WISEWOOD
NURSERY & PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy Wisewood School & Nursery

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Dissemination via: Full Governing Board, Staff PL, School Website

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1. Aims and Objectives

- Our special educational needs and disabilities (SEND) policy aims to:
- Make sure our school fully implements national legislation and guidance for pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities (SEND)
  - Ensure there are robust processes for early identification and assessment of pupils with SEND and their specific needs
  - Be fully inclusive and provide pupils with SEND access to all aspects of school life so they can engage in the activities alongside pupils who do not have SEND
  - Ensure that pupils with SEND express their views and are as fully involved as possible in decision making
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Build partnerships with parents/carers and establish open lines of communication, so that they can be fully involved in the decision-making process and be supported by relevant resources
  - Liaise with the local authority, governors, trustees and outside agencies
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

As part of Inova Multi-Academy Trust, Wisewood strives to provide a high quality, inclusive and enjoyable educational experience for all young people by supporting needs and removing barriers.

Additionally, we believe that:

- All pupils, including those with SEND, should experience a broad, balanced and highly ambitious curriculum
- All pupils should experience an extensive enrichment offer and feel a sense of belonging
- Co-production by families and pupils should be an integral part of supporting pupils with SEND
- Every adult supporting SEND learners should be a skilled practitioner

We will achieve this by:

- Creating an inclusive environment where all pupils can thrive, fulfil their aspirations and feel safe
- Developing our curriculum, teaching, and wider offer with SEND learners in mind
- Continually evaluating and improving our support and skills
- Developing a team of experts within our school, whilst also looking to Trust and external specialists for support
- Getting to know our pupils' needs and their families
- Involving pupils and their families when planning and reviewing provision
- Understanding the changing needs of SEND pupils in our school
- Using technology to remove barriers to learning as part of the INOVATeach, equity in learning promise

We believe in inclusivity, where local children go to local schools

- AI regulation white paper, published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- Generative artificial intelligence (AI) and data protection in schools, published by the Department for Education (DfE)

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by The Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020
- Data Protection Act 2018 (DPA 2018)

3. Legislation and Guidance

This policy is based on the following statutory guidance:

- Special Educational Needs and Disability (SEND) Code of Practice 2015
- Keeping Children Safe in Education 2025 and
- Working together to improve school attendance 2024.

It is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out the school's responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out the local authorities' and school's responsibilities for education, health and care (EHC) plans, Special educational needs coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

3. Legislation and Guidance

It is also based on the following legislation:

- The Academy trust governance guide which sets out trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs

4. Inclusion and Equal Opportunities

As a school we strive to create an inclusive teaching environment that offers all pupils, regardless of their needs and abilities, a broad, balanced and ambitious curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations

We will achieve this by making adaptations and reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is education or training provision that is additional to, or different from, that which is generally made available for other children or young people of the same age, by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared to their peers.

5.3 The Four Areas of Need

The needs of pupils with SEND are grouped into four broad areas.
Pupils can have needs that fall into more than one area, and their needs may change over time.

Interventions and support will be selected that are appropriate for a pupil's particular area(s) of need, at the relevant time.

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Area of Need	More Information
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may: • Have difficulty understanding what is being said to them • Have difficulty expressing themselves • Not understand the social rules of communication Pupils who are on the autism spectrum often have needs that fall into this category.
Cognition and Learning	Pupils with learning difficulties will usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties (e.g., dyslexia, dyscalculia, dyspraxia) • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, often involving complex learning and physical or sensory impairments
Social, Emotional and Mental Health	Pupils with these needs may reflect a wide range of underlying difficulties or disorders. They may have: • Attention deficit disorder, attention deficit hyperactivity disorder, or attachment disorder • Mental health difficulties such as anxiety, depression, self-harming, or an eating disorder • Experienced adverse childhood experiences (ACEs) These needs can manifest in many ways, such as challenging or disruptive behaviour, or pupils becoming withdrawn and isolated.
Sensory and/or Physical	Pupils with these needs have a disability that prevents or hinders them from accessing the educational facilities generally provided. These difficulties may be age-related and can fluctuate over time. Pupils may have: • A sensory impairment such as vision, hearing, or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers

6. Roles and Responsibilities

6.1 The SENCO

The SENCO(s) at our school Sarah Wales
Contact No: 0114 234 3304 ext 2801
swales@wisewood.sheffield.sch.uk

The SENCO will:

