



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**Formally adopted at a meeting of the Board of Governors  
on 24<sup>th</sup> October 2024, for review October 2025**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

## **WYKE PRIMARY SCHOOL INFORMATION**

The Headteacher, **Mr Ed Birkett**, has overall responsibility for Special Educational Needs and Disability at Wyke Primary School.

The designated teacher responsible for co-ordinating SEND provision for children/young people is **Mrs Laura Beales**. If you would like to speak to Mrs Beales, please call the Wyke Primary School office on 01747 825665.

The Governor with oversight of the arrangements for SEN and Disability is **Mrs Elizabeth Ingham**. If you would like to speak to Mrs Ingham she can be contacted via the school office on 01747 825665.

Our Chair of Governors is **Mr Barry Von Clemens**.

# WYKE PRIMARY SCHOOL

## Special Educational Needs and Disability Policy

### COMPLIANCE

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

- Equality Act 2010: Advice for Primary Schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Primary Schools SEN Information Report Regulations (2014)

### **‘Belong, believe, achieve’**

Wyke Primary School provides a happy, stimulating learning environment where every child is valued. We seek to develop aptitudes, skills and knowledge which will help pupils achieve their true potential through praise, encouragement and high expectations of work and behaviour.

This policy was developed in conjunction with staff, parents and Governors.

**OUR VISION FOR SEND – “Inclusion is not about giving everyone the same thing - it is about giving everyone what they need to succeed.”**

### AIMS AND OBJECTIVES for children with SEND

***All teachers are teachers of SEND and the identification and provision for SEND children is a whole school responsibility.***

Wyke Primary School has high aspirations for all our children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and with the cultural capital to make a successful transition into adulthood, whether into employment, further or higher education or training.

At Wyke Primary School we are committed to the equal inclusion of all pupils in all areas of primary school life. Every child deserves a broad, knowledge-rich and balanced education. We have an inclusive culture in our school and we are responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We celebrate the fact that every child is unique and understand that children learn and develop in different ways and have different strengths and areas for improvement. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways in which children learn. However, many children, at some time in their school life, need extra help. We aim for early identification of any special educational needs and disabilities, and this process starts from the first day children enter our school. We believe in raising the aspirations of and expectations for all children with SEND. At Wyke Primary School we work closely with parents and carers to ensure children with SEND are given personalised, targeted and effective provision which focuses on agreed outcomes and

not just hours of support. We aim to work in partnership with children's families and to keep the child's needs at the centre of everything we do.

Our core AIMS are to:

- ensure children with SEND make good progress.
- create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- identify, at an early age, individuals who need extra help and support.
- enable each child to take part and contribute fully to school life.
- develop individuals' self-esteem, building resilience and self-worth.
- provide access to and progression within the curriculum for all children.
- involve children in planning to address and monitor their special educational needs and/or disability.
- work in partnership with parents to support children's learning and health needs.
- provide quality training for staff that suggests strategies that will help them to support children with special educational needs and disability.

## **OBJECTIVES**

- To identify and provide for children who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole child, whole school' approach in the management and provision of support for children with special educational needs or disability.
- To provide support and advice to all staff who work with children with special educational needs.

## **ROLES AND RESPONSIBILITIES**

The Governing Board will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that the school's arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Governing Board at Wyke Primary School play an active role in our school, acting as critical friends and supporting the school team in school development and upholding statutory responsibilities.

The role of the SENDCO incorporates strategic direction and development of SEND identification and provision across the school and raising standards for all children, in partnership with the Senior Leadership Team and the Governing Board. Key facets of this include supporting teaching and learning, effective use of additional support, involvement in aspects of the financial management of the notional SEND budget and whole school professional development.

The responsibilities of the SENDCO at Wyke Primary School:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil/child in care has SEND;
- advising on a graduated approach to providing SEND Support;

- working collaboratively with the Headteacher regarding the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents/carers of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with SEND up to date.

