



**WAYCROFT MULTI ACADEMY TRUST**

**Special Educational Needs and Disability (SEND) and Inclusion Policy – October 2023**

Signed (Chair): 		Name: Andrew Bowden	Date: 28/09/23
Signed (Executive Headteacher): 		Name: Tracy French	Date: 28/09/23
Ratified by: Governing Body on 28/09/2023			Next Review: October 2024
Policy updates	<ul style="list-style-type: none"> <li>• Updated managing pupil needs on SEND register</li> <li>• Learning log progress reviews changed to learning support plans</li> <li>• Removal of learning passport reviews in December</li> <li>• Updated web links</li> </ul>		Date updated September 2020
	<ul style="list-style-type: none"> <li>• Updated link Local Academy Councillors</li> </ul>		September 2021
	<ul style="list-style-type: none"> <li>• Updated link Local Academy Councillor and Trustee information</li> <li>• Updated terminology e.g., SEN to SEND</li> <li>• Updated weblinks</li> </ul>		September 2022
	<ul style="list-style-type: none"> <li>• Sendco location info updated</li> <li>• Direct phonics changed to Bug Club</li> </ul>		September 2023

**COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (May 2015)
- Schools SEND Information Report Regulations (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 Sept 2013
- Safeguarding Policy
- Accessibility Plan as part of the Single Equalities Plan
- Teachers Standards 2012
- Children and Families Act 2014
- This policy was created by the Waycroft Multi Academy Trust (MAT): Special Educational Needs and/or Disabilities coordinators (SENDCo's), SEND Trustees and in liaison with the Senior Leadership Team (SLT).

## SECTION 1: BASIC INFORMATION

Within each Academy we have a Special Educational Needs and/or Disability Co-ordinator (SENDCo) who is in charge of the provision for the children and young people with SEND for their designated school.

Name	Academy	Responsibility	Contact
Amanda Finch Amy Lucas	Waycroft Academy	SENDCo	0117 377 2198 info@waycroftacademy.com
Amy Lucas	Wicklea Academy	SENDCo	0117 903 0480 info@wickleaacademy.com
Mike Rylands	Woodlands Academy	SENDCo	0117 353 3506 info@woodlandsacademybristol.com

Waycroft MAT believes that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced, academic and social curriculum. Both areas of the curriculum should be fully accessible to pupils so they can understand and be included in all aspects of Academy life.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including: ability, confidence, emotional well-being, age and maturity. At Waycroft MAT we aim to identify these factors as they arise and provide teaching and learning which enables every child to achieve his or her full potential. At Waycroft MAT every teacher is a teacher of every child or young person including those with SEND.

This policy was written using NASEN guidelines to ensure it reflects the SEND Code of Practice, 0-25 guidance, by the SENDCOs, SLT and SEND Trustees originally. This was then shared with staff and parents of pupils with SEND. The policy was then updated taking into account any feedback from the above stakeholders. This policy is to be read in conjunction with other Waycroft MAT policies as required including: Teaching and Learning, Single Equalities including the Accessibility Plan, Intimate Care, Safeguarding/Child Protection and Assessment.

## SECTION 2: AIM AND OBJECTIVES

### AIM

Through raising the aspirations of and expectations for all pupils with SEND, Waycroft MAT provides a focus on outcomes for children and young people and not just on hours of provision/support.

### OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015 plus other key guidance including the Equality Act 2010 and to eliminate prejudice and discrimination against, children and young people with “special educational needs or disabilities”.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs or disabilities.

4. To provide a Special Educational Needs and/or Disabilities coordinators (SENDCO) who will work with the SEND and Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs or disabilities pupils.
6. To provide full access to the curriculum through differentiated planning and activities by class teachers, SENDCO, and support staff as appropriate.
7. To work in partnership with parents for the benefit of their child.
8. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
9. To evaluate the support provided to ensure good progress is made.
10. To involve the child in planning and in making decisions about themselves.

### SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL AND/OR DISABILITIES NEEDS

Special educational and/or Disabilities provision is matched to the child's identified SEND. Children's SEND are thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Waycroft MAT uses a range of indicators to help identify children with special educational needs or disabilities including:

- The definition in the SEND Code of Practice

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

*'A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

- Daily assessment for learning through questioning, observing and marking.
- Discussions with staff, the child (where appropriate), parents/carers and agency support.
- Deciding whether the child is at risk of not meeting age related expectations.

