



Welholme
Academy

SEND Policy

Date produced: January 2025

**SEND Coordinators: Miss K. Glasby and Mrs N. Barker
(SENDCo/SENCO – Special Educational Needs and Disability
Coordinator)**

Due regard has been given to the Equalities Act 2010

Review due date: September 2026 (or sooner if there are any changes to statutory guidance)

School Information

Name of School: Welholme Academy
Principal: Mr E R Chamberlain
Vice Principal: Miss K Glasby
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This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools
- Equality Policy and Equality Objective
- SEND Code of Practice 0 - 25 September 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding and Child Protection Policies
- Accessibility Plan
- Teachers' Standards 2012
- This policy was created by the SENCOs at Welholme Academy with liaison with Welholme staff and parents of pupils with SEND.

Welholme Academy would like to thank everyone involved for their support.

Equal Opportunities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. Staff, along with Enquire Learning Trust are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Rationale

The main aim of Welholme Academy is to be a fully inclusive school. All children will be given equal opportunities to access a broad and balanced curriculum at a level that will ensure they make progress and reach age related expectations. To ensure that all children are fully inclusive adaptations will be made wherever possible.

Pupils at Welholme Academy will have any special educational needs identified as early as possible and we will endeavour to meet these needs. All pupils will be given opportunities to join in with all activities and experiences offered. Adaptations will be made as far as possible within school and on outside visits which may involve using specialist equipment and resources to ease access to the curriculum at an appropriate level.

The purpose of this document is to ensure that all pupils at Welholme Academy have access to a broad and balanced education that will equip them for the next phase of their education so that they will be able to enter their community as a citizen who is ready to contribute fully to the working life.

A major part of the child's education will be delivered through the medium of the National Curriculum (2014) and the Foundation Stage Curriculum. This fundamental entitlement will be equally accessible to those children who have a Special Educational Need or Disability (SEND). It is the duty of every professional in school to ensure that ALL pupils at Welholme Academy benefit as fully as possible from their educational experiences.

The current SEND Code of Practice has been effective since September 2014. Schools, academies and Local Authorities have a duty to follow the guidance of this document. This policy document has been revised in line with the guidelines and procedures in this Code of Practice.

Some pupils are often supported by colleagues from external agencies for varying lengths of time along their learning journey. This may be in the form of discussion, advice or assessment. However, the person/people who have the greatest knowledge and experience about pupils are their parents/carers. It is vitally important that we develop the greatest possible degree of partnership, from the onset with the parents/carers of the children with SEND.

Early Years educators are often the first people to identify and assess a child as having SEND. We must identify that need as early as possible and involve the relevant professionals.

At Welholme, every teacher is a teacher of every child including those with SEND.

Definition of Special Educational Needs and Disability Definition of SEND

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

". . .special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age"

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them"

(SEND Code of Practice January 2015 pages 15/16 xiii. - xvi.)

Children must NOT be regarded as having a special educational need if they:

- have English as an additional language
- are in receipt of Pupil Premium funding and not on the SEND register
- are a Looked After Child
- have a disability
- have poor attendance or punctuality
- are subject to health and welfare difficulties

But any of the above may have an impact on a child's progress and attainment.

Types of need

- Cognition and learning
- Social, emotional or mental needs
- Physical and/or sensory
- Language and communication

There is no longer a category for behaviour as it is thought that behaviour could be a result of difficulties in any of the above areas.

Medical conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions.

We recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education, including out of school visits and physical education. Risk assessments for pupils are carefully planned prior to these activities.

School will make reasonable adjustments, including the provision of aids, services and resources to ensure that any children with a medical condition is not at a substantial disadvantage compared with their peers. Provision will be put in place and adjustments made before the child enters school to ensure they can access the curriculum appropriately. Some children at school may have a medical condition that may require the administration of medication. Individual Health Care plans which state the type and level of support required to meet a child's medical needs will be compiled by school in conjunction with the family health visitor or school nurse and the parents/carers.

The member of staff with the responsibility for ensuring the needs of children with medical conditions are met is Miss Glasby.

Aims and objectives

The overall aim of Welholme Academy is to ensure we are a fully inclusive school. The academy team constantly review practice in order to provide the best for our children. We strive to provide Quality First Teaching so that all children at Welholme Academy achieve their full potential and enjoy their learning. We believe that all children should develop their independence as well as collaborative working skills and should learn alongside their peers.

In order to ensure children with additional needs make progress and develop we will ensure the following objectives are adhered to and reviewed regularly, each having equal importance.