## **ADMISSION ARRANGEMENTS**

Wyke Primary School uses the Local Authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to Wyke Primary School. In addition to this Wyke Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Wyke Primary School liaises with the Local Authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the Local Authority's website [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Board in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and Primary Schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Wyke Primary School has a range of specialist SEND facilities in place. Our school is all on ground level and is fully accessible to wheelchairs. The school benefits from a therapy room which can be used for Physiotherapy and Occupational Therapy, both by visiting practitioners and by staff following children's personalised programmes with them. The therapy room is well resourced, with a full-size therapy bed, hoist, and a range of equipment. As appropriate, technical and medical staff visit to ensure that children's personal equipment is reviewed and fit for purpose. Our wheelchair access has been improved by new ramps and better door thresholds to make it easier for our wheelchair users. We currently have two dedicated disabled parking bays in our car park.

## **SEND INFORMATION AND LOCAL OFFER**

The Wyke Primary School website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of

Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the Local Authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our School or other Dorset Schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

## **PARTNERSHIP WITH PARENTS AND CARERS**

Parents are consulted at every level of intervention and provision. Parents have a right to be fully involved in discussions about their child. Procedures should be explained to parents in order to develop a close working relationship and so parents can be actively involved in seeking outcomes and setting targets for their child. Parents should be offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents.

Consultation with parents is made informally as well as at Parents' Evening. Additional consultation is available at either the parents, class teacher's or the SENDCO's request at a mutually convenient time.

Children with Education, Health and Care Plans (EHCPs) and their families will participate in a review of the EHCP annually, or if appropriate bi-annually, to ensure appropriate measures and progress is being made. They will also meet with the class teacher at least 3 times a year to review the child's individual EHCP support plan.

Families of children at SEND support level will meet with the class teacher three times a year to review their SEND support plan.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

We aim for early identification of special educational needs and disabilities, so our assessment process begins as soon as a child starts our school. Early intervention takes place by

- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concern.
- Initial assessments when a child transfers to our school and discussions with their previous setting/school.
- Ongoing formative assessments both during day to day activities and at key points throughout the school year.

- Pupil progress reviews between the Headteacher, Deputy Headteacher, SENDCO and class teacher, where teachers are held accountable for the amount of progress the children in their class are making. Each teacher is responsible for evaluating the effectiveness of the provision they are providing for children with Special Educational Needs and Disabilities, and for establishing next steps.

Learning needs are managed either by using additional SEND Support or by having an Education, Health & Care Plan (EHCP), which is issued by the Local Authority. The majority of children with special education needs or disabilities will have their needs met by Wyke Primary School. Our staff are responsible and accountable for the development and progress of all the children in their class, including where they access support from teaching assistants or specialist staff.

If we suspect a child might have SEND, then we talk to the people who know the child best - the child and their parents/carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. This forms the starting point for future support planning. We use the graduated response detailed in the new Special Educational Needs and Disability Code of Practice 2014 of 'assess, plan, do, review.'

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a support plan will be actioned, and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents/carers **must** be informed that special educational provision is being made. Our brief "guide to send support" should be shared (see appendix)

The SENDCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

We track pupil progress through:

- Everyday formative assessments which tracks pupil progress against the level descriptors for the National Curriculum.
- Analysing pupil progress data and setting appropriate targets.
- Using National Curriculum testing or other tests.
- Using tests such as reading age and spelling age tests and the year 1 phonics check.
- Gathering information from the child, parents, carers and professionals from other agencies.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs.
- Provide advice to schools on how to best support the child.
- Suggest resources that would help the child make progress.

If a child has Special Educational Needs our SENDCO will:

- Liaise with the headteacher and class teacher to recommend and implement the right support for each child.
- Advise other teachers and teaching assistants on how to help each child and ensure they have an up to date SEND support passport detailing how their needs will be met in school.
- Arrange training for staff so they understand each child's needs.
- Work closely with parents/carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have.
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist /medical professional/educational psychologist.

