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SENDA POLICY

Policy reviewed by: Christine Evans

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Reviewer's Signature: 

Head Teacher's Signature:



Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School; 'parents' refers to parents, guardians and carer



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Dream big, do your best, be ready

Wetherby is a vibrant community dedicated to providing the opportunity to pursue dreams, personal excellence and individual growth while celebrating grace, grit and courage.

Dream Big

- Pupils are encouraged to develop the skills and proactive mindset to follow their dreams.
- Contribution and effort is celebrated as much as achievement.

Do Your Best

- Our curriculum promotes fun, inspires curiosity and ignites a love of learning.
- We provide personalised learning experiences to cater for the individual needs of pupils.

Be Ready

- Pupils are encouraged to express their own views with confidence while learning to respect the opinions and diversity of others.
- We instil the values of resilience, honesty and kindness to equip them with the self-confidence for future life.
- We offer a holistic approach to education which fosters positive relationships between home, school and the local community.

Section A – Principles & Objectives

Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as:

- Physical disability, including visual or hearing impairment
- Specific learning disorders, such as dyslexia or aspects of memory function
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations¹
- Social, emotional and mental health
- Illness and long-term absence

National figures indicate that around 13% of school age pupils have special educational need support. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.

Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- The Mental Capacity Act 2005

¹ A pupil **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.



Whilst the SEND Code of Practice is not applicable to independent schools (other than independent special schools) it is considered best practice and we therefore adopt many of its recommendations at Wetherby.

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDA – Special Educational Needs Disability and Accessibility
- SENDCO – Special Educational Needs and Disability Coordinator
- ILP – Individual Learning Plan
- EHCP – Education, Health and Care Plan

This policy works in conjunction with the SENDA Accessibility Policy.

Admissions policy in relation to SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to Wetherby who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.



Before or after a place is offered, or at the very latest before starting at Wetherby:

1. Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. Wetherby reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
2. Parents must disclose any reports or assessments their sons have had to ensure we are able to meet the needs of the boy.
3. Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at Wetherby, we will endeavour to continue support the child as long as:

1. we have the appropriate resources and facilities to provide them with the support they require, and,
2. we believe it is in the best interest of the child and of the school community to remain at the Wetherby.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Principles and aims

We aim to

- Raise the aspirations of and expectations for all pupils with SEND, by providing a focus on outcomes and not simply hours of provision or support
- Ensure that all pupils have access to a broad and balanced curriculum
- Provide learning which is differentiated according to the needs and abilities of the individual
- Promote sensitivity and responsiveness to SEND throughout the school
- Encourage pupils with SEND to take as full a part as possible in all school activities
- Educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- Provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- Stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision



Procedural objectives

- A designated person (SENDCO) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A pupil's SEND needs will be identified as early as possible
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality
- The SENDCO, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers



Section B – Implementation & Monitoring

1. Identification, Assessment and Provision

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for pupils.

Skills and attainment will initially be assessed via PIPS Baseline Assessment. At the same time, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

Identification and Assessment

Identification and provision will be determined through the school's SEND assessment process and boys will then be placed on the Wave system, as set out in the Appendix I.

The needs of pupils are evaluated through a range of indicators and in conjunction with the SEND framework (Appendix II):

- The outcome of annual, end-of-year PIPS assessments
- The outcome of internal exams
- Concerns raised by class or specialist teachers
- Observations made by the SENDCO
- Concerns raised by parents, the pupil and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports).
- Behaviour data.
- Regular in-class and/or subject assessments. Class and Subject teachers will make regular assessment of all pupils and identify those who are making less than expected progress. An in-class 2-cycled approach will be used to support the pupil before considering a SEND response.
 - *The first response to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the subject and/or class teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.*
 - *Following this, if there is no improvement, the subject and/or class teacher will review their own practice still further - reflecting on alternative ways in which to support the pupil via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher level pupil, practical activities to consolidate learning and so on.*
 - *If the pupil is still not making progress after this 2-cycled process, evidence will be gathered (class test results, quality of independent work, views of the pupil and parents regarding homework).*



- *In addition a Causing Concern Form should be completed by the class teacher and sent to the SENDCO for consideration (advice, observation and/or an intervention proposal).*

NOTE:

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCO and the school team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns, via the Causing Concern document. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made whether a pupil should be placed on the SEND register (Wave 3), and which area of support is recommended

Finally, a pupil's level of SEND need will be recorded on the SEND Register, accessible to all teachers via the teachers shared site and/or SIMS. The SEND register records all pupils on Wave 3. There is also a record of boys on Wave 2 and those who have reasonable adjustments made for them... These records are working documents that are updated termly with consultation between the SENDCO and Class teachers.