We will:

- establish and maintain a system of internal identification and referral that is consistent throughout the school
- establish procedures to ensure that children with difficulties are identified as soon as possible
- ensure that all staff and parents/carers are aware of the needs that are to be met
- ensure all staff recognise a responsibility for the education of children with SEND and maintain high expectations and achievement.
- establish a starting point which can be used when discussing a child's needs with colleagues and parents/carers when initially identifying needs and deciding upon teaching priorities.
- monitor children's progress and attainment in line with their peers.
- establish a consistent and Graduated Response to gathering and recording information to ensure pupils make progress
- ensure all our pupils with SEND achieve personal success, feel valued within the school family and their voice is heard.
- ensure that children with additional needs have equal opportunities and engage in all activities in and out of school.
- ensure our pupils with SEND mature socially through working collaboratively in groups, in pairs or one to one with an adult
- share a common vision and understanding with all stakeholders and develop a working partnership with parents/carers
- ensure all training and development of staff at Welholme Academy is regularly updated and areas of expertise utilised
- ensure all pupils reach their full potential by extending their skills, knowledge and understanding in all areas of the curriculum and have access to their full curriculum entitlement

All staff are involved in the planning of the child's journey and have access to Provision/Intervention Maps, One Page Pupil Profiles and Personal Learning Plans (PLPs) following the Graduated Response to meeting a child's SEND needs.

Roles and responsibilities of the Special Educational Needs Co-ordinators (SENCOs)

"The SENCO, with the support of the Head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement."

(SENCO handbook, Section 2 - the Role of the SENCO)

Welholme Academy has two SENCOs. Miss Kim Glasby has a vast experience of teaching and supporting children with additional needs. Miss Glasby is also our Vice Principal. Mrs Barker is in the early stages of her SENCO role. Both Miss Glasby and Mrs Barker are members of the Leadership Team. They work closely with the leadership team to monitor and evaluate progress and provision. Class observations and monitoring of interventions are carried out regularly along with book scrutiny and data evaluation.

As well as meeting with staff on a regular basis the SENCOs also meet and support parents/carers of children with SEND and external agencies both informally and as part of progress reviews.

The coordinators have responsibility for securing high standards of teaching and learning in their subject knowledge as well as playing a major role in the development of school policy and practice. In their work, the subject leaders ensure that practice improves the quality of education provided, meet the needs and aspirations of all pupils and raise standards of achievement within the school.

SENCOs will:

- offer leadership and direction for inclusive, Quality First Teaching and learning within the academy
- provide good management and organisation of inclusion to meet the aims and objectives of the academy
- ensure that practice improves the quality of education provided
- monitor the practice of colleagues to evaluate the effectiveness of teaching and learning and progress towards the academy's targeted aspirations and goals
- support, guide, advise and motivate colleagues and provide training
- support the staff to meet the needs and aspirations of **ALL** pupils
- help raise standards of achievement in the school
- lead on SEND policy formation and review
- ensure SEND policy is implemented consistently across the school and monitor the day to day operation
- review and update Welholme Academy's SEND Information Report.
- Maintain and regularly update the SEND Register and oversee records for pupils with additional needs
- audit needs - personnel/training/resources/monitoring/evaluation regularly and contribute the findings to the School Improvement and Development Plans, meeting set time scales and criteria for success

- monitor and analyse data to ensure that children with additional needs make progress
- develop the personal skills and growing expertise of staff in inclusive teaching e.g. through observation, monitoring, course attendance, experts in school etc.
- keep abreast of current research and inspection findings and share with colleagues
- apply good practice to and from other subjects and areas around SEND in cross-curricular teaching and ensure our coverage, continuity and progression is met for all pupils
- communicate effectively, orally and in writing with staff, pupils, external agencies and parents/carers.
- meet with staff regularly to manage and review provision and intervention using the Graduated Response. Staff will be supported with the writing of Provision/Intervention Maps, Personal Learning Plans and One Page Profile writing for children with additional needs
- arrange and lead Assess, Plan, Do, Review meetings with all professionals involved and parents/carers
- attend Pupil Progress meetings with the Principal and class teachers to review progress and provision.
- ensure smooth transition and information sharing between key stages and settings at transition periods
- arrange staff training and development to ensure staff are continually improving their knowledge and provision for children with additional needs.
- meet with parents/carers, maintaining good working relationships
- liaison with other agencies including:
 - Health service - school nurse, paediatrician, health visitor, Child Development Centre
 - Specialist Advisory Service (SAS) which includes learning support, physical support, speech, language, communication and interaction support.
 - Educational Psychology
 - Speech and Language Therapy (SALT)
 - Autism Outreach Service
 - Physical Disability
 - Visually Impaired/Hearing Impaired
 - Children's Services
 - Educational Welfare Service (EWO)
 - Looked After Children in Education team (LACE)
 - Fortis therapy and training
 - Compass Go
 - CAMHS/Young Minds Matter
 - Cambridge Park
 - Trust Collaborative support
 - Applied Psychologies - EP and Language and Communication support
 - Early years outreach team

The role of the teacher

The roles and responsibilities for teachers are outlined in the Teachers' Standards 2012
DFE

The role of the teaching assistant (TA)

Teaching assistants work alongside teachers to provide complementary learning support, where they have a positive impact on outcomes and attainment. They will support all pupils as well as those with the most need and help develop deeper levels of understanding. They will communicate with teachers to ensure they can focus the support where needed. Teaching assistants should not be used constantly for teaching children with SEND. They are used to develop independent learning skills and help children to manage their own learning.

