



**The Whiteoak Academies of Hannah More Infants and Grove Juniors**

*“Planting dreams. Nurturing hearts. Growing minds.”*

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

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## 1. Rationale

The Special Educational Needs and Disability (SEND) Code of Practice 2015 stresses the need to place the highest priority upon ensuring high standards of education for all children, including those with Special Educational Needs. All children share the right to a broad and balanced curriculum and at The Whiteoak Academies we recognise and fully support the statutory right of all pupils to equal opportunities in education provision. We provide an inclusive education for all of our pupils which meets their individual needs and removes barriers to learning. Inclusion at the Whiteoak Academies is focussed on providing equal opportunities for all pupils, whatever their age, disability, gender, attainment, ethnicity and background. It centres on the provision made for and the achievement of different groups of pupils within our family of schools. Different groups could apply to any, some, or all of the following:

- Girls and boys.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Children who need support to learn English as an Additional Language (EAL).
- Children with Special Educational Needs and Disability (SEND)
- Pupil Premium (those in receipt of free school meals, or have had in the last six years, 'looked after' children, children whose parent/s are in the Forces)
- Gifted and talented children
- Other children, such as sick children, young carers and those children from families under stress

The Whiteoak Academies is a member of the Lighthouse Schools Partnership (LSP). The LSP have published an 'overarching' SEND policy which is available on our [school website](#) and on the [LSP website](#). This policy has been written not only to reflect the LSP perspective but also to explain The Whiteoak Academies' viewpoint of SEND and the practices within our family of schools.



LIGHTHOUSE  
SCHOOLS PARTNERSHIP

## 2. Aims

At the Whiteoak Academies we firmly believe that all teachers are teachers of SEND and that all leaders are leaders of SEND. Through this cohesive approach our SEND policy and School Information Report aims to:

- Support our children in becoming independent, reflective and enthusiastic learners who grow to be happy and compassionate adults.
- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities. (SEND)
- Create an environment that meets the special educational needs of any pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND demonstrating that all teachers are teachers of SEND and that all leaders are leaders of SEND.
- Give all children equal opportunities to achieve and participate in all areas of the curriculum and school life through high quality provision, focusing on inclusive practices and removing barriers to learning.
- Ensure the early identification of children with SEND and provide for these pupils using a range of teaching and learning strategies, differentiation, monitoring and assessment to support their progress.
- Value pupil voice and enable children and their families to participate in decision-making to develop relationships built on confidence and trust.

- Develop the confidence and self-esteem of all children by valuing the contributions of each individual and enable all pupils (through reasonable inclusive adjustments) to have full access to all elements of the school curriculum.
- Work collaboratively with other professionals, including health and social care, the Local Education Authorities and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all pupils with SEND.

### 3. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- [The Equality Act 2010](#).

This policy also complies with our funding agreement and articles of association.

### 4. Definition

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

(SEN Code of Practice 2015)

A pupils has SEND if they:

- Have a significantly greater difficulty in learning than the majority of children the same age.
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.
- Have *"Provision different from or additional to that normally available to pupils of the same age"*. (SEN Code of Practice 2015)

### 5. Identifying Special Educational Needs

All children's skills and attainment will be assessed by class teachers on entry into our family of schools. Class teachers and the senior leadership team will make regular assessments of the progress of all pupils, including progress in areas other than attainment. These assessments seek to identify pupils making less than expected progress. 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.



# The Whiteoak Academies

## Identifying Special Educational Needs and Disabilities



Entry level assessments of skills and attainment by class teachers, to ensure a baseline for progress to be monitored and barriers to learning identified early. Advice can be sought from the SENCO about the nature of these assessments.



Initial concerns identified by the class teacher based around the four broad areas of need as defined in the [SEND Code of Practice 2015](#) (see chapter 6 for detailed descriptions.):

- **Communication and interaction**, e.g. Autistic Spectrum Disorder (ASD), Speech & Language difficulties.
- **Cognition and learning**, e.g. dyslexia, dyspraxia, developmental delay.
- **Social, emotional and mental health**, e.g. Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, developmental trauma, extreme anxiety.
- **Sensory and/or physical needs**, e.g. visual impairments, hearing impairments, processing difficulties, epilepsy, medical condition such as spina bifida.