Provision

Special Educational Provision means:

- *Educational or training provision that is additional to, or different from, the educational provision made generally for children of the same age... SEND Code of Practice, 2015*

Where a pupil is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will take a four-part cycle, known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2015).

If any additional support, over and above that of the normal curriculum, is to be provided, parent/carers will be informed.



- Assess - Internal and/or external assessments, Pupil Progress Meetings, Concern Form - sent to the SENDCO at any point (Appendix II). (Also see Assessment Policy for general guidelines on school assessments).
- Plan - SENDCO, Teacher(s), parents and pupil (if appropriate) collaborate, where appropriate, to formulate a plan in response to any assessments. If this results in 1:1 support, an Individual Learning Plan, henceforth referred to as ILP (see Appendix III) is formulated.
- Do - Implement strategy determined at planning stage.
- Review - SENDCO, Teacher(s) meet to discuss progress as part of the Pupil Progress meetings. This information is then conveyed to parents and a decision on whether the cycle needs to continue is taken. It is possible, that a child may no longer be considered as SEN or needing additional support and therefore this 4-part approach is terminated.

If any additional support, over and above that of the normal curriculum, is to be provided, parent/carers will be informed.

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child. See Appendix IV (The Parent SEND information leaflet).

Where there is need for in-class support (for example from a TA or Support Teacher), the SEND Support Framework will be used to decide where the in class support is best allocated.

An Individual Learning Plan, See Appendix V, (ILP) will be available to all staff via the Teachers' Shared Site.

Receiving SEND support is not conditional upon a specialist report.

It is at the schools discretion who qualifies for specialist support and for how long support is given. The school welcomes reports from the schools recommended list of external professionals.



Individual Learning Plans

Pupils on the SEND register and receiving additional support or intervention will have their progress monitored within the targets of their ILP. This is over and above the school-wide progress tracking.

If a pupil is deemed to be Wave 3, and is receiving 1:1 support from a specialist teacher or speech and language therapist, targets will then be detailed within an ILP. This will be shared regularly, at least twice yearly, with parents/carers either through a meeting or via email, if discussion has previously taken place in another capacity. Child friendly versions of these targets will be shared with the pupil.

SMART Targets will be used to inform the ILP with the pupil's next steps, they are:

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.

The new ILP will be made available to all staff working with the pupil via the Teachers Shared Site area and a copy will also be given to the parents/carers.

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an annual Review will be held between the Head Teacher, SENDCO, parents, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

Reasonable Adjustments for Examinations

We believe in best practice and make decisions about which pupils will benefit from differentiated exam conditions and/or papers. We take into consideration several factors; advice and recommendations by external specialist reports as well as parent, teacher and SENDCO's opinion. It is most likely that any pupil that receives specialist 1:1 support in school will sit one or more differentiated exams, although this is not always the case.

Involving Specialists

Where a pupil continues to make less than expected progress due to SEND, despite the use of an evidence based approach and well matched interventions, we may recommend consultation, assessment and support from outside agencies (for example Speech and Language, Educational Psychologist, Psychiatrist or Occupational Therapy). Equally, parents/carers are advised to involve the school if specialist provision is sought privately and share any reports from this.

The school has a recommended list of professionals, Speech and Language, Educational Psychologist, Psychiatrist, Play Therapists or Occupational Therapists.

All teachers should be aware of the individual and differing needs of the pupils, and have access to individual records via teachers shared site. The SENDCO will ensure that when an external report is received, a copy of the report is circulated to all relevant members of staff to read with a synopsis and any recommendations made added to the pupils ILP if appropriate.



