Wye School
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Part of United Learning

SEND Policy

Review Timetable

The Policy will be reviewed every year, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	November 2026
Policy ratified by Local Governing Bodies	
Renewal Date	May 2027
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Wye School

Special Educational Needs and Disability (SEND) Policy

Context
This policy was developed in consultation with parents/carers, staff and students and has regard to: • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations
Principal: Luke Magee
Governor with responsibility for SEND and LAC students: Wheezie Cottrell
SENCO: Karen Henderson
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This policy will be reviewed annually

This policy is in line with our teaching and learning objectives and equality of opportunity policy and aims to support inclusion for all our students. The responsibility for the management of this policy falls to the Principal and Vice Principal who line manages the SENCO. The day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, the Principal/Vice Principal and the SENCo will work closely to ensure that this policy is working effectively.

Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every student within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all students with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of students is the first response to supporting students with SEND. Some students will need something ***additional to*** and ***different from*** that which is ordinarily available for the majority of students, this is *special educational provision* and the students in receipt of this provision will be included on the school's SEND register. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Wherever possible, Wye School will ensure that the necessary provision is made for students who have SEND. We will ensure that staff are able to identify and provide for these students to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from student support assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies required to meet the individual needs of our students.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all students and help them achieve, to their full potential, in all areas including their development of knowledge, skills and

understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all students, especially those with SEND.

Objectives

- To identify and provide for students who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a student with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To implement a graduated approach to meeting the needs of students identified as SEND Support.
- To appoint a teacher responsible for the coordination of SEND provision (SENCo) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for students with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.
- It is important to note that a student who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole student in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. Wye School will take into account students' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Wye School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all students is regularly monitored and reviewed as part of high quality, adapted teaching. Where concerns are raised about a student's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a student's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENCo. They will then assess if a student has a significant learning difficulty and agree appropriate support.

Where a student is identified as having SEND, the SENCo and the class teacher will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place, as per the code of practice. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents that SEND Support is being offered and share with them the provision that is being put in place. This will be reviewed with the parents, the child and teachers.

Students with an Education, Health and Care Plan (EHCP) have in year reviews with the SENCo as well as their annual review.

The Graduated Approach to SEND

Assess: In identifying a student as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the student's needs. This should draw on:

- the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.
- the student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher/ tutor / head of year and/or the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be agreed.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the student on a daily basis and will work closely with any student support assistants (SSAs) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the class teacher in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers as appropriate.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the student's needs, then the class teacher, working with the SENCo, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parents/carers and the student.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adapted teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND register.

SEND Provision

High quality teaching, referred to as Quality First Teaching, adapted for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered in *SEN Code of Practice: 0-25 years 2015, 6.37.*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

The provision offered to students requiring SEND Support in addition to Quality First Teaching will differ from student to student. They may include:

- an Individual Learning Plan- set out and accessible to all staff and parents
- evidence based interventions
- additional support from another adult
- different materials, resources, or equipment
- working within a smaller group
- use of alternative technologies
- peer-to-peer support
- personal care support
- access to SEND room
- use of therapies

Statutory Assessment of Needs (EHC)

A small number of students whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHCP) being provided. Wye School will follow their local authority's guidance, generally Kent, for this process and involve parents/carers and the child from the beginning.

Statements of Need

There are no students at Wye with statements. All have been transferred to EHCPs.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

Student progress is tracked and where students are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Wye School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEND support will have the opportunity to meet with the SENCo/appropriate Student Support Assistant (SSA) or class teacher formally, usually at parent's evening, but also by request. The SENCo is happy to meet with parents/carers by arrangement whenever possible.

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children, and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000
Office: 03000412412
E-mail: iask@kent.gov.uk
www.kent.gov.uk/iask

More information about the support offered to parents/carers from our local authority can be found within the local offer. https://www.kent.gov.uk/education-and-children/special-educational-needs

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school SEND team support children in care, and there is a governor for Looked after Children.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, during Parent's Evenings and at the end of a targeted intervention. We ask all students to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEND Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Principal and SENCO, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Appoint a member of the LGB to advocate for the needs of students with SEND.
- Use their best endeavours to make sure that a student with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCo.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Principal

The Principal, supported by delegated members of the Senior Leadership Team, has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with special educational needs. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENCo and the Governor with responsibility for SEND and LAC students.

In collaboration with the Principal and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENCo

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

Through analysis and assessment of students' needs, and by monitoring the quality of teaching and standards of students' achievements and target setting, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all students with special educational needs and ensuring they are up to date.

- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Principal and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all students including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of student needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment
- Class teachers will ensure that any student on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.
- Student support assistants will liaise with the class teacher and SENCo on planning, on student response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all students.

The whole school regularly attends SEND training sessions led by the SENCO who also offers drop-in support to offer advice to all staff.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Funding

The school receives funding through its delegated budget, including a notional SEN budget, to support students with Special Educational Needs and Disabilities (SEND). This funding is used to provide appropriate provision, interventions, resources, reasonable adjustments and staff training to meet identified needs and promote inclusion. The school is expected to use its available resources to support students at SEN Support and follows the SEND Code of Practice and Kent Mainstream Core Standards when determining provision. Where a student's needs are exceptionally high and require support beyond that which can reasonably be provided from the school's delegated resources, the school may work with its Community of Schools and Kent County Council to seek access to additional funding and specialist support.

Storing and Managing Information

Student records and SEND information may be shared with staff working closely with SEND students to enable them to better meet the individual student's needs. Student SEND files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our GDPR procedures.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

No student will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for students with SEND includes the planning and preparation at key transitional phases of education. For students arriving at Wye School, we have a package of transitional support that is put in. This includes:

- Transition days
- Visit by Wye School staff to students in Year 6 to start the transition process
- Visits between SENCOs
- Key staff exchange

Access Arrangements

The school follows the regulations and guidance published by the Joint Council for Qualifications (JCQ) when considering and implementing examination access arrangements. Access arrangements are awarded to meet an individual student's demonstrated need and must reflect their normal way of working in the classroom, internal assessments and mock examinations. Decisions are based on a combination of evidence, including teacher feedback, school assessment data, SEND records and, where appropriate, specialist assessment. Arrangements may include, but are not limited to, extra time, supervised rest breaks, the use of a word processor, a reader, a scribe or modified examination materials. The SENCo works closely with teaching staff, the examinations officer, students and parents/carers to ensure that all arrangements are applied fairly, appropriately and in accordance with current JCQ regulations. The SENCO also works closely with all teaching staff in completing the application to the awarding bodies.

Information on where the local authority's local offer is published.

The local authority's local offer is published on https://www.kent.gov.uk/education-and-children/special-educational-needs and parents without internet access should make an appointment with the SENCo for support to gain the information they require.