WHARNCLIFFE SIDE PRIMARY SCHOOL

SEND Policy

Reviewed: September 2026

Vision

The school provides a broad and balanced curriculum for all children both mainstream and in the Integrated Resources at Wharncliffe Side. In planning teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that require a particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers are responsible for the teaching & learning of all pupils, and so take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities. These children need additional or different help from that given to other children of the same age.

The policy will be developed with parents and governors. The school is linked to the local offer of the Sheffield Council SEN Website. https://www.sheffielddirectory.org.uk/localoffer/

Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of a child are identified, assessed, monitored and provided for.
- To promote the development of self-confidence and self-esteem in all children.
- To promote the emotional well-being of all children.
- To identify the roles and responsibilities of staff in providing for children's special educational needs, ensuring all teachers are fully aware that they are all teachers of special educational needs.
- To enable the children to have full access to all elements of the school curriculum.
- To maintain close working relationships with outside agencies.
- To maintain an efficient system of record keeping and communication to ensure progression.
- To ensure that parents and families are able to play their part in supporting their child's development and education.
- To ensure that children have a voice in this process.

Definition of Special Educational Needs

Children have special educational needs if they have a learning or behaviour difference, which calls for special educational provision to be made for them. All children may have special needs at some point in their lives.

Children have a learning difference if:

- They have a significantly greater difference in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- They are under compulsory school age and fall within the definitions above.
- Their emotional difference/ behaviour affects their ability to take part in learning safely and effectively.

The four broad areas of Special needs as set out in the Code of Practice are:

- Communication and Interaction– which can include children on the autism spectrum.

- Cognition and Learning – which includes moderate, severe and profound learning differences as well as specific learning differences such as dyslexia, dyspraxia & dyscalculia.
- Social, Emotional and Mental Health -such as anxiety, disruptive/ differences in behaviour, being withdrawn, and includes ADHD/ADD/attachment disorder.
- Sensory and/or physical needs, which includes hearing and visual impairments (HI & VI), multi-sensory or physical disabilities.

However, it is important to recognise that a child's needs may fall into more than one category, and may change over time.

Educational Inclusion and access to the curriculum

At Wharncliffe Side we aim to enable all our children to feel included in all aspects of school life, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different education and behavioural needs.
- Require different strategies for learning.
- Learn at different rates.
- Need a range of different teaching approaches and experiences

We also consider aspects which are NOT SEN but may impact on progress and attainment, such as;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings are schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy including Makaton signed speech and symbols in both IRs and is actively promoted throughout school.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping individuals to understand and manage their emotions and to take part in learning.

Foundation Stage/Early Years

We endeavour to ensure that early years practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this. We endeavour to enable all children to join in activities so far as is reasonably practical and compatible with meeting the needs of all the children in the Early years/Foundation Stage.

We recognise that parents play a key role, hold key information and have knowledge and experience to contribute to the shared view of the child's need and the best way of supporting them.
The Government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates, and by the end of this stage most children may be working towards the goals. Individual children's progress is monitored carefully throughout the Foundation Stage. For children not attaining the expected standard and who have on-going differences may indicate the need for help which is additional to or different from that which is normally needed for children in the Foundation Stage. We will involve outside agencies such as Speech and Language therapists and Early Years Inclusion teachers when we and parents realise that children's needs are beyond the day-to-day expertise within our school.
Each child's current level of attainment is assessed on entry in order to ensure that they are able to build the pattern of learning and experience which may already be established during the child's pre-school years.
If the child already has an identified special educational need, this information will be transferred and acted upon. We strongly believe in early intervention.

