



WETHERBY SCHOOL
— KENSINGTON —

SEND Policy

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Circulation: This policy 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 Kensington; 'parents' refers to parents, guardians and carers.

This policy applies to all children in the school, including those in the EYFS.



Wetherby School Kensington

Inclusion and Disability

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.

At Wetherby School Kensington we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils including those with disabilities are well equipped to meet the challenges of education, work and life.

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 limitations
- Social, emotional and mental health
- Illness and long-term absence

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

Aims

- To include all professionals involved in a child (teachers, parents, outside agencies etc.) in planning and delivering the highest level of support. Thus, ensuring we are able to meet the individual needs of each child
- To raise awareness and expectations of the teaching of children with SEND
- To ensure we enable children to succeed in their early education and make a successful transition to the next steps of their journey in education and life.
- To work in conjunction with the Local Authority, where necessary
- To keep accurate records of all children and ensure there is a transparent graduated approach to identifying and supporting children with SEND
- Ensure we are meeting the needs of individuals in conjunction with the Equality Act 2010 and the Children and Families Act 2014
- Ensure that children are involved in discussions about their own support where appropriate encouraging autonomy and self-advocacy.
- Embed regular screening and monitoring to identify needs as early as possible.
- Support adaptive teaching practices and universal design principles.

The Code of Practice (CoP) (Jan 2015) is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools. Although Wetherby School Kensington adopts a non-selective admissions procedure, there may be times when a child has a severe disability (emotional, social and physical) which may include an Educational Health and Care Plan (EHCP). In this circumstance, it is at the Heads' discretion, in conjunction with the Head of Learning Support and the Senior Leadership Team (SLT) whether this child is able to attend Wetherby School Kensington and access all aspects of school life. The child's needs are at the forefront of this decision making process

The CoP (2015) refers to Part 3 of the Children and Families Act 2014 and associated regulations. These regulations are;

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The order setting out transitional arrangements, Section 137

Disability

The SENDA Code of Practice (2015) describes a disability as 'a physical or mental impairment which has a substantial and long term adverse impact on the person's ability to carry out normal day to day activities.'

An "impairment" has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. "Substantial" is neither minor nor trivial.

It will be unlawful for a Responsible Body to discriminate against pupils with a disability. Discrimination can take place in two ways:

- Treating a pupil "less favourably" than others for a reason relating directly to their disability.
- Failing to make a "reasonable adjustment" to ensure they are not placed at a "substantial disadvantage" for a reason relating to their disability.

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.

Definition of Disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

Wetherby School Kensington will not automatically consider pupils with a disability to have special educational needs, as can be seen below.

Special Educational Needs

The Children and Families Act 2014 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if 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 educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

For the purpose of the Equality Act 2010 Wetherby School Kensington is required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEND Code of Practice. Wetherby School Kensington will continue to consider pupils' needs, particularly in relation to auxiliary aids and services, within the SEND Code of Practice context.

Wetherby School Kensington will always consider access issues when planning any work involving the alteration or improvement of school premises. We will make every effort to improve access for disabled people with funding sources linked to ensure the maximum benefit.

Wetherby School Kensington will continue to outline expectations for staff CPD related to SEND and disability awareness, including training on specific conditions (e.g. ADHD, ASD, dyslexia).

This Statement of Intent and Disability Discrimination Statement should be read in conjunction with our other related policies:

- Equal Opportunities
- SEND
- Health and Safety
- Admissions

Disability Policy Review

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled and to prepare an audit of current provision.
- To make recommendations with a view to improving accessibility of the school's education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future by preparing an Accessibility Plan.
- To review such plans and policies as necessary every three years.
- At the same time as setting priorities identified by disabled pupils, staff and parents, the school may need to set priorities that will help to improve the involvement of disabled pupils, staff and parents to better inform the next scheme.

Admissions

Wetherby School Kensington needs to consider the requirements of current and future disabled pupils. This means that schools are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

Admission to the school is non-selective.

Wetherby School Kensington endeavours to accept all pupils, regardless of any disability of which it is aware. The school asks parents if special needs should be taken into consideration, including English as an additional language. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. This is to ensure that the school can provide the right environment for the child's academic and pastoral needs. The life of the school is enhanced by inclusive policies but equal importance must be given to ensuring that no pupil's education is impaired. Subject to this, the school will be sensitive to any requests for confidentiality.

