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and Attention Deficit Hyperactivity Disorder (ADHD).

Having an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

### **Discrimination arising from disability (Equality Act 2010) (See Appendix A)**

**Assessment Tools and Materials available for use in the cluster**

<b>Assessment Package</b>	<b>Assessment Focus</b>	<b>Age range</b>
British Picture Vocabulary Scales (BPVS 3)	Understanding of language	3 to 16y 11m
Cognitive Ability Test (CAT3)	Learning	7y 6m to 17+
Raven's Matrices	Cognitive abilities	5 to 16
Digit Span Memory Test	Auditory Working Memory	6 to adult
Phonics Screening Materials	Phonics	4+
Phonological Assessment Battery (PhAB)	Difficulties associated with SpLD (dyslexia)	6 to 14
Diagnostic Reading Analysis	Reading & comprehension	7 to 16
Salford	Sentence reading & comprehension	5 to 10+
Single Word Spelling Test (SWST)	Spelling	5 to 14
Basic Number Screening Test	Number and number operations	6 to 12
Sandwell	Numeracy	4 to 14



## SEND Level of Need indicators

	<b>Low (Quality First Teaching)</b>	<b>Moderate (SEND Support)</b>	<b>High (SEND Support/EHCP)</b>
<b>Communication &amp; interaction</b>	<p>Difficulty understanding complex instructions</p> <p>Difficulty communicating with different audiences</p> <p>Difficulty maintaining friendships</p> <p>Inhibited participation in learning activities</p> <p>Unusual response to some sensory stimuli</p> <p>Difficulty managing transition points in daily routines</p>	<p>Difficulty understanding and following simple instructions</p> <p>Difficulty holding a conversation</p> <p>Struggles to make oneself understood to unfamiliar people</p> <p>Difficulty relating to others and making friends, possibly becoming socially isolated</p> <p>Frequently unable to participate in learning opportunities due to communication difficulties</p> <p>Requires support to manage anxiety at transition points in daily routines</p>	<p>Unable to understand and follow simple instructions</p> <p>Difficulty verbally communicating basic needs to others</p> <p>Actively avoids interaction with others frequently</p> <p>becoming socially isolated</p> <p>Disengaged from learning opportunities</p> <p>Becomes highly anxious at transition points in daily routines requiring management using specialist approaches</p>
<b>Cognition &amp; learning</b>	<p>Attainment is up to 1 year below expected level</p> <p>Progress is accelerated with additional support</p> <p>Unable to maintain concentration/focus appropriate to age</p> <p>Written work is often incomplete and/or difficult to interpret</p> <p>Difficulty with independence and / or organization</p>	<p>Attainment is 1-2 years below expected level</p> <p>Progress is at expected level with additional support</p> <p>Concentration/focus difficulties require specific strategies for support e.g. timer, structured breaks, etc</p> <p>Written work is rarely completed and usually actively avoided</p> <p>Requires support to develop organisational and independence skills</p>	<p>Attainment is more than 2 years below expected level</p> <p>Progress is below expected level despite additional support</p> <p>Constant adult support required to maintain focus</p> <p>Constant adult support required to make written records, even with use of IT</p> <p>Requires support to organise work and / or care needs</p>
<b>Social, emotional and mental health difficulties</b>	<p>Unpredictable and recurrent anxiety, withdrawal or inappropriate behaviour in some situations</p> <p>Recurrent short periods of disruption to own and others' learning</p>	<p>Frequent unpredictable anxiety, withdrawal or inappropriate responses to many situations</p> <p>Frequent anxiety and / or inappropriate responses that potentially endangers oneself or others</p>	<p>Persistent unpredictable anxiety and / or extreme inappropriate responses to many situations</p> <p>Persistent anxiety and / or inappropriate responses that regularly endangers or harms oneself or others</p>
<b>Sensory and/or physical needs</b>	<p>Accesses curriculum independently with use of specialist resources</p> <p>Requires regular or emergency use medication</p>	<p>Requires support to use, or learn to use specialist resources to access curriculum</p> <p>Tailor-made resources are regularly required for access to</p>	<p>Constant adult support is required to access curriculum and remain safe</p> <p>Tailor-made resources are required for access to all</p>

	as directed in a healthcare plan	learning opportunities Frequently requires medication administered by specialist trained staff as directed in a healthcare plan	learning opportunities Requires significant medical intervention frequently throughout the day
<b>Nature of support</b>	Catch-up and / or short term intervention given over 1-2 terms Small group work to develop skills & independence Additional resources (e.g. word banks, visual prompt cards, visual timetables, etc) provided by teacher(s) Specialist equipment	Evidence based, time limited intervention given over more than 2 terms Small group / 1:1 work to develop skills & independence Pre-teaching, visual prompts, Specialist equipment	Consistent requirement for specialist intervention required over a prolonged period (more than a year) Specialist equipment
<b>Responsible staff</b>	Class / subject teacher(s)	Class / subject teacher(s) SENDCO 1 or more external specialist (EP, OT, SLT, etc)	Class / subject teacher(s) SENDCO Multiple external specialist (EP, OT, SLT, etc)
<b>Documentation</b>	Provision map	Provision map Pupil profile / learning support plan	Provision map Pupil profile / learning support plan Potentially Statement of SEND / Education, Health and Care plan (EHCP)

### **Phase Transfer and Transition Planning for Children and Young People with Special Educational Needs and Disabilities (SEND)**

In order to ensure successful transfer between educational settings and schools for our pupils with Special Educational Needs and Disabilities (SEND) and a consistent approach to transition across Wymondham cluster schools, our Special Educational Needs Coordinators (SENDCos) work collaboratively to share and develop good practice and effective processes.