Identification, Assessment and Provision

Identification, assessment and provision for children with special educational needs is a matter for the whole school. This cycle is referred to as 'Assess, Plan, Do, Review' in the CoP (2015). The governing body, the Headteacher, the SENDCo and all members of staff have important day-to-day responsibilities. All teachers are teachers of special needs. Teaching such children is therefore a whole school responsibility.
The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose attainment falls significantly outside the expected range may have special education needs.
They may:

- Have made little or no progress.
- Show signs of difference in developing literacy or mathematical skills, which are resulting in lower attainment in other curriculum areas.
- Present persistent emotional or behavioural differences, which are not managed or alleviated by the school's behaviour management techniques.
- Have sensory or physical problems, which are affecting their progress.
- Have communication and/or interaction differences, which are affecting their progress.

Wharncliffe Side has a graduated approach. Initial concerns may be expressed by staff and/or parents. These concerns are carefully monitored and reviewed. Teachers and /or the SENDCo should discuss the concern with parents and keep a record of any initial concern. Teachers and the SENDCo will discuss what classroom support is appropriate to meet the needs of the child. Concerns can be identified by teachers and families. Concerns are also discussed at Pupil Progress meetings each term, where achievement and progress are looked at in depth.
Children with English as an Additional Language (EAL), and/or are New To English (NTE) need their progress to be monitored across all aspects of learning very carefully. This careful monitoring will show whether difficulties are as a result of learning English as an additional language or if they are as a result of SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

If concerns continue and progress is still felt to be slow then further action needs to be taken. Assessments may show that the child is achieving below an age appropriate level or not progressing at the expected rate. Persistent emotional and/or behavioural differences may need to be addressed. The class teacher will seek advice and provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. All support given to children who do not have an Education, Health and Care Plan (EHCP) but have outside agency support is called School Support.

- Quality First Teaching is our Wave 1 approach. Teachers undergo observations and regular CPD to further improve teaching skills.
- The class teacher will make use of all available classroom and school resources. This may include books, apparatus, or the pastoral team.
- The class teacher will liaise closely with parents and review progress at least once a term. Both children and parents are made aware of targets set and are an important part of the review process and are discussed at parents' evenings.
- Our Wave 2 approach.
  The class teacher will record the strategies used to support the child. This may be through individual, supported group work in class, a named intervention programme. A pupil progress review will take place each term. Class teachers endeavour to meet with parents to discuss progress.
- Teaching assistants are an invaluable support in the process of support and intervention. If reviews and assessments show that a child is still not making progress, it may be decided by the class teacher, parent and SENDCo to seek further assessments and advice from outside agencies. This level of support is referred to as School Support.
  School Support is our Wave 3 approach. Despite receiving individualised support the child may still:
- Continue working at levels substantially below that expected of children of a similar age.
- Continue to have differences in developing basic literacy and numeracy skills.
- Have emotional, social or behavioural differences which substantially and regularly interfere with the child's own learning and that of the class or group.
- Have sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service.
- Have on-going communication or interaction differences that impact the development of social relationships and cause substantial barriers to learning.

At School Support:

- The class teacher will continue to make use of all available classroom and school resources. This may include books, apparatus, Teaching Assistants, support staff and the pastoral team, as well as using advice and/or resources supplied by outside agencies.
- The class teacher and SENDCo will continue to liaise closely with parents and review progress at least once a term. Whether or not this is possible a copy of the child's Support Plan is sent home termly for parents to support their children at home and respond with their comments.
- The individual outcomes continue to be set and reviewed. The outcomes set are discussed fully between class teacher, SENDCo, outside agencies, Learning Support, parents and children.

If the child continues to demonstrate significant cause for concern the following will happen:

- Advice can be sought from the Educational Psychologist (EP).
- The child will be assessed by the Learning Support teacher or specialist teacher.
- An Extended Support Plan may be written, with parents and input from all agencies and reports written by professionals. Extended Support Plans will be reviewed termly or more frequently if required.
- Following on from these assessments, and the needs of the child and family, a request can be made to the Local Authority for an Education and Health Care Plan (EHCP). This is for children who have Low Incidence Needs (eg severe language/ communication/ cognitive difficulties). In exceptional circumstances an EHCP may be sought for a child with social, emotional and mental health differences, which may manifest themselves through behavioural differences. Children with learning needs that are classed as high incidence needs and funding is already devolved into school budgets to address these needs.