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
- Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Education, Health and Care Assessment is only appropriate for a small number of children. The SENDCO or the SEND Information, Advice and Support Service (formerly Parent Partnership Service) will be able to advise you about this. See [www.dorsetforyou.com/parent-partnership-service](http://www.dorsetforyou.com/parent-partnership-service)

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. Some examples of other factors which may affect progress are:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

## **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and / or a disability, Wyke Primary School adopts a process of 'Assess, Plan, Do, Review'. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are



addressed appropriately, effectively and with good outcomes. Provision should take into account both working to a child's individual strengths as well as addressing barriers to learning and areas of need.

Following the first meeting, if it is agreed appropriate, a SEND support passport

will be created for the child by the class teacher, with support from the SENDCO. It will identify outcomes, which are specific, measurable, achievable, realistic and time related (SMART), and will outline appropriate support or intervention programmes and who will be delivering the support. The targets will be reviewed at least every term either via an additional meeting or as part of parents evening. Significant progress or areas of concern should always be brought to the attention of the SENDCO at the point of concern and a fully graduated approach towards meeting need adopted. The SENDCO reviews progress using INSIGHT, the SEND support passports, intervention and class records. Ongoing professional dialogue should enable staffing to be used flexibly and a proactive approach to responding to need should be evident throughout a cycle of Assess, Plan, Do, Review (APDR).

Our children with Education, Health and Care Plans have EHCP support passports, which is clearly linked to their outcomes of their plan. The passport will identify both high quality first teaching (HQFT) strategies as well as additional provision and / or intervention. All children with an EHCP are offered termly additional meetings for parents with the class teacher and/or SENDCO, in addition to an annual review and core offer parent's evenings. Both SENDCO and class teachers operate an open-door policy to enable parents to make contact for discussion at any time between the above times.

In class, each child's teacher will be finding ways to support the child to achieve these outcomes, such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability/need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs

If extra intervention and support is required, then the child will be supported by the class teacher or one of our skilled teaching assistants. This support could be additional small group intervention within the classroom or may involve children with similar needs accessing a group intervention outside of the classroom for short periods of the day. Very occasionally support may be 1:1 for part of the day (for example if the child has an EHCP and has very different learning needs to their cohort). Additional support may be English, Maths or another intervention strategy like fine motor skill development or social skills activities. In all cases our TAs work closely with the class teacher and/or SENDCO to plan a programme of intervention. This intervention will be recorded on our weekly timetabled provision map and will be regularly reviewed. As a school we work hard to ensure that any interventions used are evidence based and that the impact of any such intervention is monitored closely by the SLT or, where relevant, subject leader. Every class teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the Support Plans. Class teachers will also discuss how parents can be supporting the child at home.

Behaviour in itself is not a special educational need. However, behaviour can be a communication of an additional need. Wyke Primary School follow a whole school behaviour policy (see separate policy). Where appropriate class teachers may decide, in discussion with parents, to agree a behaviour plan which considers the proactive and reactive strategies which best supports a child's needs (see appendix 1)

If, despite additional interventions and support, a child is not making expected progress and we feel that we are unable to fully meet the needs of a pupil through our own provision arrangements, we may ask for parents'/carers' permission to seek the advice of specialist services. These children will continue to be

supported within school, but their provision will reflect the recommendations based on specialist assessment and they may receive support from external professionals also.

Throughout the school year the following external agencies can be called upon to support SEND pupils in our school:

- Specialist teacher service
- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Physical and medical needs service
- Early help
- Behaviour Support Service (BSS)
- School nurse
- Teaching Alliance of Dorset Special Schools (TADSS)
- Hearing/vision impairment service (HIS/VIS)
- Bereavement Counsellors from specific charities or hospices
- Whizzkids – wheelchair training through games for children teaching safety and movement

A leaflet for parents (see Appendix 2) summarises our policy and graduated approach for parents and carers.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

We carefully monitor and evaluate the success of our support for children with special education needs. This can be observed in the confidence with which children approach their work, in their attitude towards school in all aspects within the classroom, whether they are able to apply the skills they have learnt during support sessions, in their daily classroom sessions and through class teacher/teaching assistant observations. It can also be seen in the measured progress that children make in their standards of work and in any assessment tasks or tests that may be given and through our tracking of pupil progress (Insight) and using Pupil Progress (against new National Curriculum assessment strands for each year group, in core subjects) tracking measures.