Equal Access

Wetherby School has no wheelchair accessibility due to the confines of the building. This restricts our ability to offer children with mobility problems a place. However, each case will be considered individually. Please refer to SENDA Accessibility Plan.

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

2. Resources

The overall level of funding for SEND is delegated to the school by the Inspired Education Group and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school Senior Leadership Team who will seek advice from the SENDCO.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCO are met from the main school budget.

The SENDCO has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.

3. SEND Professional Development

All staff in the school will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

The SEND department should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.

The SENDCO should be aware of relevant courses relating to SEND which staff can request access to and the SENDCO can advise as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils.



4. Roles and Responsibilities

The Inspired Education Group has ultimate responsibility for SEND children in their schools. (Appendix V). This is overseen by the Head who has overall responsibility for the management of SEND provision within their school. On a day to day basis, this responsibility is delegated to the SENDCO who keeps the Head and SLT fully informed. (Appendix VI)

The SENDCO will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. (Appendix VI)

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff. (Appendix VI)

Teaching Assistants and Intervention teachers are a valuable part of the support for pupils with SEND. The Head of Teaching and Learning / SENDCO maintains overall responsibility for all teaching assistants and intervention teachers.

5. Communication and Collaboration – Partnership with Parents/Carers

We will ensure that all parents/carers are fully informed of any SEND provision their son may have.

Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs
- Alert the school to any concerns they have about their child's learning or provision
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal) and Annual EHCP plan reviews

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND Wave system
- Be informed of what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their ILP, if appropriate
- Have the opportunity to make their views known about how their child is educated during meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCO



Pupil Participation

For children with SEND, we aim to involve the pupil in understanding their difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore as part of the student's SEND provision the school should listen to the views of the pupil.

Parental Concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's SEND provision these procedures should be followed:

- Raise initial concerns with the Class or Subject teacher. Usually any problem can be dealt with at this stage
- Arrange a meeting with the Class or Subject teacher
- Raise the issue with the SENDCO
- Arrange a meeting with the SENDCO - if it involves a conflict which cannot be resolved, the Head should be involved
- Arrange a meeting with the Head for further details of formal complaints, refer to our Complaints Procedure (available on our website)

6. Record-keeping and evaluating the success of the policy

Records are kept of the progress of SEND pupils and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the SENDCO and the SLT. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND at Wetherby
- The success of the school at including pupils with SEND
- Any recommendations from internal governance reviews and external inspections



Appendix I Wetherby SEND Wave System

A clear and defined system for identifying and acting upon SEND is set out below.

1) Initial Action

The class teacher has the initial responsibility for identifying pupils who may have Special Educational Needs; the most important and effective method of assessment in all areas of the curriculum is teacher observation. Teachers who have concerns about pupils complete a concern form and discuss it with the SENDCO. They may also raise their concerns in the termly Monthly Meetings where the Headmaster, Deputy Head (Academic), Deputy Head (Pastoral) and SENDCO are present. The SENDCO will observe the pupil in the classroom and look through his classwork. In conjunction with the class teacher the SENDCO will then decide if a pupil needs monitoring (Wave 2) or go onto Wave 3 and have additional support.

2) Monitor Stage (Wave 2)

At the end of Reception some boys are placed on Wave 2 for close monitoring in Year 1. Parents are informed of this and the area/s their son is being monitored in. A discussion will take place with the parents and they will be asked for their views and input. Parents will be kept up to date through informal meetings and at termly Parents' Evenings. The pupil's assessment and test results are tracked.

If it is decided in the future that a pupil needs individual support from a SEND teacher then parents will again be contacted and asked in for a meeting. During the meeting appropriate support for the pupil is discussed and decided by the SENDCO and the parents. At this stage, the child is placed on Wave 3 and put on the school's SEND register.

Boys may also participate in small group interventions, during the course of their time at Wetherby. These interventions are carefully selected to boost specific weaknesses. Boys who receive an intervention are also classed as Wave 2. Parents are always informed of interventions.

Any boy joining after Reception is automatically placed on Wave 2 for half a term for monitoring and possible interventions.