The provision of special needs support at School Support may be through:

- Appropriate learning materials or special equipment.
- Group support.
- Individual support.
- Extra adult time to plan, deliver and monitor an intervention.
- Staff development and training to introduce more effective strategies.
- Access to Local Authority support services.

Criteria for exiting the SEN Register/Record

Pupils who are deemed to no longer receive SEN support will be taken off the register. This process will take place with discussion between parents, SENDCo and Class Teacher.

Education, Health and Care Plans

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources the SENDCo or parents may request an Education, Health and Care Plan (EHCP) to be compiled by the Local Authority.

The process for a new EHC plan will take up to 20 weeks from the initial request to an EHC plan being issued.

All EHCP documentation is sent to the Local Authority SEND Statutory Assessment and Review Service, who will decide whether or not to issue an EHCP, in consideration with further documentation about the child from involved health and care professionals as appropriate. Should the Panel decide against issuing an EHCP it is then up to the school to look again at provision for the child and use the information to meet the child's needs without an EHCP. When an EHCP is issued, the class teacher, in conjunction with the SENDCo is then responsible for drawing up a Support plan to meet the objectives set out in the EHCP.

The EHCP must be formally reviewed at least annually. It is an ongoing document, continually updated. It includes the School Context, progress towards outcomes, and

views of all involved, including child, family, education professionals, Educational Psychology and other health professionals.

Support Plans

All children at School Support have a Learner profile, Support Plan or an Extended Support Plan, written by the class teacher in agreement with the SENDCo.

These are working documents, updated at least termly, and are shared with the child, the parents and all working with the child.

Targets are taken from assessment information and advice from outside agencies if they are involved. The targets are achievable so that they can be updated at least termly to ensure progression.

Support Plans for Foundation children reflect areas of learning and relate to Locke and Beech EYFS profile. KS1 & KS2 Support Plan targets will reflect learning targets which are clearly identified.

Learner Profiles reflect the views of pupil and parent/carers and reflect strategies to support each individual's learning.

The Role of the SENDCo

The Special Educational Needs Co-ordinator at Wharncliffe Side Primary is Ms A Greasley SENCO Award Awarded: July 2016

THE SENDCO:

- Oversees the day-to-day operation of the school's SEND policy.
- Co-ordinates provision for children with special educational needs.
- Liaises with and advises class teachers.
- Oversees the records of all children with special educational needs, stored electronically and securely. They are kept for 75 years. Confidentially is maintained at all times.
- Liaises with the parents/carers of children with special educational needs.
- Contributes to the appropriate in-service training of all staff.
- Liaises with external agencies including the Local Authority support services, Health and Social Services and other agencies as appropriate.

The Integrated Resources at Wharncliffe Side Primary School

Wharncliffe Side Primary School has a 4 place Nursery Integrated Resource (IR) and an 18 place Primary Integrated Resource (IR) for children with complex and multiple Special Needs.

All children in the IR have an EHCP. They are provided a place in the IRs following consultation between Local Authority Special Educational Needs and Disabilities Statutory Assessment and Review Service (SENDSARS) and parents. All places in the IRs are allocated by the Local Authority and not the school.

The IRs aim to meet the individual needs of each child through providing a vibrant, challenging and stimulating curriculum and learning environment.

The IR children are part of mainstream classroom when it is deemed appropriate and with the appropriate level of support and in the IR Resource areas.