- Oversee the day-to-day operation of the SEND policy
- Co-ordinate specific provision made to support individual pupils with SEND, including those who have educational, health and care plans (EHC plans)
- Liaise and work with external agencies, including the local authority (LA) and its support services
- Liaise with parents/carers of pupils with SEND about the pupil's needs and any provision made
- Liaise with the Designated Teacher where a looked after pupil has SEND
- Provide professional guidance on the graduated approach including adapted teaching strategies appropriate for individual pupils to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned to take place
- Make sure that all the relevant information about a pupil's SEND and the provision being made for them is sent to the appropriate authority, school, or institution, in a timely manner, when a pupil moves schools
- Work with the head of school and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Make sure the school keeps all its records of pupils with SEND up to date and accurate
- Monitor and identify any staff who have specific training needs regarding SEND and liaise with the senior leadership team to incorporate this into the school's plan for professional development
- Review the breadth and impact of the SEND support the school offers or can access
- Prepare and review information for inclusion in the schools SEN Information Report and any updates to this policy
- With the senior leadership team, identify patterns in school's SEND data in comparison to local and national data and use this to reflect on and reinforce professional learning and the quality of teaching

6. Roles and Responsibilities

6.2 The Governing Board

The governing board is responsible for ensuring that the school:

- Co-operates with the Local Authority in reviewing the provision available locally and in developing the local offer
- Does all it can do to make sure that every pupil with SEND gets the support they need.
- Makes sure that the pupils with SEND engage in the activities of the school alongside pupils who do not have SEND needs
- Informs parents/ carers when the school is making special educational provision for their child
- Has arrangements in place to support any pupils with medical conditions
- Provides access to a broad and balanced curriculum
- Has a clear approach to identifying and responding to pupils with SEND
- Provides an annual report for parents/carers on their child's progress
- Accurately records and keeps up to date records for the provision made for pupils with SEND

These duties can be delegated to a committee or an individual

6.3 The SEND Link Governor

The SEND link governor is Lisa Skipworth Contact No: 0114 234 3304

In addition to 6.2, the SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head of school and SENCO(s) to determine the strategic development of the SEND policy and provision in the school.

6. Roles and Responsibilities

6.4 Head of School

The head of school will:

- Work with the SENCO(s) and link governor to determine the strategic development of SEND policy and provision within the school
- Work with the SENCO(s) and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for the provision for pupils with SEND and their progress
- Have responsibility for monitoring the school's notional SEND budget and any other additional funding allocated by the local authority for individuals or groups of SEND pupils
- Make sure SENCO(s) have time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Monitor, with the SENCO, when a pupil needs an EHC needs assessment or when an EHC plan needs an early review
- Monitor, with the SENCO, any staff who have specific training needs regarding SEND and incorporate this into the school's professional learning plan
- Work with the SENCO(s) to review and evaluate the breadth and impact of SEND support the school offers or can access and co-operate with the local authority in reviewing the provision that is available locally
- Work with the SENCO(s) to identify patterns in the schools, local and national SEND data and use this information to reflect and reinforce the quality of teaching

6.5 Teachers

Every Teacher is responsible for:

- Planning and providing high quality teaching that is adapted and resourced to meet pupil needs
- The progress and development of every pupil in their class/lesson
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention during their lessons
- Working with the SENCO to review pupil progress and discuss provision and support
- Ensuring they understand and follow the SEND policy and SEN information report
- Regularly communicating with parents/carers to discuss aspirations, outcomes, progress and support for pupils with SEND

6. Roles and Responsibilities

6.6 Parents or Carers

We recognise that parents/carers may be the first to identify their child's needs, and we encourage early conversations as soon as any concerns about their child's progress or development arise.

Parents/carers of pupils on the SEND register will be given the opportunity to express their views and provide information about the pupil's needs and the support provided. They will always be invited to take part in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Invited to annual reviews if their child has an EHC plan
- Asked to provide information about the impact of any SEND support outside of school
- Asked to share information about any changes in their child's needs
- Given the opportunity to share their concerns, and with school staff, agree aspirations for their child
- Given an annual report on their child's progress

The school will consider the views of the parents/carers in any decisions made about the pupil.

6.7 The Pupil

We strongly believe that pupil voice is integral to planning effective support for pupils with SEND. Pupils will always be given the opportunity to share information and express their views about their needs and the support they feel would be most useful for them.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to the setting of targets or outcomes
- Attending review and other meetings
- Giving feedback on the effectiveness of interventions

Wherever possible, the pupil's views will be considered in making decisions that affect them.

7. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

8.1 Identifying pupils with SEND and assessing their needs

At Wisewood School we use a wide range of assessments to monitor all our pupils. These include KS1 SATs, Y1 Phonics, ks1 SATs, Y4 MTC. Teachers and leaders meet at least once each term to discuss the progress of all pupils and identify any pupils whose progress:

- Is significantly below than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, wider development of social needs.

Where teachers identify an area where a pupil is making slower progress, they will target this with adaptive, high-quality teaching. If progress does not improve, the SENCO will work with the teacher to consider whether the pupil may have additional needs. Where necessary, in consultation with parents/carers, they will also consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes, such as the impact of changes in behaviour or bereavement will be considered. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.
If a pupil is joining the school and:

- Their previous setting has already identified that they have SEND
- They are known to external services
- They have an EHC plan

The school will work in a multi-agency way to make sure we get all the relevant information before the pupil starts school.