3) Individual Support (Wave 3)

Pupils listed on the SEND register are supported within the school by the Specialist Educational Needs staff. Some pupils on the register have an ILP (Individual Learning Plan) which includes a list of SMART targets. These are drawn up by the SENDCO in consultation with the class teacher and parents when appropriate. These include practical suggestions for teachers to help pupils in class. Copies of all ILPs and SMART targets are kept by all those teachers, who teach the pupil, in their teachers' planning folders. Further copies are available on the staff shared area and in the SEND folder. A pupil's ILP or SMART targets is also sent to the parents at least twice yearly.

Pupils are withdrawn from class to work in a small group or on a one to one basis with one of the teachers which might include the SENDCO. The frequency of this support is recommended by the SEND



team. We have a variety of resources at school and order new materials to support the needs of pupils as required.

Any change to the existing provision, or alternative suggestions for new provision are discussed with SENDCO first. The parents will then be informed about this.

Educational Health Care Plan (EHCP)

If a pupil has an EHCP the school will take responsibility for ensuring that all staff working with the pupils have read and understood the EHCP and any specialist reports. We will ensure a clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice. The school will target provision to address the pupil's needs and ensure that agreed outcomes and review points are in place. Teachers, with support from the SENDCO, will monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed and the SENDCO will monitor and oversee progress at least once a term with all relevant staff, parents/carers and pupils.

Outside Agencies

Some pupils will need more support than can be offered by the school. In these cases external agencies will need to be consulted. The school will contact parents in order to suggest further investigation by an

- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Paediatrician
- Behavioural Psychologist
- Behavioural Optometrist
- Any other relevant professional

Once an outside assessment has been carried out and the report shared by the parents with the school, the report will be read by the Head of Learning Support, class teacher, Headmaster and any other member of staff that teaches the boy (e.g. music, PE and French teachers). A meeting will then take place between the parents, Head of Learning Support, SEND teacher, class teacher and, if necessary, Headmaster. An appropriate plan of action will be discussed with the parents.

The recommendations of the outside professional are included in an ILP. Any pupils receiving support outside school will also be placed on the SEND register. On occasions it is decided that a boy would benefit from spending between one and four mornings per week having specialist 1:1 teaching in English and maths at a specialist centre. The boy will then join his class for the afternoons at Wetherby. This decision is made in conjunction with the parents and with the boys' best interest in mind. Wetherby has strong links to two specialist schools that can offer this support if required.



Appendix II

SEND Support Framework (4 Key Areas as detailed in the SEND Code of Practice 2015)

Communication and Interaction

Wave	Possible Indicators		Possible Pupil Support	Staff Involved
1 – all pupils are on wave 1 unless otherwise identified	<ul style="list-style-type: none"> Minor difficulties with social inference 	<ul style="list-style-type: none"> Generally attends in lessons, follows teacher instruction Enjoys structure/routine Becomes disorientated by change in routine or familiarity 	<ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Visual timetable Broken down instructions 	<ul style="list-style-type: none"> Class teacher
2 – monitoring level. Not classed as SEND	<ul style="list-style-type: none"> Some difficulties with social inference Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task Minor receptive or expressive language irregularities/difficulties 	<ul style="list-style-type: none"> Generally attends well-structured lessons, follows teacher instruction literally Agitated, upset by change in routine or familiarity or finds them quite challenging Challenged by group work, often wanting control 	<ul style="list-style-type: none"> Concern form possibly submitted to SENDCO for advice, support, observation or notification (with evidence of L1 support complete but not successful) Intervention via social group/TA support Observation/recommendations from SALT Contact parents 	<ul style="list-style-type: none"> Class teacher SENDCO TAs Speech and Language Therapist
3 – 1:1 support received or external agencies involved	<ul style="list-style-type: none"> Regular/noticeable difficulties with social inference Frequent receptive or expressive language irregularities / difficulties (word finding difficulties) Unable to follow a 2-part (Infants), 3-part (junior) instruction 	<ul style="list-style-type: none"> Possibly diagnosed with ASD or PDD Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour Struggles to follow whole class situation – needs to be told instruction directly May be socially withdrawn / vulnerable 	<ul style="list-style-type: none"> Concern form submitted by Class Teacher Withdrawal for intervention 1:2 or 1:1 (social skills) by school staff Speech and Language Therapist x 1 session per week Lego Therapy 	<ul style="list-style-type: none"> SENDCO TAs Class teacher Speech and Language Therapist
4	<ul style="list-style-type: none"> Education Health and Care Plan (EHCP) 		<ul style="list-style-type: none"> As detailed in EHCP 	<ul style="list-style-type: none"> SENDCO TA/LSA Class Teachers Other external agencies