Teaching assistants will deliver short term interventions which are fluid and serve to revisit, pre-teach or close any gaps in learning. They may also focus on pre-teaching of skills for individuals or groups where needed so they can access the learning equipped with these skills ready for the next stage of learning.

The TA will:

First and foremost, support the children to access Quality First Teaching plus:

- deliver high-quality one-to-one and small group support using structured interventions eg Read Write Inc, Numberstacks, Precision Teach, pre-teaching.
- ensure effective inclusion of all children in high-quality lessons
- deliver small-group intervention programmes for children
- provide specific targeted approaches for individual children
- deliver and evaluate teaching and learning activities
- observe pupil performance and pass on any observations to the teacher
- where appropriate, liaise and feedback to parents/carers
- support the child/ren using various strategies to access all areas of the curriculum
- support provision for children with an Education Health Care Plan (EHCP)
- attend SEND review meetings where appropriate
- liaise with SENCO and share relevant information
- attend any relevant training where available.

The Academy Improvement Committee (AIC)

The Academy Improvement Committee (AIC) monitors SEND in school.

Identification and monitoring of Pupils with SEND

Some children arrive at Welholme Academy in the Foundation Stage with identified SEND. Other children arrive at the Foundation Stage with unidentified SEND or have not attended any early years setting prior to school, which means there is very little background information around the child. Information is shared with school staff via the transition meetings held with the settings.

School has various methods of identifying any additional needs a child may have:

- Previous records of provision and need from other settings/schools
- Information passed on from parents/carers/Health Visitors
- Information passed on from Child Development Centre
- Baseline assessment information
- Evidence from Pupil Progress meetings
- Teacher assessment data, tracking progress
- Bromcom tracking data
- Observations
- Book scrutiny
- Reading records
- Assessment of current skills
- Standardised testing
- Spelling test
- RWI assessments
- Diagnostic assessments eg Phab test, Scotopic Sensitivity Test
- RELEASS - fine and gross motor difficulty assessments
- External agency support
- SENCO monitoring of Quality First Teaching and learning in classes

A Graduated Response to provision for children with emerging additional needs

Schools are vital to the success of ALL children. Clear expectations are set for schools to deliver a whole school approach with good **Quality First Teaching** with a clear focus on outcomes. **Teachers are responsible and accountable for the progress of ALL pupils in their care.** This can be apparent through clear planning and provision for all levels of ability within the classroom setting.

If a child begins to make less than expected progress and/or attainment they will be considered a 'mission critical' child and interventions put in place to enable the child to meet Age Related Expectations (ARE). If a pupil is starting to fall below age related expectations he/she should be brought to the attention of the SENCOs. It is expected that Quality First Teaching will continue to be provided with specific targets set with outcomes and a time scale. After the set period of time a review is carried out to evaluate progress made towards the outcomes.

Where more intensive support is needed this may involve group or one to one teaching which should be provided within the classroom setting as far as is practical and appropriate. It is the responsibility of the class teacher to plan and maintain full records of progress and attainment, liaising closely with the support staff. Support staff should give regular feedback to the teacher and record notes relating to the progress of the child/children.

It is the duty of the teacher/teaching assistant to bring any concerns to the attention of the SENCOs at any time. More formal times are planned whereby the class teacher will meet with the SENCO once per term to discuss any concerns about any child. At the initial meeting, difficulties will be assessed, teaching priorities will be decided upon, strategies discussed and outcomes planned to meet the needs of the child. At the end of this meeting a review date will be set to discuss the outcomes and possible next steps. Staff are expected to record their concerns on an 'Initial Concerns Sheet' which collates the evidence and worries to be discussed at the class SEND review meeting.