8.2 Working alongside pupils and parents/carers

The school will work with and will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. When we decide whether a pupil has SEND, we will have an early discussion with parent/carers and if appropriate, the pupil.

We will notify parents/carers if we decide to place the pupil on the school's SEND register and we will ensure that they are clear about the next steps

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will follow the SEND Code of Practice 2015: 0 to 25 years graduated approach regarding the identification, assessment and review of children with special educational needs and disabilities.
The four key actions are:

1. Assess
The SENCO and class teacher(s) will carry out a clear analysis of the pupil's needs. The views of the pupil and parents/carers will be considered, and we will discuss the pupil's areas of strength as well as difficulties. At this stage, the school may seek advice from external support services, for example, to support the identification of speech and language or other learning needs.

2. Plan
The SENCO and appropriate staff will design provision, adaptations, and interventions to meet the pupil's needs and overcome barriers to learning. Parents/carers and pupil's voice will always be considered and clear outcomes and a date for review will be established. All staff who work with the pupil will be made aware of the pupil's needs, support in place, and intended outcomes. This information will be accessible to staff on the Pupil Passport and Support Plan, where appropriate. This can be found in Provision Map, Bromcom, CPOMS & EHCP where appropriate.

Parents/carers will be made fully aware of the planned support and interventions, and where appropriate, will be asked to reinforce or contribute to progress at home.

8.3 The graduated approach to SEND support

3. Do
The agreed plan is implemented, and the pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves 1:1 or group teaching, away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with teaching assistants and any specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support teachers in further assessing the pupil's particular strengths and areas of difficulty, in problem solving and advising on how to implement support effectively.

4. Review
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
We will evaluate the impact and quality of the support and interventions based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and SENCO will revise the outcomes and support considering the pupil's progress and development and in consultation with the pupils and their parents/carers.
In line with the SEND Code of Practice, reviews take place at least three times a year.

8.4 Levels of Support

1. The Monitoring Register
In addition to our SEND register, we will keep a monitoring register for pupils who

- Have their identified SEND need(s) met within our ordinarily available offer
- Have been previously on the SEND register but no longer need additional and / or different provision
- We are monitoring during a period of assessment prior to deciding whether they have needs which will require additional and different provision

8.4 Levels of Support

2. School –based SEN Provision
Pupils receiving SEND provision will be placed on the SEND register. We then use the **Sheffield Support Grid (SSGe)** to identify their level of need and to guide the provision and intervention we put in place.

The Support Grid is broken down into the four main areas of need with sub-categories in each. Each sub-category has statements of Ordinarily Available Provision (previously levels 1 and 2) and levels 3-5.

Locality authority guidelines state that children should have additional needs at level 3+ to be added to the SEND register. There may also be a small number of pupils who have needs in several areas at a high level 2 who we may also add to the SEND register.

Moderation for the allocated levels takes place at school, trust and local authority level. Schools report the number of children with Level 3+ needs to the local authority and we then receive a 'block' amount of funding to support this group.
See areas and sub-categories below:

Category	Sub-Categories / Details
1. Communication and Interaction	1A) Language and Understanding 1B) Social Communication (including those with a diagnosis of Autism) 1C) Speech and Stammering
2. Cognition and Learning	—
3. Social, Emotional and Mental Health	—
4. Sensory and/or Physical	4A) Visual Impairment 4B) d/Deaf 4C) Physical 4D) Medical 4E) Sensory

8.4 Levels of Support

2. School –based SEN Provision
For children in the Early Years (up to and including Reception/FS2), a separate SSGe is used.

For the majority of pupils on the SEND register, their school support will be documented on a pupil passport. Pupils may also require a support plan which has more detail about the provision in place.

The provision for these pupils is funded through the school's notional SEND budget, which is supplemented with local authority block funding for pupils with needs at level 4+ on the SSGe

On the census, these pupils will be marked with the code K.

3. Education Health and Care plan
Where pupils need a very high level of support and we feel they may need specialist provision now or in the future, we will consider whether to make a 'Request to Assess' for an EHC plan. This can only be done with consent from parents/carers and with the support of a number of other professionals.

There are several stages the school must go through to apply for an EHC plan. It is a lengthy process, even where children have a high level of need.

If the local authority agrees to issue an EHC plan, they must produce this within 20 weeks. This legal document describes the needs of the pupil, the provision that will be in place, and the outcomes sought. EHC plans are formally reviewed annually (and for children under 5 years of age, every six months)

The provision for these pupils is funded through the school's notional SEND budget and supplemented with local authority band funding ranging from band 1-10.