The purpose of identification is to work out what action we, at Waycroft MAT, need to take, not to fit a pupil into a category. At Waycroft MAT we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs or disabilities of the child or young person.

There are occasions where children do **NOT** have **SEND** but factors may impact on their progress and attainment;

- Disability ( the SEND Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Having a parent in prison
- Bereavement
- Experiences in early life
- Mental Health

Where this is the case the children's needs and appropriate support are provided through other channels.

Under the new SEND Code of Practice 0-25, identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour will be considered and then described as an underlying response to another area of need.

#### **SECTION 4: A Graduated Approach to SEND Support**

Quality first teaching at Waycroft MAT is paramount and the class teachers work closely with subject specialist teachers to ensure a broad, balanced and highly effective curriculum.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching is monitored by SLT, Team Leaders and Subject Leaders through lesson observations, planning and work scrutinies and a vigorous appraisal procedure including a focus on those children who are at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

To make a decision about providing special educational provision, the teacher and SENDCO consider all of the information gathered from within the Academy about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Pupils are only identified as SEND (requiring SEND Support) if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching identified in the lower part of our Graduated Response Triangle.

When this occurs and children are assessed as requiring additional support, they are placed on the SEND register and more robust interventions are planned, completed and reviewed. This is in-line with the ASSESS-PLAN-DO-REVIEW cycle as recommended in the SEND Code of Practice 0-25 2015.

For higher levels of need, Waycroft MAT draws on more specialised assessments from external agencies and professionals. Once again the ASSESS-PLAN-DO-REVIEW cycle is implemented using specialist professional advice.

Sometimes children still struggle to make progress or their needs require even more specialist support. When this is the case, Waycroft MAT requests a statutory assessment for an Education, Health and Care Plan with the relevant local authority SEND team. Before September 2014, the assessment was for a Statement of Educational Needs.

Families, carers and the child are included at every stage of this process to ensure all views are collated to secure the best possible outcomes for the child. We always take into account their aspirations and expectations for the future.

Please see each individual school’s website for the provision that is put in place as the Graduated Response.

## SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

All children with SEND are monitored using the ASSESS-PLAN-DO-REVIEW cycle throughout the academic year.

Month	SEND specific monitoring	Whole Academy monitoring
July	Teachers pass up information and records.	End of year data is analysed by SLT Pupil progress meetings
September	New Learning Passports and Learning Support Plans are written with parent and pupil input and SENDCO input as required. All Learning Passports and Learning Support Plans are checked by the SENDCO to ensure they link the children’s needs and external agency recommendations.	Initial assessments are completed to ensure planning is well matched to children’s needs.
October	Learning Support Plans are monitored and reviewed by class teachers and the SENDCO. When targets are met, teachers set new targets providing continuous on-going support. SEND grid of provision is created.	Early Years targets set following baseline completion. Targets reviewed whole school
November	Learning Support Plans are monitored by class teachers and the SENDCO. When targets are met, teachers set new targets providing continuous on-going support.	Pupil Progress Meetings Learning walk and learning log moderation across the MAT.
December	Learning Support Plans are reviewed by pupils, parents and teachers. Decisions are made to maintain, change or remove SEN provision.	End of Term 2 data is collated and analysed by SLT. SEND Progress and Attainment Tracking sheet completed by SENDCo and summary completed.