This process will be followed once a child has been identified as making little or no progress. The process is outlined in the following table:

A Graduated Response to Emerging Additional Needs	
Cycle 1 Initial Concerns) In school based	<p>QUALITY FIRST TEACHING All teachers are responsible for meeting the needs of all the children in their class If you have concerns around little or no progress, speak to parents/carers. However, the child is NOT on the SEND register at this point and parents DO NOT need to sign the consent form. As part of the Graduated Response we need to follow the Assess, Plan, Do, Review process Initial Concerns form to be completed</p>
Has the child made expected progress or better?	<p>Yes - continue with current provision and review after allocated time scale. No - move onto Cycle 2.</p>
Cycle 2 (In school based and possible agency involvement)	<p>CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions. The child has now moved onto the SEND register. Generally the child should be at least 2 years below ARE before being added to the SEND Register but on some occasions other needs should be considered. SENCO may contact/refer to relevant agency for further advice or support Agency recommendations to be put in place and followed. Parental consent needed Possible involvement of Educational Psychologist. Parents MUST sign the consent form. Continue to follow the Assess, Plan, Do, Review process PLP and OPP forms to be completed</p>
Has the child made expected progress or better?	<p>Yes - continue with current provision and review after allocated time scale. No - move onto Cycle 3. Discuss EHCAR and begin paperwork if agreed.</p>
Cycle 3	<p>CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions Assess, Plan, Do, Review</p>

Move towards further assessments	SENCO to contact/refer to relevant agency for further advice or support Consider an EHCAR with parental involvement, make a decision to request assessment. Parental consent needed Agency recommendations to be followed PLP and OPP forms to be completed.
Has the child made expected progress or better?	Annual Review of EHCP to be held. Yes - continue with current provision and review after allocated time scale. No - Review provision and support and further steps to help the child make progress.

***Nurture and Child and family support can be considered at any stage of the Graduated Response**

The Graduated Response is a continual process of **ASSESS, PLAN, DO, REVIEW**. Once the child reaches Cycle 2, parents will be consulted and if in agreement the child's name will be put onto the SEND register to be monitored.

The class teacher will consider the child's best method of learning and will plan for them to work in this way, eg, some children pick up skills and concepts easier when they work practically with apparatus to support their learning. This could also mean that teachers' need to consider adapting their teaching styles on occasions.

The Graduated Response may involve Social Care and Health professionals where appropriate if the child has needs that warrant these services.

Exiting the SEND register

A child can exit the SEND register at any stage of the Graduated Response when appropriate progress has been made. Once a child has reached and maintained the level of attainment appropriate for their age he/she will be removed from the SEND register. If the child has been supported by an external agency their advice will be sought before removing the child. School will inform the parents and keep them informed of their child's progress. School will continue to closely monitor the child to ensure they continue to make appropriate progress by accessing high quality differentiated teaching and interventions, where needed, as well as Quality First Teaching.

Support for Looked After Children at Welholme Academy

A child that is fostered is classed as a looked after child (CLA). The Virtual School team will support any CLA with educational needs whether they have an Education, Health, Care Plan or not. This is a team of professionals from the Local Authority who support children in foster care. A CLA child will also be supported by Children's Services and this will involve a Social Worker supporting the family to meet the needs of the child/children in care. Any CLA child in school will have a Personal Education Plan (PEP) in place which ensures the child has

provision in place to meet their learning needs. For more information about the support from Children's Social Care please visit their website www.safernel.co.uk/

The Designated Teacher for looked after children at Welholme Academy is Miss Kim Glasby.

Early Identification

The SEND Code of Practice ensures that early identification of children with additional needs is of paramount importance. Early intervention will be put in place before the child falls any further behind age related expectations. Some children who have learning, emotional, communication, speech and language, social, sensory or physical needs may have entered school at any stage with their needs already identified by other agencies or parents/carers. By knowing this background information provision can be put in place straight away to support the child's learning and access to the curriculum. Some children's additional needs may not have been identified previously and will therefore need appropriate support put in place.

Identification of need may take the form of some or all of these:

- Pupil Progress meetings
- Class SEND review meetings
- Baseline assessments
- Teacher assessments
- Bromcom data
- Book scrutiny
- Liaison with other settings
- Conversations with teachers and Tas.
- Conversations with parents/carers/other agencies
- Conversation with children

A child's name will be placed on the SEND register for Cognition and Learning if their academic progress is two or more years behind their peers. For any other area of need their name can be added to the register after an appropriate period of intervention and monitoring. This will be after a discussion with the parents/carers and relevant professionals that work with the child.

Provision to meet the needs of children with SEND

Interventions can be specific programmes or bespoke programmes based upon individual needs of pupils.

Following a discussion with the SENCO, a child may be allocated some pastoral support. Groups of children or individuals will be timetabled to work daily or weekly to address various areas of behaviour, social, emotional or mental health needs. The intention is that this is a supportive intervention that will nurture the needs of the child. This in turn will help them to access the curriculum more appropriately, cope with challenging situations more readily and

be ready to learn. This intervention could be provided through Lego Club or any other bespoke programme relevant to the child/ren's needs.