Class teacher raises concerns with SENCO. The SENCO will complete observation / assessment / offer advice. Class Teacher meets with Parents to share initial concerns and actions planned by school to support improvement. First cycle of 'Graduated Approach' begins. (Approximately 12 weeks or 2 half terms.) IEP or Personalised Plan issued and Pupil added to school SEN Register (K Code).



Review after 12 weeks – IMPROVEMENT



Review after 12 weeks – NO IMPROVEMENT



Continue with High Quality First Teaching and Universal Provision. Removal of IEP or Personalised Plan and removal from SEN Register.



Pupil discussed at SEN surgeries and Pupil Progress Meetings so that concerns are shared / updated with SLT and SENCO. Further discussions with Parents and Class Teacher. Review of intervention and 'reasonable adjustments' required to address identified need. Second cycle of 'Graduated Approach' begins. (Approximately 12 weeks or 2 half terms.) New IEP or Personalised Plan issued.



Review after 12 weeks – IMPROVEMENT



Review after 12 weeks – NO IMPROVEMENT

Referral to relevant outside agencies. (Parental Consent required.)  
 Educational Psychologist (EP): Dr Leona Black  
 LSP: Suzy Divine, Lead Teacher for SEND  
 Weston Area Health Trust – Sirona: Occupational Therapy, SCAMP pathway, Speech & Language



One Page Profile and IEP targets set and reviewed termly. Monitored and reviewed every 12 weeks through:  
 - SEND Surgery discussion.  
 - Meeting with Teacher / SENCO and Parents.



NO IMPROVEMENT



IMPROVEMENT - Continue with High Quality First Teaching removal of IEP or Personalised Plan and removal from SEN Register.



Multi-professional meeting including Parents. Decision made around application for 'EHCP' for support and funding to meet needs in school.

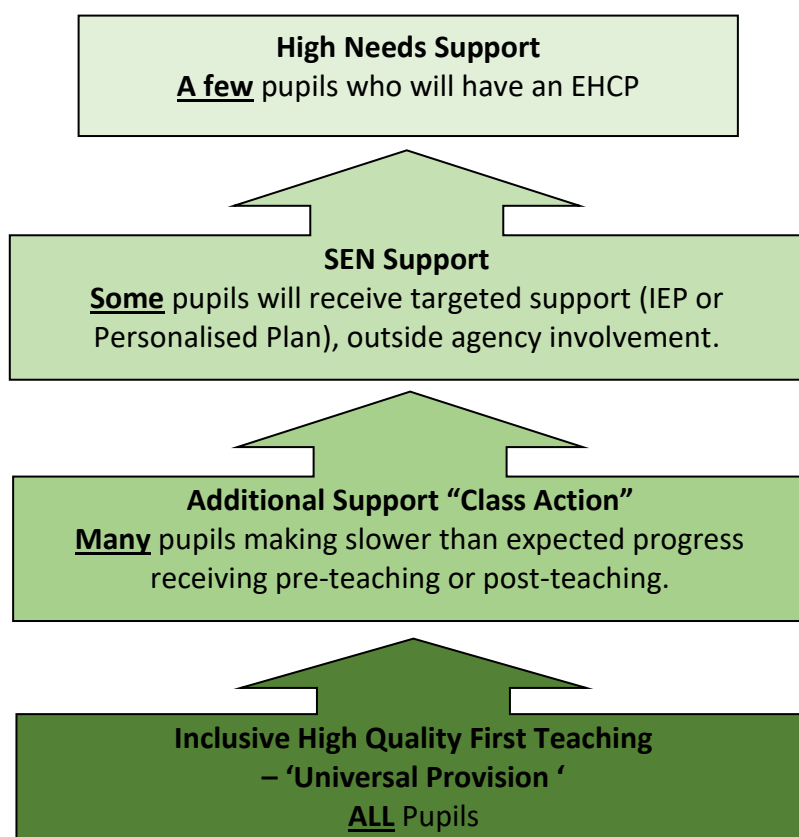
## 6. A Graduated Approach to SEN Support

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” SEND Code of Practice 2015*

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children through a balanced and broadly based curriculum. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised. Early discussions with the pupils and parents will help to develop a good understanding of the pupil’s areas of strengths and difficulties, the parents’ concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil’s record.