Cognition and Learning

(SWST = single word spelling test, PIPS = Performance Indicators in primary schools)

Level	Possible Indicators					Possible Pupil Support	Staff Involved
	Non-verbal Reasoning	Verbal Reasoning	Suffolk Reading Test	SWST	PIPS		
1 – all pupils are on wave 1 unless otherwise identified	>100	>100	>100	>100	>50	<ul style="list-style-type: none"> • First class quality teaching • Differentiation/extension where applicable 	<ul style="list-style-type: none"> • Class teacher • TA
2 – monitoring Level. Not classed at SEN	95-100	95-100	95-100	95-100	40 – 50	<ul style="list-style-type: none"> • Concern form possibly submitted to SENDCO for advice, support, observation or notification (with evidence of L1 support complete but not successful) • Support from class teacher using high quality differentiated tasks and visual / concrete materials • In-class support • Small group intervention • And/or early morning group • Contact parents 	<ul style="list-style-type: none"> • Class teacher • SENDCO • TAs • Intervention teachers • Specialist teachers
3 – 1:1 support received or external agencies involved	<95	<95	<95	<95	<40	<ul style="list-style-type: none"> • Concern form possibly submitted to SENDCO for advice, support, observation or notification (with evidence of L1 support complete but not successful) • 1:1 support with specialist teacher • Intervention group support x 1 per week (withdrawn) • And/or early morning group • Small group intervention 	<ul style="list-style-type: none"> • SENDCO • Specialist teachers • Class teacher • SEND teacher • TAs • Educational Psychologist • Head of Year
4	<ul style="list-style-type: none"> • Education Health and Care Plan (EHCP) 					<ul style="list-style-type: none"> • As detailed in Statement or EHCP 	<ul style="list-style-type: none"> • All of the above + Local Authority



Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
1 – all pupils are on wave 1 unless otherwise identified	<ul style="list-style-type: none"> • Shy, introverted, low confidence 	<ul style="list-style-type: none"> • Class teacher / TA to talk to child • Give pupil roles of responsibility to improve self-esteem 	<ul style="list-style-type: none"> • Class teacher • TAs
2 – monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> • Homework regularly not completed • Significantly broken attendance • Disengagement in 2 or more subjects • Withdrawn / behaviour issues • Troubled friendships • Poor / unkempt clothing or hair appearance • Poor self-esteem 	<ul style="list-style-type: none"> • Attendance monitoring • Buddy system • Clear personalised reward chart • Concern form possibly submitted to SENDCO for advice, support, observation or notification • Significant responsibility within class • Contact parents 	<ul style="list-style-type: none"> • SENDCO • Class Teacher • TAs
3 – 1:1 support received or external agencies involved	<ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement is extremely poor • Progress is limited, if at all • Very poor self-esteem • Behaviour is significantly impacting on learning for the individual and the class 	<ul style="list-style-type: none"> • Concern form submitted by Class Teacher • Attendance monitoring –contact parents • Social groups x 1 weekly • Specialist support • Individual Learning Plan? 	<ul style="list-style-type: none"> • SENDCO • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician?
4	<ul style="list-style-type: none"> • Education Health and Care Plan (EHCP) 	<ul style="list-style-type: none"> • As detailed in Statement or EHCP 	<ul style="list-style-type: none"> • SENDCO • Class Teachers • TA/LSA