Other interventions within school can include:

Lego Club

Listening and Attention

Language - SALT support (Hub and school purchased), Language and Communication Support (Applied Psychologies), NELI, Black Sheep, EAL support

Pastoral - PSHE, Nurture

SEMH - Fortis, Compass Go

Fine motor intervention - Squiggle While You Wriggle, Dough Disco, Write Dance

Sensory Room

Phonics - RWI small groups, RWI 1:1's

Literacy - handwriting, Reading, Writing, comprehension, Lexia, common exception words, Beat Dyslexia, 1:1 support, pre-teach

Maths - daily intervention, fluency, reasoning, Numberstacks, pre-teaching, timetables, arithmetic, 1:1 support, pre-teach.

Precision Teach

Provision Mapping

All pupils at Welholme Academy have their needs mapped. Provision mapping is a succinct way of centralising the range of provision available to all pupils. The purpose is to highlight entitlement at classroom level, promote good practice and account for all/any additionality. A provision map will demonstrate support for appropriate learning challenges, help overcome barriers to learning, respond to pupils' diverse needs and release potential. It should **NOT** replace Quality First Teaching.

When planning to meet the needs of children with SEND provision mapping is used as part of the Graduated Response to meeting additional needs. This is also used as an audit tool to assess how well provision matches need and recognise gaps in provision. It will evaluate the use of resources, focus attention on whole school issues of teaching and learning and assess school effectiveness when linked with outcomes for pupils. It should reflect the SEND policy, demonstrate accountability, inform parents/carers, LA, Enquire Learning Trust, external agencies and Ofsted inspectors of how resources are being used to meet a child's additional needs. Interventions are recorded on the map which are succinct and are reviewed and evaluated over a short-term time scale. It records changes in provision and is reflective of current practice. Information on the map transfers from class to class or school to school and is used as a basis for writing Personal Learning Plans.

Personal Learning Plans (PLP)

A child may be given a Personal Learning Plan if they have more complex needs that warrant extra provision to be made which is above that of the other children of a similar age. This is part of the *Graduated Response* to meeting the needs of children with additional needs.

Outcomes are mainly connected to learning and specifically related to literacy and numeracy, but will often focus on other areas of difficulty such as:

- Physical and/or sensory difficulties - gross and fine motor coordination, vision, hearing
- Communication and Interaction, including speech difficulties
- Social, Emotional and Mental Health needs (including behavioural needs). In some cases a child may be put onto a daily 'check in report' card to monitor their behaviour and needs. This is monitored by the Principal/Vice Principal daily. It may be appropriate for a child to have some specific outcomes planned around their social, emotional health and this will be recorded on a 'Behaviour Support Plan'. This is planned with the child, teacher, SENCO and parent/carer.

Above all, the outcomes must relate to the specific needs of the child.

The PLP is written with the SENCO, class teacher, child and parent/carer and external professionals if appropriate. It is a working document and is reviewed termly. It is outcomes based over a set period of time and any resources needed for support are allocated. It should be considered a working document and should be accessible to all who work with the child with annotations recorded and dated, whilst still bearing in mind it is a confidential document. Parents/carers are given a copy of the plan so that they can support the child at home and so that they know what provision is being made for their child in school.

One Page Pupil Profiles

The One Page Pupil Profile is a pen picture of the child which is compiled with them by an adult who knows them well. It is used to highlight the child's strengths and gives support strategies to overcome any difficulties or barriers that the child may have. It should be shared with all who support the child and parents/carers and can be amended at any time as and when circumstances change. The profile ensures everyone has a good understanding of the child's needs and the child can access the curriculum appropriately. A One Page Profile can be devised at any stage of the *Graduated Response* to highlight the best way to support a child.

Differentiation

Careful consideration will be given to individual pupil's preferred learning styles. A child's One Page Pupil Profile will give the adults a good insight into how the child learns best. Children will be taught Quality First Teaching alongside their peers, but opportunities will be given as appropriate for children to work in small group, paired and individual situations.

Personal Learning Plans (PLPs) including teaching outcomes and methods appropriate to achieve success, will be devised for each pupil with complex needs. The appropriate provision and resources are allocated to ensure the child/children achieve success at their level and make progress.

Children with SEND will be supported closely by the teacher and/or a designated Teaching Assistant. It is the teacher's responsibility to allocate provision to meet the needs of all the children in their class.

Record keeping

Each class teacher has an electronic SEND folder in which they are required to keep records of PLPs, Behaviour Support Plans, reports, letters, plans, profiles etc. Information is shared with SENCOs and anyone who works with the child. It is their responsibility to keep the records up to date and ready to share at pupil progress meetings and SEND review meetings.

Parents/carers should be given copies of any reports from external agencies. All records are confidential and should be treated as such. At any point when/if a child transfers to a new school this information is shared with the receiving school.