**Where a pupil is identified as having SEND**, action is taken to put effective special educational provision in place. School staff will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This will take the form of a four part cycle – *assess, plan, do, review* – through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This ensures interventions are matched to the SEND of the pupil. A clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes.

There is now a single category of support, SEND Support. To ensure that schools are effectively managing a graduated response, a system is in place as illustrated by the diagram below. The SENCO will hold records about pupils on the ‘SEN Register’.



## 7. Involving Specialists

Where a pupil continues to make less than expected progress, the school will consider involving specialists. The pupil's parents will always be involved and will be asked to give permission for specialists to be involved.

## 8. Education, Health and Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment from North Somerset Local Authority.

## 9. Roles and responsibilities

### The SENCO

The SENCO is **Mrs Abby Murray** (contact via the school office 01275 851127) Mrs Murray has completed the mandatory National Award for Special Educational Needs Coordination and has a PGCE in SEN and Inclusion. The SENCO is a member of the Senior Leadership Team (SLT) and she works closely with the Head teacher, teachers and support staff.

The SENCO will fulfil the roles and responsibilities set out in the LSP SEND policy on page 4 section 4.1 and within The Whiteoak Academies the SENCO responsibilities will include;

- Overseeing the day-to-day operation of the school's SEND policy; local offer
- Coordinating provision for children with SEND including those with and EHC Plan;
- Ensuring inclusion of all pupils from all groups identified in section 1 where a pupil within any of these groups has SEND;
- Advising on a graduated approach to providing SEND support and ensuring High Quality First Teaching and Universal Provision;
- Applying for necessary support, referrals and EHC Needs Assessments;
- Liaising with parents 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 (North Somerset Local Authority);
- 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;
- Ensuring that the school keeps the records of all children with SEND up to date.
- Provide a termly written interim report to the Local Governing Body and an annual detailed report in July.

The school will ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles in a school.

### The SEND governor

The SEND governors are Mrs Jacqui Ramplin and Mrs Sarah Read. They will fulfil the roles and responsibilities set out in the LSP SEND policy on page 5 section 4.2 and within The Whiteoak Academies the SENCO responsibilities will include;

- Help to raise awareness of SEN issues at Local Governing Body meetings and ensure that it is a 'standing' agenda item for discussion and updates.

- Monitor the quality and effectiveness of SEND provision within the school and update the Local Governing Body on this with a termly written report not exceeding one side of A4.
- Support the SENCO with responses to the Local Authority in response to EHC Plan consultations for new or existing pupils.
- Support the SENCO with the implementation of the LSP SEND Action Plan 2023-2026.

### **The Executive Headteacher**

The Executive Headteacher is Mrs Victoria Reyes. She will fulfil the roles and responsibilities set out in the LSP SEND policy on page 5 section 4.4 and within The Whiteoak Academies the SENCO responsibilities will include;

- Support the SENCO during Pupil Progress meetings and staff meetings ensuring a consistent approach from SLT.

### **Class teachers and Support Staff**

Each class teacher and member of the Support Staff team will fulfil the roles and responsibilities set out in the LSP SEND policy on page 6 section 4.5 and within The Whiteoak Academies the SENCO responsibilities will include;

- Completing skills and attainment assessments when a pupil enters The Whiteoak Academies, either as the class teacher or under the instruction of the class teacher.
- Awareness of children identified as having SEND and children who might also fall into other 'groups' as outlined in section 1.
- Complete lesson by lesson 'check-ins' with pupils identified as having SEND and children who might also fall into other 'groups' as outlined in section 1.
- Attend SEND surgeries with the SENCO and Pupil Progress meetings with SLT when requested.
- Keep up to date records of progress, attainment, interventions and notes from meetings centred on a particular pupil.
- Complete SEND paperwork accurately and on time. i.e. IEPs, One Page Profiles, Provision maps.
- Attend CPD training.