The school will arrange special early admissions meetings with parents of disabled prospective pupils to discuss special arrangements.

Although Wetherby School Kensington adopts a non-selective admissions procedure, there may be times when a child has a severe disability (emotional, social and physical) which may include an Educational Health and Care Plan (EHCP). In this circumstance, it is at the Head's discretion, in conjunction with the Head of Learning Support and the Senior Leadership Team whether this child is able to attend Wetherby School Kensington and access all aspects of school life. The child's needs are at the forefront of this decision making process.

Where pupils are found to have educational disabilities requiring specialised attention beyond the scope of the school's facilities, the school will support parents in finding alternative arrangements.

It is advised that parents with children who have mobility difficulties visit the school to assess the suitability, as there are numerous flights of stairs and half landings and at present there is no lift accessibility.

Delivery of the curriculum

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;

- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents and carers;
- Providing and adapting equipment appropriate to the needs and age of the pupils.
- Ongoing collaboration with health, therapy and educational psychology services.
- Clarifying expectations for parent meetings and feedback loops, including how information is shared and reviewed.

We aim to be an inclusive school and offer equal opportunity to all pupils within the school. These may include, but are not limited to:

- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who have a disability
- Pupils who are Gifted and Talented
- Pupils who are Looked After Children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils who work with their left hand

We aim to provide a differentiated curriculum that meets the needs of all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children, parent and carers
- Taking care to balance the needs of all members of the school community.
- Liaising with previous or future schools
- Creating pupil-centered handover documents
- Offering familiarization visits or phased starts.

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each child achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school improvement planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

Training

Wetherby School Kensington will look to train or find courses for the teachers to attend in order to help with the inclusion of any child in the school. The training will either be internal or external depending on the needs of the child.

We also work with the Local Authorities and other outside agencies to ensure individual support for staff is provided for those that require it.

Classroom arrangements

Freestanding tables and chairs in all classrooms mean that furniture could be rearranged easily to accommodate disabled students. Rooms are fitted with blinds, which might in future be of benefit to students with visual impairment. Carpeting throughout the school helps to keep the noise volume down to help children with impaired hearing. Lessons provide opportunities for all students to achieve, e.g. provision can be made for dyspraxic students to have sloping desk support.

Sports

External sports and swimming facilities are used who have their own policies with regard to accessibility for disabled pupils. Alternative arrangements would be made to transport disabled pupils who were not able to access the normal school coaches.

Delivering material in other formats

ICT and photocopying facilities are available to produce large print information. The interactive whiteboards in each classroom enables a flexible approach to teaching and learning and allows the school to adapt, as necessary, to accommodate individual needs. The classrooms all have one or more computers and we have a large number of laptops in each classroom in the school and enough for a whole class to use. I pads are also available to support children's learning. Speech recognition software, text reading and software, adapted keyboards are just some examples of how the curriculum can be accessed more easily for individual requirements.

Having a strong support team on site enables us to explore fully the breadth of experience we have in the school with regard to catering for different needs. All the learning support team interact with the class teachers fully, to enable them to present a curriculum that is meaningful and enjoyable for those children with learning difficulties (or disabilities). They are led and guided by the Head of Learning Support.

Visits

School visits and journeys are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. The school will also take reasonable steps to ensure a disabled pupil is able to attend the Year 3 residential trip.

Mental Health Provision

There is a child counsellor associated with the school and their number is provided to the parents should a mental health need be determined to warrant a referral.

School design

Access to the building

The school occupies a building which is in a conservation area which comprises five floors with nine (9) steps to the front door and no internal lift. There are two teaching areas/classrooms on the ground floor and there is a bathroom which accommodates the provision of a wheelchair with an accessible WC.

Where a pupil has a parent who is wheelchair user, arrangements are made for meetings between the pupil's parents and school staff to take on the ground floor. This can be accessed either via a ramp or physically lifting the wheelchair up the steps as parents prefer. Other buildings within the Inspired Education group, which are wheelchair accessible, can also be used at the parent's request if preferred.