****PLEASE REMEMBER IT IS VERY IMPORTANT TO RECORD AND DATE ANY INFORMATION ON ALL SEND DOCUMENTS OR REFERRALS**

Pupil Voice

All children are given the opportunity to share their views and opinions about their learning and progress. Pupils with additional needs are encouraged to attend and contribute to their own SEND reviews as part of the Assess, Plan, Do, Review process.

All pupils with Education, Health and Care Plans (EHC Plan) are consulted and have their views recorded and taken into consideration. This is carried out in an informal, child friendly manner with the child at the centre. They are asked if they would like to bring a friend along to the meeting and they can share their views about the child, their progress and aspirations. The process is very positive and the child feels the process is being carried out **with them** rather than **to them**. The child has a better understanding of the outcomes as they are involved throughout the process.

Partnership with Parents/Carers

The person/people who have the greatest knowledge and expertise regarding pupils with SEND are their parents/carers. We aim to ensure that all parents/carers are given information about successes and achievements. We also ensure they are aware of any concerns we have regarding a pupil at all times and they are involved in the planning of provision right from the start.

Parents/carers are encouraged to come into school informally to discuss their child at any time as well as at more formal Parents' Evenings. SENCOs arrange regular review meetings with all staff involved with the child and their parents/carers are invited as part of the Graduated Response to meeting the child's needs.

Information regarding pupils with additional needs is electronically stored in a central place. Parents/carers need to sign their consent to their child being placed on a SEND register.

Parents should be fully informed and aware of any additional needs or SEND from the start of the process and during all stages. Their input is vital and means that both school and home can work collaboratively to meet the needs of their child. The child should also be closely involved at all stages of the process and their contributions where possible should be recorded.

Any parent/carer who would like to find out about what school have available for children with SEND can be found on Welholme Academy's SEND Information Report which can be accessed on the Welholme Academy website www.welholmeacademy.com

Working in partnership with external agencies

Welholme Academy works closely with external agencies to support the children with additional needs. This will be in conjunction with SENCOs, class teachers and parents/carers right from the start of the process. Agencies accessed by the academy include:

Specialist Advisory Service (SAS)

This is a team of professionals from the Local Authority including Educational Psychologists, Learning and Cognition support advisors, Communication and Interaction Support and Social, Emotional and Mental Health specialists. Support is also available for physical difficulties and Autistic spectrum type difficulties.

Medical support

The school nursing team work closely with parents/carers and children with medical needs. This can involve a Care Plan to highlight specific medical support needed. On some occasions a request for assessment for Autism, ADHD or sensory difficulties can be made via a Neurodevelopmental Assessment Request to Navigo. A referral can be made to The School

Nursing Team for any specific medical difficulties. A Health visitor is involved with the family before the child starts school until they become statutory school age.

Children's Centre

The team are available to support parents/carers of children with any specific difficulties or if they would like early support for their child. Parenting courses can be offered and Early Help Assessment referrals which would access agencies to support the family in the home.

The Child Development Centre staff are available to support children in the Foundation Stage as part of Early Years provision to meet additional needs.

Educational Service for Vision and Hearing Impaired (ESVHI)

Children are supported by this team of professionals in school if the child has a visual/hearing impairment that could have an impact on their access to the curriculum.

Speech and Language Therapy (SALT)

If a child has poor speech and language this can have a negative impact on their ability to access the curriculum. Welholme Academy works closely with the community speech therapists.

School also purchase the support of a specialist in the area of Language and Communication from Applied Psychologies. They work primarily in Early Years but can also provide advice for children in other year groups.

Therapeutic intervention

This is provided by FORTIS. They work one to one with children to support their social, emotional, or mental health needs. They liaise closely with school and parents/carers throughout the process. They can also provide support and training for staff.

School will devote time to developing positive working relationships between the school staff, external professionals and the family they will be supporting from the very beginning of the process. Regular review meetings are arranged with all involved as part of the Graduated Response to meeting need.

Support can also be provided by **Compass Go** if a child is struggling with mental health and anxiety issues. Young Mind Matters is also available. The lead for Mental Health support at Welholme Academy is Natalie Welsh. She liaises half termly with cCompass Go to discuss any worries about a child and any possible support that can be put in place. Parents/carers can also make a referral to Compass Go. Information is available on their website:<https://www.compass-uk.org/services/north-east-lincolnshire-mhst/>

Request for Statutory Assessment for an Education, Health and Care Plan

If it is decided at a review meeting that the child has not made appropriate progress, the Educational Psychologist will be consulted, if they have not already been so. The procedures for a Request for Statutory Assessment are clearly laid down in the Code of Practice and these guidelines are followed. The LA decides whether to make formal assessment after completion of an Education, Health and Care Assessment Request by the school based on the evidence provided. All information relating to the request is submitted to the SEND Hub which is accessible by parents/carers and all professionals involved with the child

The Authority will then consider all the information provided and make a decision as to whether to assess the child's needs. This involves the various agencies involved with the child carrying out further assessments of their needs. Parents/carers are consulted throughout this process and informed of a decision after 20 weeks.