January	New Learning Support Plan targets are written with parent and pupil input and SENDCO input as required. These are checked by the SENDCO to ensure they link the children's needs and external agency recommendations. SEND grid of provision is reviewed and updated.	Pupil progress meetings
February	Learning Support Plans are monitored and reviewed by class teachers and the SENDCO. When targets are met, teachers set new targets providing continuous on-going support.	Pupil conferencing
March	Learning Support Plans are reviewed by pupils, parents and teachers. Decisions are made to maintain, change or remove SEN.	End of Term 4 data is collated and analysed by SLT. SEND Progress and Attainment Tracking sheet completed by SENDCo and summary completed.
April	New Learning Support Plan targets are written with parent and pupil input and SENDCO input as required. These are checked by the SENDCO to ensure they link the children's needs and external agency recommendations. SEND grid of provision is reviewed and updated.	Pupil Progress meetings
May	Learning Support Plans are monitored by class teachers and the SENDCO. When targets are met, teachers set new targets providing continuous on-going support.	SATs and formal assessments completed.
June	Learning Support Plans are monitored by class teachers and the SENDCO. When targets are met, teachers set new targets providing continuous on-going support.	Pupil conferencing
July	Learning Passports and Learning Support Plans are reviewed by pupils, parents and teachers. Decisions are made to maintain, change or remove SEND. SEND grid of provision is reviewed. Teachers pass up information and records.	End of year data is collated and analysed by SLT. SEND Progress and Attainment Tracking sheet completed by SENDCo and summary completed.

Children can be added to the SEND register and a Learning Passport and Support Plan can be written at any time if both school and family are in agreement. When this occurs mid-year an interim Learning Passport and Support Plan will be created to fill the gap between the point of identification and the next cycle.

It is the class teacher's responsibility to evidence progress with support from the SENDCO.

The level of provision is decided through discussion between the SENDCO, class teacher, families/carers, SLT and children, keeping in mind the Graduated Response Triangle. If the Academy identifies that we are unable to fully meet the needs of a pupil through our provision arrangements additional evidence is collated through the request for a statutory needs assessment.

Waycroft MAT has a strong, collaborative relationship with the NHS Occupational Therapists, NHS Physiotherapists, NHS Speech and Language Therapists, Educational Psychology service, Bristol Autism Team, When external support is required the SENDCO will contact the appropriate service or agency. Then the external support provider alongside the SENDCO monitors the progress of the child. Costing and recording stays the responsibility of the SENDCO. Families, carers and the child are included in the process throughout, with the aim that families do not need to repeatedly explain their circumstances.

If Waycroft MAT feels that additional funding and support are needed from the LA High Needs Block, regular reviews are held including the family/carers and all relevant professionals. The child's views are also collated as part of this process. If agreed an application is then submitted to the relevant local authority SEND team to the top up panel. The Bristol SEND team website (<https://www.bristol.gov.uk/bristol-local-offer>) and the BANES website (<https://liveswell.bathnes.gov.uk/special-educational-need-or-disability-send>) have additional information.

On occasion, a referral to Early Help is made to access additional support.

## **SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER**

Following an ASSESS-PLAN-DO-REVIEW cycle, the family/carers and teachers, under the guidance of the SENDCO, may decide to remove a child from the SEND register. This occurs when the child no longer meets the criteria included in the identifying special educational needs section of this policy (Section 3).

## **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

There are many places pupils and families/carers can find additional information.

- Speak to teachers and the SENDCO in school.
- Look at the Bristol local offer at <https://www.bristol.gov.uk/bristol-local-offer>
- Look at the individual schools website to see the SEND Information Report as well as links with other agencies.
- Waycroft MAT on entry admissions are organised through the local authority.
- Speak to the SENDCO about access arrangements for tests.
- Speak to the SENDCO about transition arrangements from class to class, across key stages and to another school including Secondary School as these are bespoke to individual pupils.
- Look at the Academy website to see the school's policy on managing medical conditions

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- Waycroft MAT recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and/or disabilities (SEND) and have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Refer to the Managing Pupils with Medical Conditions Policy for further details.

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

Refer back to section 5 for the annual cycle of monitoring of SEND.

On top of this other monitoring and evaluating actions include:

- Regular audits
- Sampling of parent views and pupils views through the regular review cycles
- Staff views are collated informally
- An Annual Report to Trustees is written yearly by each school
- Meetings with SLT
- Meetings with the nominated Trustee for SEND

Academy Trustees and SLT monitor and evaluate the progress of all groups of learners including those with SEND. The nominated governor for SEND also works alongside the SENDCO on monitoring activities throughout the year and to produce key reports and documentation.

This shared responsibility promotes an active process of continual review and improvement of provision for all pupils.