Emergency Evacuation

The school could not provide emergency evacuation in the event of fire or other emergency for a wheelchair user. Fire alarm signals will be enhanced by the addition of visible signals to meet the needs of pupils with hearing difficulties.

Three-year plan

The School has developed a three year plan (2025-2028) to address issues of disability access, within the limited scope offered by physical constraints of both buildings and their listed status. (See Appendix 1).

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.

Supporting SEND (SEMH) Learners with Behaviour for Learning

We recognise that some pupils may require additional support and guidance in order to understand and follow routines and expectations. While the same behaviour standards and sanctions apply to all pupils, staff will make reasonable adjustments to ensure these pupils can access expectations fairly and are not disadvantaged.

For illustrative purposes only, examples of reasonable adjustments may include:

- Giving clear, step-by-step instructions rather than verbal-only reminders
- Allowing additional processing time before applying a sanction
- Using visual prompts or written reminders to support understanding
- Providing a calm space for regulation before re-engaging with learning
- Adjusting seating or environment to reduce sensory overload

These adjustments do not remove consequences outlined in the Behaviour Policy for behaviour but ensure that pupils are supported to meet expectations in a way that reflects their individual needs.

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)

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.

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.

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.

SENDA Accessibility Plan

The Accessibility Plan has been drawn up with a view to enabling children with a wide range of disabilities to take full and active part in the school curriculum. In full consultation with parents and other interested

parties e.g. educational psychologists, the Head of Learning Support will identify the specific needs of the child and put into place an Individual Learning Plan (ILP). This plan will also identify reasonable adjustments that can be made to the school's facilities both physical and educational.

Ideally these discussions will take place well in advance of a child's entry to Wetherby School Kensington. This will provide adequate time for needs to be assessed and reasonable adjustments to be made. At all times the need to discuss formally the arrangements with parents/carers will be of paramount importance.

Special arrangements for examinations will also be discussed at these meetings. These might include audio or large-print formats of entrance papers or additional time as stipulated in the educational psychologist's report. Wetherby School Kensington accepts that there is an important balance to be struck between the individual needs of the pupil and their desire to play a normal part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the children. Wetherby School Kensington takes special care not to inadvertently isolate any way children with disabilities.

Staff INSET is a key part of Wetherby School Kensington's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the needs of all children at Wetherby School Kensington and sharing best practice.

Welfare

The school's policy is not to discriminate against pupils with disabilities. Pupils are made aware that children with disabilities have the same rights and aspirations as able-bodied pupils. Staff training will be arranged as appropriate.

As part of Wetherby's own commitment to improving the delivery of the full academic curriculum to pupils with disabilities, Wetherby School Kensington has undertaken to provide information in a form accessible to children with a wide range of disabilities.

Regular reviews of the provision that we provide will take place and any necessary changes implemented. The health, safety and welfare of all pupils at Wetherby School Kensington is paramount to their education.

If you would like to find out more, please see our SENDA Accessibility Plan.

Appendix 1

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.

Appendix 2

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 Kensington
SEND Concerns form

Teacher:

Date:

Name of child		Class	
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.			
Action to be completed Learning Support.			
Action to be completed by the class teacher.			

Appendix III – Individual Learning Plan Example (ILP)

Individual Learning Plan

IEP No: Area/s of support:

Start date:

Review date:

Name:

DOB:

Year group:

Support began:

Targets	Frequency of Provision	Resources	Class Strategies	By Whom	Outcomes
1.	•	•	•	Class Teachers, LSA, Parents at home, Head of Learning Support	<input type="radio"/> Working towards <input type="radio"/> Almost there <input type="radio"/> I've got this!
2.	•	•	•	Class Teachers, LSA, Parents at home, Head of Learning Support	<input type="radio"/> Working towards <input type="radio"/> Almost there <input type="radio"/> I've got this!
	•	•	•	Class Teachers, LSA, Parents at home, Head of Learning Support	<input type="radio"/> Working towards <input type="radio"/> Almost there <input type="radio"/> I've got this!

Personal Targets:

Parents:

Parents _____

Class Teachers _____

Headteacher _____

Head of Learning Support _____

This policy will be reviewed annually