Training

Priorities for the school are set in the Academy Improvement Plan and are delivered to meet the needs of individual/groups of pupils. All staff have Team Teach training and this is refreshed annually. Asthma, epilepsy, Epipen and diabetes (where needed) are also delivered and refreshed annually.

In-house training for staff is also provided in any area of need as stated in the Code of Practice. Fortnightly SEND staff briefings are held to keep staff up to date with current practice.

Local Authority training and network meetings are attended termly by the SENCOs as well as the training and networking provided by Enquire Learning Trust.

SEND, medical and Safeguarding Training needs for all staff are co-ordinated by Vice Principal Miss K Glasby.

New staff and newly qualified teachers are given advice and support around SEND by the SENCOs as part of the induction process.

Admissions

Welholme Academy's Admissions Policy for children with additional needs is the same as for all pupils. Admission arrangements for pupils attending Welholme Academy are in line with those recommended by the Local Authority and Enquire Learning Trust. All parents/carers are directed to view Welholme Academy's SEND Information Report for children with additional needs on our school website www.welholmeacademy.com and to look at the Local Authority's 'Local Offer of Provision for SEND' on the North East Lincolnshire website <https://sendlocaloffer.nelincs.gov.uk/>

Parents/carers are encouraged to contact school with any questions they have around provision to meet their child's needs.

Accommodation

It is very important that children with additional needs are fully included and educated alongside their peers. ***It is the teacher's responsibility to meet the needs of ALL children in their class.*** However, at times it may be more appropriate for some individuals or small groups to work on specific areas in a more appropriate environment. This will be indicated on Personal Learning Plans and One Page Pupil Profiles.

The Pastoral Team

The staff at Welholme Academy believe deeply that if a child is happy and settled in school then they will learn better and reach their full potential. We have a Pastoral Team which includes:

- A Learning Mentor - Miss Harrison
- Two Safeguarding Mentors (DDSL)- Miss Maddison and Miss Reynolds
- Vice Principal - Miss Glasby
- Principal - Mr Chamberlain

This team is led by Miss Glasby who is the Designated Safeguarding Lead, Vice Principal and SENCO.

This team support and work with children and parents/carers who may have barriers to learning.

A team of Independent Parental Supporters is available to any parent/carer and they work impartially to the school. They are called SENDIASS and their contact details are: 01472 355 365

Partnership with other schools in the Local Authority and Enquire Learning Trust

The school SENCOs attend the Local Authority SENCO meetings each half term to discuss current issues, share resources, expertise and development and any training needs. Half-termly Trust wide SENCO meetings are also held, which are led by Anne Munro and Paula Anderson who are specialists in SEND and have vast experience of working with children with additional needs.

Throughout the year SENCOs and the Foundation Stage Coordinator liaise with the staff from various pre-school/playgroup/nursery settings in the locality to ensure early identification of needs. During the Summer Term staff liaise across year groups during the transition period to ensure that information is passed onto the next teacher. This ensures that provision can be put in place immediately and the children have a smooth transition to

their next year group. The SENCOs and the Pastoral Team will also liaise with Key Stage 3 SENCO's to ensure information is passed onto the child's secondary placement.

Children with additional needs may need extra support at transition time. A transition package can be planned and put in place which involves extra visits to the new setting, taking photos, extra meetings with parents/carers, new staff and any other professionals involved, Pupil Passports.

SEND Specialisms/Provisions/Adaptations

All reasonable adjustments are made to ensure that the environment and curriculum are accessible to all pupils. Adaptations in place include:

- Disabled toilet and washing facilities
- Ramp access for wheelchairs
- Laptops/Ipads, ICT resources
- Disabled parking spaces
- Lift
- Braille signs around school
- Floor markings/steps
- Specialist PE equipment
- Specialist resources eg thick pencils, pens, crayons, writing slopes, wobble cushions, specialist seating resources, coloured overlays.

Some pupils with SEND may access additional funding. Additional funding will be provided for those children requiring specialist educational provision which is over and above an expected level of provision. It would then be the responsibility of the SENCO and senior leadership team to agree how the allocation of resources is used in consultation with parents. Any Education, Health and Care Plan allocated funding will be in addition to this.

Welholme says 'no' to bullies

Bullying of any kind is unacceptable at Welholme Academy.