Parents are actively encouraged to give their views on the provision made for their children, as are other professionals involved with the school. Close links are maintained with the governors who have responsibility for Special Educational Needs and Disabilities through meetings to discuss progress, provision and SEND developments. From these meetings the SEND governor will report back to the full Governing Board at their meetings to update them on SEND provision and progress, challenging any areas they feel need to be further developed or thought about.

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully without provision that is above what is expected of Quality First Teaching. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible

that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the Local Authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to GDPR Data Protection Law.

All records will be held in line with Wyke Primary School's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

WYKE PRIMARY SCHOOL will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Wyke Primary School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school policy on 'Supporting children at School with medical conditions'.)

## **TRANSITION ARRANGEMENTS**

Wyke Primary School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Wyke Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Staff maintain strong links with all local pre-school providers and in the Summer term a comprehensive programme of school visits for parents and their child, nursery visits, and welcome meetings is in place.

For children with SEND, moving classes will be discussed with you and your child at their Summer term review meeting. Transition to secondary schools will be discussed in the Summer term of their Year 5, to ensure time for planning and preparation. Personalised support will be put in place as fits the needs of the child. Techniques such as One Page Profiles, working with their new 1:1 support, ELSA support groups, social skills groups and teambuilding games can ease transition anxieties. Many of these activities or transition techniques take place at least a few weeks before the children even learn who their new teacher is going to be. We believe that putting such actions into place – as early as possible – aids a smoother and happier transition.

*Liaison with Secondary School Partners* Strong links exist with our partner secondary school (Gillingham School). Close liaison takes place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition

arrangements and induction visits are set up for SEND pupils where required, including a very successful programme of weekly visits in the Summer term for a very small number of children for whom parents/carers and school feel it would be beneficial.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. A programme of in-house CPD is also factored into our staff meetings time. The SENDCO will provide information on specific needs for new staff, keeping up to date through Dorset SENDCO briefings, personalised CPD through Dorset CPD online or other providers, and networking with other schools and SENDCOs.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEND INFORMATION**

Wyke Primary School presents its SEND information in three ways:

1. by information placed on the School website [www.gillinghamwyke.dorset.sch.uk](http://www.gillinghamwyke.dorset.sch.uk)
2. by following the link from the Wyke Primary School website to the Local Authority's Local Offer website
3. through information contained in this policy which is also published on the Wyke Primary School website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the Wyke Primary School to use IT facilities to view the School and Local Authority's websites.

On our school website we hold an area of SEND on which is:

- The SEND Policy
- The Wyke Primary School's SEN Information Report
- Link to Dorset's Local Offer website
- The policy for Supporting children at School with medical conditions
- The Accessibility Plan
- Link to the Equality information
- Link to Wyke Primary School admissions information.

## **ACCESSIBILITY**

Wyke Primary School publishes its Accessibility Plan on the School website; this information can be found [www.gillinghamwyke.dorset.sch.uk](http://www.gillinghamwyke.dorset.sch.uk) Further information about our School's accessibility can be found on the Local Authority's *Local Offer* website; this can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carers feel that their concern or complaint regarding the care or welfare of their child

has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

Wyke Primary School publishes its Complaints Policy on the School website; this information can be found at [www.gillinghamwyke.dorset.sch.uk](http://www.gillinghamwyke.dorset.sch.uk)

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually by parents/carers, staff and Governors.

## **LINKS TO OTHER RELATED POLICIES**

Supporting children at School with medical conditions

Accessibility Plan

Equality/equality information and objectives

Safeguarding

Anti-bullying

Vulnerable Groups

Data protection

Appendix 1: Behaviour Plans

Appendix 2: SEND leaflet for parents