All pupils moving to a new school will be offered a series of activities and visits organised to familiarise them with the new school environment and teachers prior to the date of transfer. Details of these are available from your child's school.

For our children with SEND, it may be necessary to provide additional opportunities to develop relationships with staff and familiarity with their new school environment. These additional transition arrangements will be provided in response to your child's individual needs and identified through discussion between schools, and with you and your child.

#### **Information Sharing**

##### Transition Planning Meetings:

During the last term of each academic year transition planning meetings will take place for all children changing class within the same school. Current teachers will meet with new teachers. For children with an additional need, meetings will begin earlier in the year. These meetings are to discuss your child's strengths, interests and any additional needs they may have. They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.

Where your child will be starting a new school, the SENDCo and teacher(s) at your child's school will meet with the SENDCo and teacher(s) at their new school. There is likely to be more than one transition planning meeting and they could take place from as early as November in order to provide as much information as possible to the new school about your child. This is so that they can ensure preparations are made to welcome your child and make their transfer to their new school as smooth and successful as possible. It is likely that you and your child will be invited to attend at least one of these meetings.

##### Transfer of information:

You will know that your child's school will have been keeping records to track your child's academic and social achievements, attainment and progress (including results from any assessments and reports from the health service or other professionals) together with information about any additional support they have been providing for your child. This information will be shared with the new school at transition planning meetings and passed to the new school when your child transfers to inform future decisions about how best to support and develop your child's wellbeing, skills and learning.

If your child has an EHCP or statement of special educational needs, the SENDCo and teacher (if known) from their new school will be invited to the annual review meeting. This will be held before your child transfers to their new school.

#### **Visits**

##### Starting school

Before your child starts in the Nursery or Reception class at school, staff from the new school may arrange to visit your child in their pre-school setting, at home or both. Home visits provide an opportunity for staff to meet your child in an environment where they are most comfortable and for you to ask any questions you may have about the transfer. Visits to your child in the pre-school setting allows new teachers to see how he or she interacts with other children. Additionally your child is likely to be invited to attend sessions in their new school. This will provide opportunity to meet their new friends and teachers, and to find out

about things that are important to them. The cluster's Parent Support Adviser offers support and aims to attend meetings for families of new pupils.

#### Changing year group

During the summer term, all children moving to a new class within the same school will meet their new teacher in their new classroom. It may be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom.

#### Moving to a new school

Children changing schools within the cluster are likely to be invited to make a series of visits to their new school to join in activities designed to help them become familiar with their new school and classroom and meet staff and other pupils that they will see regularly in school. Our experienced SENDCos work to ensure that children are shown and told about the things that are important to them. For example, where lunch boxes are kept, what the dining room looks like, where the toilets are and where to find their peg. Some schools offer events specifically for new children moving to their school for example a 'summer school' activities week.

Visits and activities are tailored to be enjoyable and reassuring for your child. The number of visits will be agreed as appropriate dependent on the needs and wishes of your child. Some children may need or wish for more visits than others. It may also be appropriate for your child's new teachers to visit them in their current school.

Pupils of families who are supported through the Family Support Process will receive transition support in the term before transfer to secondary. Schools may also offer ZAP assertiveness training.

#### **Information for you and your child**

Your child may be given a selection of photographs to take home and share with you. These are likely to be of the adults your child will meet regularly and places around the school and in their classroom that your child will need to know about.

Your child may be given other information as appropriate. This may include letters from pupils already attending your child's new school, timetables, details of what they will be learning about, school rules etc. A plan of the school may be useful for some students moving to secondary school. It would be helpful to discuss this information with your child to prepare them for their new school life.

Where applicable you and your child will be consulted and provided with information about any specific physical alterations or arrangements needed for your child.

#### **Support for Parents**

All of our schools are keen to provide support for parents who may be anxious at this time. If you would like additional information, meetings or support to visit new schools please speak with your child's school SENDCo or class teacher.

The Pastoral Care Manager offers a further source of support upon contact for parents/carers embarking on a phase transfer. Please ask your child's school for details.

An impartial support service is also available to parents of children with identified special educational needs or disability from the Parent Partnership Service. ([www.norfolkparentpartnershiass.org.uk](http://www.norfolkparentpartnershiass.org.uk) Tel: 01603 704070) e-mail: [sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

#### **Post 16 education**

For students moving on to Post 16 education, Wymondham High Academy and Wymondham College tailor transition packages around the young people. This may include supported visits to new settings or early enrolment onto courses.