Sensory and Physical

Level	Possible Indicators			Possible Pupil Support	Staff Involved
	Visual	Hearing	Medical		
1 – all pupils are on wave 1 unless otherwise identified	<ul style="list-style-type: none"> No concern 	<ul style="list-style-type: none"> Mild hearing loss 	<ul style="list-style-type: none"> Mild hypermobility/poor writing speed 	<ul style="list-style-type: none"> Consider seating position in class 	<ul style="list-style-type: none"> Class teacher TAs
2 – monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> Frustration with work Poor reading speed Poor writing speed 	<ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and / or concentration 	<ul style="list-style-type: none"> Fatigue Hypermobility Syndrome Poor writing speed Generally takes longer to complete tasks 	<ul style="list-style-type: none"> Concern form possibly submitted to SENDCO for advice, support, observation or notification 	<ul style="list-style-type: none"> SENDCO Class Teacher TAs
3 – 1:1 support received or external agencies involved	<ul style="list-style-type: none"> Registered as partially sighted Distance vision worse than 6/18 Spatial and perception difficulties Coordination difficulties 	<ul style="list-style-type: none"> Moderate hearing loss Possible use of hearing aids 	<ul style="list-style-type: none"> Student specific e.g. significant hypermobility syndrome affecting many areas of life 	<ul style="list-style-type: none"> Concern form submitted by Class Teacher Pupil seated facing and close to teacher Teacher to look at pupil when speaking Possibly seek advice from specialists 	<ul style="list-style-type: none"> SENDCO Class Teacher TAs External Services
4	<ul style="list-style-type: none"> Education Health and Care Plan (EHCP) 			<ul style="list-style-type: none"> As detailed in EHCP 	<ul style="list-style-type: none"> SENDCO TA/LSA Class Teachers



Appendix III - Concern Form

 Wetherby School SEND Concerns form				
Teacher:		Date:	Date of Birth	
Name of child		Class	RK	
Concerns/ Reasons for concern				
Strategies/interventions tried and result				
Please circle				
Speech and language	OT	Attention /Concentration	Cognitive (ability to learn)	Other:
Any information from parents (Not essential at this stage)				
Learning Support Action (to be completed by Head of Learning Support)				
Rhona Carter Head of Learning Support				



Appendix IV - Parent Information Leaflet

WHAT ELSE DO WE OFFER?

We have designated services that support our boys. Please read below and if you have any concerns regarding your son(s), please speak to your son's class teacher or The Head of Learning Support.

Speech Therapy:

- Group or individual support.
- Speech therapy.
- Support for language disorders, understanding language and expressive disorders.

Occupational Therapy:

We are happy to recommend an Occupational Therapist to assess your son.

- Physical for gross and fine motor skills.
- Processing information.
- Motivation and concentration.
- Sensory issues.

Educational Psychologist:

We are happy to recommend an Educational Psychologist to assess your son.

- Educational psychologists identify the problems encountered by children which may involve learning difficulties and social or emotional problems.
- Educational psychologists can provide parent consultations and support.

Handwriting Booster Lessons:

This is support for development of correct letter formation and handwriting skills.

Social Groups:

Small groups with several adults to support the development of social skills and interaction with peers and/or adults.

Behavioural Optometrist:

We are happy to recommend a Behavioural Optometrist for your son.

- Behavioural optometrists are recommended if your son has visual problems that may cause added difficulties with reading, writing, visual perception or hand-eye coordination.
- They look at difficulties with vision rather than eyesight.

Play Therapist:

In conjunction with our Pastoral and Wellbeing team we are happy to recommend a play therapist for your son.

LEARNING SUPPORT

If you have any concerns or questions regarding your son(s) please book an appointment at the school office or directly with the Head of Learning Support.

PASTORAL CARE

For further information about Pastoral Care, Well Being and Mental Health please see the separate leaflet.



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T: 020 7727 9581
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WETHERBY
SCHOOL



Learning Support at Wetherby is...