Children are encouraged to talk to adults if they have any concerns about anyone being unkind to them or if they are being bullied. We do not tolerate any forms of bullying and will act on any reports immediately and efficiently. We also encourage anyone to pass their concerns on if they think anyone else is unhappy or being bullied.

School staff and the pastoral team are visible around school and on the playground at the start and end of the day. If any child or parent/carer has concerns they would like to discuss they can speak to staff at these times as well as coming into school to speak with a member of the senior leadership team. Any incidents are recorded by the staff and parents/carers will be informed.

Support is given to children with social, emotional and behavioural issues and this may involve the child/children being given some specific one to one work, group work or Nurture/pastoral provision within school.

Friendship and collaboration as well as bullying issues are addressed in assemblies, circle times, Personal, Social and Health Education lessons (Jigsaw programme), Anti-bullying week and as part of our Anti-Bullying activities.

For more information please refer to Welholme Academy's Anti-Bullying Policy on the school website www.welholmeacademy.com

Welholme Academy has a Behaviour Policy in place which is also available on the school website.

Complaints Procedure

It is our aim to develop an effective working partnership with the parents/carers so that any concerns regarding their child can be answered through our informal systems, e.g. Parents' Evenings, review meetings or popping into school. The formal complaints procedure should only be used when the complaint appears to be incapable of resolution and should go via the Principal.

Failure to resolve the problem at this level will necessitate the involvement of the Academy Improvement Committee (AIC) who will follow the Local Authority/Enquire Learning Trust guidelines and procedures.

NB - all meetings with the parents/carers MUST be recorded.

School Staff supporting provision for SEND

SENCOs: Miss Kim Glasby, Mrs Natalie Barker

Learning Mentors: Miss Vicky Harrison

Safeguarding Mentor: Miss Karen Maddison (DDSL)

Miss Ruth Reynolds (Safeguarding Mentor)

(Supporting children who have barriers to learning and their families)

Attendance monitoring and support: Miss Ruth Reynolds, Mrs Leander Swinebourne

HLTAs: Mrs Amanda French, Miss Rachel Pate, Mrs Estelle Nisbett,
Mrs Lorraine Stanhope, Miss Fiona Lewis.

External support:

SAS team: Various EPs from the service, Mrs Rachel Barnes (Cognition and Learning)

Educational Welfare Officers:: Mrs Leander Swinburne, Mrs Liz Lowther

Visually Impaired: TBC

Hearing Impaired: Mrs Su Burgess

Fortis support: Ms Clare Sharman

Compass Go MHWB link person: Jess Raworth

Educational Psychologist: Applied Psychologies - Mrs Abi Kershaw

Child Development Centre Outreach support: - Mrs Emma Riddle

Enquire Learning Trust SEND Lead: Mrs Anne Munro/Paula Anderson

Child Protection

Miss Glasby is also the designated teacher with responsibility for Safeguarding, Child Protection and Looked After Children (DSL). Miss Maddison is the Deputy (DDSL)

If you have any concerns about the care or welfare of a child please come into school to speak to one of the Pastoral Team who will be able to assist you or contact the Integrated Front Door directly on 01472 326292.

Please refer to Welholme Academy's Safeguarding Policy on our school website www.welholmeacademy.com

Parents/carers should be directed to the Local Authority Local offer for useful information about provision for children with SEND
<https://sendlocaloffer.nelincs.gov.uk/>

LIST OF ACRONYMS

SEND - Special Educational Needs and Disability

SENCO - Special Educational Needs Co-ordinator

COP - Code of Practice (for SEND)

HLTA - Higher Level Teaching Assistant

TA - Teaching Assistant

PLP - Personal Learning Plan

OPP - One Page Profile

FSP - Foundation Stage Profile

SAS - Specialist Advisory Service

EP - Educational Psychologist

L&C - Learning and Cognition

C&I - Communication and Interaction

SEMH - Social emotional and mental health difficulties

SaLT - Speech and Language Therapy
ASC - Autistic Spectrum Condition
ADHD - Attention Deficit Hyperactivity Disorder
ADD - Attention Deficit Disorder.
PD - Physical Disability support (Barnardo's)
ESVI - Educational Service for Visually Impaired
ESHI - Educational Service for Hearing Impaired
EWO - Educational Welfare Officer
CDC - Child Development Centre
LA - Local Authority
ELT - Enquire Learning Trust
Phab test - Phonic Assessment Battery
SST - Scotopic Sensitivity Test
EAL - English as an additional language
CLA - Child Looked After
LACE - Looked After Child in Education
PEP - Personal Education Plan
AIC - Academy Improvement Committee
MHWB - Mental Health and Well Being
CAMHS - Children and Adolescent mental Health Services
YMM - Young Minds Matter

Review of the SEND policy

This policy document and procedures will be reviewed in September 2026 or in line with any changes as they occur.