The Role of the Governing Body

The Governing Body has due regard to the SEN Code of Practice (2015) when carrying out its duties towards all pupils with special educational needs.
Each school's governing body has identified a Governor to have specific oversight of the school's provision for pupils identified as having special educational needs. This governor ensures that all governors are aware of the school's special educational needs provision.
The named governor is:
Lisa Almond- Wharncliffe Side Primary School
The governing body reports annually to parents on the status and success of the school's policy for children with special educational needs.
The identified governor will discuss any complaints parents may have concerning the provision made for their child.

Partnership with Parents

We try to ensure an active partnership with parents when supporting children with special educational needs.
Information about special educational needs provision is included in the school prospectus, on the website, at initial meetings with parents when children start at school and in the Governor's Annual Report to parents.
We hold regular review meetings with parents either in person or virtually to share progress being made by their child. If the parent is unable to attend, it may be discussed over the phone and a copy of the review can then be sent home. An opportunity is given for the parents to add their comments/wishes. We endeavour to keep parents informed of any outside interventions and involve them in and share the outcomes of decision making by providing clear information relating to their children.
Staff will endeavour to be available to parents whenever they need arises.

Parents are actively encouraged to share in the setting of Support Plan targets and contribute to Learner Profiles.
Any comments, compliments or complaints will be addressed either by class teachers, SENDCo, Head Teacher or SEN Governor. If outside support is required parents/carers will be invited to use SSENDIAS (Sheffield SEN and Disability Information and Support) formally Sheffield Partnership Service.
We ask parents to support us by helping their children to achieve their targets and encouraging them as they make progress.

Pupil Participation

We encourage children to take responsibility and to make decisions. Throughout the school we recognise the importance of developing social as well as educational skills.
Children are involved at an appropriate level in reviews and in setting targets in their Support Plans. They are encouraged to make judgements about their own performance and attitude and approach as part of this process. They play an active role in developing EHCPs.

Physical Provision

There is easy access to the main site and disabled toilet facilities located in the main entrance to school and in the Learning Zone. The school hall is easily accessible.

Nurturing Provision Looked after Children

Wharncliffe Side Primary School has nurturing provision, to support children who are identified by Looked After Children, Pupil Premium, or class teacher for a variety of reasons. At Wharncliffe Side the provision is developed to support and develop children's self-esteem and social skills to help them access school life and learning.

Bullying

The school has an anti-bullying policy. Any issues of bullying referred straight to the Headteacher.

Positive Handling

Should the need for Positive Handling occur, only staff who have received Team Teach Training will execute restraint.

All incidents will be monitored and a written record made.

For children who are identified as having significant difficulties an individual positive handling plan will be written and agreed with parents.

Transition

We recognise that the smooth transition between the Foundation Stage, Key Stage 1 and Key Stage 2 has an important part to play in maintaining continuity of progress for children with special educational needs.

The SENDCo plays an important part in ensuring smooth transition between the Foundation Stage, Key Stage 1 and Key Stage 2 by liaising with parents, class teachers, support staff, and outside agencies ensuring that all relevant information is passed on.

Particular care and effort is made by all staff involved to ensure smooth transition from KS2 to KS3. Teaching Staff, and support staff meet with representatives from the receiving secondary schools and all special educational needs records are transferred. The SENDCo liaises with the Secondary SENDCos to discuss relevant issues and where appropriate, additional visits are made by the pupil and sometimes family members in order to help facilitate a smooth transition. Other professionals, such as the Educational Psychologist are involved in the transition of pupils with greater needs, particularly those with EHCPs. If a child transfers to another school all records are sent or taken to the receiving school. The SENDCo and/or class teacher will fully discuss the child's needs and provision with the SENDCo at the receiving school.

Complaints Procedure

It is the aim of the school to provide a professional and caring service within the scope of the resources available. Occasionally parents have concerns about situations that may arise. Any parent who has cause for concern should firstly discuss this with the staff member involved and/ or the Headteacher. The designated governors will also discuss any problems which may arise. Should the above not bring about resolution then complaints should be forwarded through the Education Authority's complaints procedure. Details of this procedure can be obtained from the Headteacher.