



SEND POLICY 2023/24

WICKERSLEY SCHOOL
AND SPORTS COLLEGE

Bawtry Road, Wickersley, Rotherham, S66 1JL

 01709 542147

 contactus@wickersley.net

 wickersley.net

headteacher:

Mr T Hardcastle



Contents

Statement of intent

1. Legal framework
2. Identifying SEND
3. Definition
4. Children with specific circumstances
5. Objectives
6. Admissions
7. Roles and responsibilities
8. Involving pupils and parents/carers in decision-making
9. Joint commissioning, planning and delivery
10. Funding
11. Local Offer
12. Graduated approach
13. Assessment
14. Education, health and care (EHC) plans
15. Reviewing an EHC plan
16. Transferring between different phases of education
17. SEND tribunal
18. Supporting successful preparation for adulthood
19. Data and record keeping
20. Confidentiality
21. Resolving disagreements
22. Publishing information
23. Monitoring and review

Statement of intent

This policy outlines the framework for Wickersley School and Sports College to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

Eliminate discrimination.

Promote equal opportunities.

Foster good relationships between pupils with SEND and pupils without SEND.

Wickersley School and Sports College will work with the LA within the following principles which underpin this policy:

The involvement of children, parents/carers and young people in decision-making

The identification of children's and young people's needs

Collaboration between education, health and social care services to provide support

High quality provision to meet the needs of children and young people with SEND

Greater choice and control for young people and parents/carers over their support

Successful preparation for adulthood, including independent living and employment

Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

Identifying SEND

Wickersley School and Sports College has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improved

Fails to close the attainment gap between the pupil and their peers.
Widens the attainment gap.

Definition

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

Significantly greater difficulty in learning than the majority of others of the same age.

A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstth

to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions

Considering applications from parents of children who have SEND but do not have an EHC plan.

Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

Not refusing admission for a child on the grounds that they do not have an EHC plan.

Adopting fair practices and arrangements in accordance with the School Admissions Co

Ensure arrangements are in place to support pupils at school with medical conditions.

Cooperate with the LA in drawing up and reviewing the Local Offer.

Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

Prepare the

Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.

Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.

Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Undertake day-to-day responsibility for the operation of the SEND policy.

Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.

Liaise with the relevant, designated teacher where a looked after pupil has SEND.

Advise on a graduated approach to providing SEND support.

Advise on the deployment of the school's designated budget and other resources to meet pupils' needs effectively.

Liaise with the parents/carers of pupils with SEND.

Liaise with early years providers, further education and higher education to support

Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.

Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.

Be responsible and accountable for the progress and development of the pupils in their class.

Be

Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will communicate with pupils, and parents/carers of pupils receiving SEND support more than three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Joint commissioning, planning and delivery

Wickersley School and Sports College is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

b

Wickersley School and Sports College assists

Funding

Wickersley School and Sports College will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Local Offer

In the developing and reviewing the Local Offer the school will adopt the following approach:

Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also co-operate with those providing services.

Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by

Assessment

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan will start with the desired outcomes and the views of the parents/carers and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health

The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.

The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of

Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.

The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

R

Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEN information report will be prepared by the governing body, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.80 of the SEND Code of Practice 2015.

Confidentiality

The school will not disclose any EHC plan without the pupil's consent, with the exception of disclosure:

To a SEND tribunal when

under the Education Act 1944

On the order of any court

For the purposes of

Government

Table

(

1989

Te

by

The governing body will publish details of the SEN Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.