- Special Educational Needs
- Speech and Language
- Occupational Therapy
- Disabilities
- Specialist Booster Groups
- Social Groups
- English as an Additional Language (EAL)



LEARNING
SUPPORT



Appendix V– Individual Learning Plan (ILP)



Wetherby School Individual Learning Plan

Name:	Date of Birth:	Year:	Date:
Skills, interests, Pastoral Overview		Priority of Need	
•		Wave 1, 2, 3	
Information			
Baseline Assessments			
SWST/ Spelling age			
Suffolk reading age			
DRA reading age			
PhAB av standardised			
Reasoning V			
Reasoning NV			
Learning Targets		Strategies/Provision	Met/partially met/not met
•		•	•
Recommendations from External reports:			
Ed Psych	OT	S&L	
n/a	n/a	n/a	
Home support/Tasks at home:			



Appendix VI

Roles and Responsibilities of the SENDCO **Responsibilities of the Inspired Education Group**

- Ensure that when the Head is informed of a boy having special educational needs or disability on entry to Wetherby that these needs are made known to all staff who are likely to teach the boy.
- Ensure that teachers in the school are aware of the importance of identifying and providing for boys with SEND.
- Ensure that parents are notified of a decision by the school that their son has SEND.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a boy with SEND joins in the activities of the school, together with other students so far as it reasonably practical and compatible with the efficient education of all students.

The Inspired Education Group evaluate the success of the educational provision for pupils with Special Educational Needs by:

- The appointment of a named person responsible for special educational needs
- Regular SENDCo and SEND Senior Management meetings.
- SENDCo to be involved in the appointments of SEND staff when it is appropriate.
- SMT to monitor provision.

The Head is responsible for reporting to the Inspired Education Group regarding SEND issues at Wetherby School.

Responsibilities of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy.
- To review the SEND Policy annually.
- Coordinating provision for boys with special educational needs and disabilities.
- Twice yearly review of SEND levels in response to the outcome of the standardised assessments, school exams and Pupil Feedback Meetings.
- Liaising with and advising fellow teachers in areas of SEND.
- To maintain a current SEND register.
- To liaise with the Head, teaching staff and parents regarding SEND concerns.
- Managing teaching assistants in collaboration with the Head of Teaching and Learning.
- Overseeing the records of all students with special educational needs and disabilities.
- To keep historical records of support for current pupils with SEND.
- To liaise with parents of students with special educational needs and disabilities.
- Work with the Head to ensure that the school meets its responsibilities under the Equality Act (2010) and the Special Education Needs and Disability Code of Practice (2014).
- To liaise with external agencies where necessary.
- Contribute to the in-service training of and providing of information to staff relating to SEND practice and legislation.
- In the case where a boy is considered 'Looked After', as determined by a court order, the SENDCO will liaise with all those responsible for this child, both internally and externally, to ensure the school is providing the necessary support for this child within school.



Responsibilities of Learning Support Teachers

- Work in close liaison with the SENDCO: regular meetings, informing the SENDCO of progress and issues that arise, as necessary.
- Support and implement the provision of SEND in the school.
- Carry out assessments to determine progress and attainment.
- Where necessary, to devise and regularly evaluate an individualised programme of support/intervention to meet needs of the pupil.
- Monitor progress of pupils receiving support, making adjustments to their programme where appropriate.
- Identify suitable resources and materials including ICT.
- Contribute to professional training of staff, including teaching assistants.
- Liaise with parents/carers regarding the progress of SEND pupils being directly taught.

Responsibilities of Class Teacher in relation to SEND

- Inform or seek advice from SENDCO when necessary.
- Be informed regarding the SEND needs of all SEND boys in their class.
- Gather information and make formal assessments about a boy.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the boy's needs within his normal classroom work through high quality differentiation. Recording strategies/actions to be used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and review of boys with SEND in conjunction, by means of an ILP, with the SENDCO, parent and pupil.
- Ensuring 2- cycle approach to possible SEND boys is carried out (identifying needs, targeting with in class strategies, reviewing success and making changes)
- The handbook/policy for each subject area contains information regarding the teaching of students with SEND.

The Role of the Teaching Assistants in relation to SEND

- To support provision of SEND within the school.
- To follow programmes set by class teacher/SENDCo/outside agencies.
- To keep records and monitor boys' progress using the procedures employed by the school.
- To help and assist pupils with SEND, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support class teachers and SEND planning.