The maximum amount of band funding allocated is £10,000

On the census, pupils with an EHC Plan will be marked with the code E

8.5 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupil's progress and attainment
- Carrying out termly reviews
- Holding annual reviews for pupils with EHC plans
- Monitoring the progress pupils are making in interventions
- Getting feedback from pupils and their parents/carers
- Boxall Profile

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to a full-time education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil.

However, they may need support.

Our approach to supporting pupils who are absent from school due to their attendance is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation, and neglect in this group.

For more details of the pastoral support we offer pupils with SEND and the support we provide to help pupils overcome barriers they face, see our Safeguarding and Child Protection policy.

11. Expertise and Training of Staff

Training will be regularly provided to teaching and support staff. The head of school and SENCO (s) will continuously monitor to identify any staff who have specific training needs and will plan this into the school's ongoing professional learning.

We will act swiftly to train staff where children have needs new to the school, or where new interventions are recommended by specialists.

We strongly believe that children with SEND should be taught by an experienced and qualified workforce.

At our school we have the following staff to support children with SEND:

Staff Member	Qualifications / Training / Roles
Sarah Wales	PG Cert SENDCo Lead Practitioner in Positive Regard, Healthy Minds trained, Currently undertaking the Diploma in Trauma Informed Schools
Claire Austin	Lead Practitioner in Positive Regard
Zena Bingham	Trauma Informed trained, Flower 125, Healthy Minds trained
Ruth Kingdon	Specialist Practitioner in Positive Regard
Karen Budd	Specialist TA in Speech and Language Interventions, including: LEAP, VIP, NIP & Early Narrative
ALL STAFF	• Level 2 AET • Attachment Training • Executive Functioning Training • Professional development on the WalkThrus **Staff have been trained in the following strategies / interventions:** Attention Autism, Homunculi, Language Learners, Lego Therapy Numbersense, Positive Regard Practitioner Programme, Precision Teach Regulation Through Play – Positive Regard, Socially Speaking, Story Recallers, Supporting learners with Gestalt (GSTALT) profiles Team Teach, Teodorescu Write from the start

12. Links with External Professional Agencies

We recognise, that to meet the needs of many of our pupils with SEND, we will need to work with a range of external support services to gain valuable support and advice. The services we most commonly work with are as follows:

- The Educational Psychology Service
- Step Forward Psychology
- Fusion Learning Support
- Let's Verbalise
- Visual Impairment service
- Hearing Team
- Speech and Language Therapy Service (NHS)
- Children and Adolescent Mental Health Service (CAMHs)
- Ryegate Children's Centre
- Autism and Social Communication Education and Training Service (ASCETS)
- Statutory Assessment and Review Service (SENDSARS)
- Family Intervention Service (FIS)
- Sheffield SEN and Disability Information Advice service (SSENDIAS)
- 0-5 Team
- Red Kite Advocacy

This list is not exhaustive, and there may be other services involved with a child depending on their individual needs.

13. Admission and Accessibility Arrangements

Wisewood School is an inclusive school and admission arrangements are outlined in the school's Equal Opportunities Policy and Admissions Procedures

In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

14. Complaints About SEND Provision

In line with our aims and objectives of this policy Wisewood School strives to provide a high quality, inclusive and enjoyable educational experience for all young people, including those with SEND. If parents/carers have concerns or a complaint about the provision for their child, they should first raise this informally with the (class teacher / SENCO). If concerns persist, parents/carers should then contact the Head of School.

We aim to resolve all concerns and complaints informally and within school.

If parents/carers do not feel satisfied with the outcome, they should follow the procedures outlined in the Complaints Policy for Schools within Inova Trust which can be found on both the Trust and school website Policies | INOVA Multi-Academy Trust.

The Special Educational Needs and Disability (SEND) Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements.

15. Monitoring and Evaluation Arrangements

15.1 Evaluating the Effectiveness of the Policy

We are constantly looking for ways to improve our SEND policy and we will evaluate how effective our policy is with regards to:

- Staff's awareness of pupils with SEND and specifically how well they know and teach the pupils with SEND in their classes
- Pupil's progress and attainment once they have been identified as having SEND
- Whether pupils feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers.

15.2 Monitoring the policy

With support from the Trust Director of SEND, this policy will be reviewed annually by the SENCO. It will also be updated as soon as possible, when any new legislation, requirements or changes in procedures take place.

It will be approved by the full governing board

16. Links with Other Policies and Documents

This policy links to and should be read in conjunction with the following documents:

- SEN Information Report
- The Local Offer
- Accessibility Policy
- Equality Information and Objectives
- Behaviour Policy
- Anti-bullying Policy
- Attendance Procedures
- Safeguarding and Child Protection Policy
- Complaints Policy
- Intimate Care Policy