## **10. Monitoring**

1. Plans for meeting SEND in the school will be reviewed and renewed annually and, where there is a particular need the Executive Headteacher will recommend additional provision from the budget. This will be set out in the Annual Monitoring Report written by the SENCO and this will be used to inform the RAPP.
2. Each school has a register of children receiving provision that is 'additional to and different from' their peers under the single category 'SEN Support - K'. All teaching staff will monitor the progress of individual children through tracking data which will be discussed with the SENCO. The SENCO meets with all class teachers three times per year to discuss and monitor pupils on the SEN register through SEN Surgeries and Pupil Progress Meetings. In addition, any pupils who are not making progress or are giving

cause for concern will be discussed and monitored as Class Action. Records of these discussions are kept centrally and copies given to class teachers.

3. Pupils will have opportunities to talk about their learning with class teachers, subject leaders and other relevant staff.
4. Intervention groups will be established as required and monitored by the class teachers, year group leaders, subject leaders, SENCO and the Senior Leadership Team.
5. Where appropriate, an IEP (Individual Education Plan) may be put in place for a child so that staff and parents have clear outcomes to work towards. These will be reviewed as appropriate following the assess, plan, do, review cycle.
6. The class teachers hold the responsibility for evidencing progress against the outcomes that have been set for children. Progress is also monitored for all pupils at Pupil Progress meetings, three times per year with the Executive Head Teacher and relevant staff.
7. Parents are regularly updated regarding their child's progress. This would include informal conversations, parents' evenings, annual reports and annual review meetings for those pupils with complex needs on the SEN register.
8. If a child triggers the relevant assessment criteria, then the SENCO will seek additional funding through the EHCP process. The application will be completed online via the North Somerset EHC Hub. An application will only take place with parental consent. Teachers and Parents will be asked to provide written evidence to support the application and the SENCO will complete the online application / request for a Needs Assessment.
9. Information and records of the child's special needs support is passed on to other schools when the child leaves.
10. The SENCO to report (documented) to LGB Termly on SEN monitoring and progress.
11. The SEN Governors, together with the Executive Head, will ensure that the Governors keep a general oversight of the SEN provision in the schools. Governor monitoring will take place at regular intervals in line with the Academy monitoring programme.

## **11. Liaison**

1. All staff together with the Executive Head will ensure that careful records are kept and transfer documents completed.
2. The SENCO will attend the LSP SENCO network meetings and liaise as appropriate with pre-schools, nurseries, infants, junior and secondary schools.
3. The SENCO or Executive Head will liaise with other agencies when appropriate to the needs of the child.



## 12. Training

1. The Executive Head will ensure that staff keep up to date with developments in SEND through staff meetings and / or training days.
2. National Award for SEN Coordination: Government regulations require all new to role SENCOs (after September 2008) working in English maintained schools to achieve the National Award for SEN Coordination.
3. Staff development needs will be identified and plans made to meet them.

## 13. Complaints

If there is a complaint, parents are encouraged to first talk with the class teacher. If parents require further support, they should make an appointment with the SENCO, who may then suggest a meeting with the Executive Head. If necessary a formal complaint can be made to the Governors. Reference should be made to the complaints policy.

## 14. Equality Statement

The Whiteoak Academies are committed to considering the impact of this policy – Special Educational Needs on equality and the possible implications for pupils and staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## 15. Conclusion

At the heart of the Whiteoak Academies is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Our person centred approach to learning provides pupils with the best opportunity to develop their full potential: *“Planting dreams. Nurturing hearts. Growing minds.”*

This document should be read in conjunction with the following policies which can be found on our Federation website. This list includes but is not limited to:

- Accessibility Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Policy
- Curriculum Policies
- Educational Visits
- Feedback and Marking
- LSP SEND and SEND report Policy
- Pupil Premium Information
- Safeguarding
- SEN Information report
- Single Equality Policy
- Supporting Pupils with Medical Needs

<b>Date adopted by Governing Body:</b>	<b>24<sup>th</sup> September 2024</b>
<b>Date to be reviewed by the Governing Body:</b>	<b>September 2025</b>