## **SECTION 10: TRAINING AND RESOURCES**

- The majority of SEND provision is funded from the Academy budget. Where there is enough evidence the Academy applies for top up funding for pupils from the High Needs Funding Block.
- Staff training is planned to meet the needs of all children at Waycroft MAT.
- Collectively we have staff trained in: ASD, Epilepsy, Social Stories, Speech and language support, Reading programmes, a Positive handling, Manual Handling, Cerebral Palsy, Makaton (to support ASD), Diabetes, Circle of Friends, Mentoring, Mental health, Counselling, the 5 Point Scale and Bug Club Phonics.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO or team leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attend the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- The Academy plays an active role in the local SEND cluster meetings.
- NASEN membership.



## **SECTION 11: ROLES AND RESPONSIBILITIES**

The role of the Local Academy Council SEND Link Trustee in each academy

Waycroft – Mrs Pat Slee

Woodlands – Mr Lance Mason

Wicklea – Stephen Pratt

Is to support and challenge all aspects of SEND provision. The Waycroft MAT SEND Link Trustee is Andrew Bowden who reports to the Board of Trustees

Tracy French (Executive Head Teacher) and the Headteacher at each Waycroft MAT School, have responsibility for Safeguarding.

## **SECTION 12: STORING AND MANAGING INFORMATION**

All SEND and historical documentation is held by the SENDCO of each Academy in a locked cupboard in a locked room. Learning Passports and non-sensitive information are held by class teachers for regular monitoring to enhance the impact of SEND provision. The SENDCO has responsibility for the distribution of external agency reports.

## **SECTION 13: REVIEWING THE POLICY**

This policy will be reviewed annually to ensure it meets the requirements of the new Code of Practice 0-25 2015 plus any other new legislation.

## **SECTION 14: ACCESSIBILITY**

### **Statutory Responsibilities**

- The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Waycroft MAT produces accessibility plans as part of the Single Equalities Policy and this is published on the website annually in the autumn term.
- As Multi Academy Trust, we identify, set action plans and remove barriers to learning under the following headings: Gender equality, Sexual orientation, Disability equality, Community cohesion, Race equality and Access plan.
- Our buildings are completely accessible with appropriate toilet and changing facilities (for younger children) and Waycroft and Wicklea have a lift to reach the first floor where needed. There is accessible parking at all 3 of our sites. An evac-chair is available at all three schools in case of fire.
- All children are included using our best endeavours outside of the classroom and including trips. We encourage the use of specialist equipment to improve independence and provide adult assistance where required. Where lessons need to be adjusted, we frequently adapt activities for everyone to aid children's awareness and understanding that everyone is

different, with their own talents, for a part of the lesson. All day trips are completely accessible to everyone and have been chosen with this in mind with the exception of one year 6 trip and we will work with you to make this as accessible as possible. Sometimes during residential trips alternative activities are provided or shorter stays to meet the needs of the children. Transport for trips for wheelchair users is arranged on a child to child basis.

- We also work with external agencies to improve access for individual pupils and gain occupational therapy reports and support charity applications as required.
- On occasion the Academies will provide written information in alternative formats to improve access for pupils and families/carers.
- If families/carers or pupils have concerns about accessibility, contact the SENDCO at your school.

## **SECTION 15 : DEALING WITH COMPLAINTS**

If families, carers or pupils feel the need to complain our whole school complaints procedures are to be followed. See the Academy website or ask the office for a copy of this procedure.

## **SECTION 16: BULLYING**

Waycroft MAT does not tolerate bullying of any of its pupils. See the Academy website for a copy of our Anti-Bullying Policy and related documents. All potential bullying incidents are recorded formally in teams and these are monitored in Academy Council or Trust board meetings. All disablist, racist, homophobic, transgender, bullying and harassment incidents are taken seriously and are recorded formally and monitored by SLT and Academy Trustees. When incidents occur families/carers are informed.

Children are taught about the impact of bullying and how to prevent it through the PSHE curriculum and assemblies. This includes: safeguarding the needs of all pupils including those with SEND, promoting independence and building resilience in their learning.

E-safety training, specific tuition, using social stories, involving external agencies including the police and Circles of Friends are just a few strategies that are used by Waycroft MAT to address bullying concerns.

## **SECTION 17: APPENDICES**

- Academy website - SEND [annual report](#) to Trustees and links to external agencies.
- Academy website - [Policies](#)