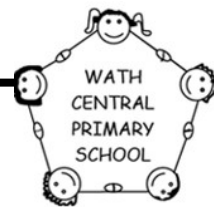




SEND Information Report

*Wath Central
Primary School*

September 2022



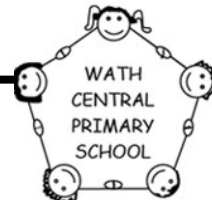
Key Information

SCHOOL NAME	Wath Central Primary School
Address:	Fitzwilliam Street Wath-Upon-Dearne Rotherham S63 7HG
Contact Details: Telephone Email Website	(01709) 760345 school@wcp.jmat.org.uk www.wathcentral.co.uk
AGE GROUP	3-11 years
Numbers on Roll	395
Number on SEND Register	99 (25% of children in school) Major presenting need are: <ul style="list-style-type: none">• Cognition and Learning 37%• Communication and Interaction 36%
EHCP	8 pupils 7 pending
Headteacher	Ms Jude Gray
SENDCo	Mrs Amy Shaw
Contact for the above	(01709) 760345
Name and number and email of a contact for Queries	Mrs Amy Shaw ashaw@wcp.jmat.org.uk



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Overview of SEND

The Special Educational Needs and Disability (SEND) Regulations 2014 require schools to publish certain information about their policy for supporting pupils with additional needs. This information must be updated annually, be accessible for all pupils/parents and be presented in clear, plain language.

The report must include any arrangements in place for supporting children with other specific needs such as children who are “looked after” or those for whom English is an additional language (EAL students.)

This report has been developed in accordance with the ‘Special educational needs and disability code of practice: 0 to 25 years’ 2015 in order to ensure all statutory information is included. We have also considered the requirements, relating to SEND, outlined in the most recent ‘Keeping children safe in education’ (KCSIE) 22.’

Our Approach to SEND

At Wath Central we are passionate about providing the best possible education for all our pupils, including those with additional needs, to enable them to reach their true potential and develop as individuals. We aim to reduce barriers to learning and are committed to providing opportunities and support to enable pupils with SEND to successfully access a real and meaningful curriculum appropriate to their needs.

At Wath Central, children’s mental health and wellbeing is paramount. Our nurturing approach offers a range of opportunities for children to engage with activities and experiences, giving them the social and emotional skills to do well at school both socially and academically. We equip them with skills to develop their resilience and their capacity to deal more confidently with the trials and tribulations of life.

We believe in the earliest possible intervention to support children with specific requirements and understand that the liaison between parents/carers is crucial to making this a success. We highly value the partnership between home and school and welcome collaborative working in order to best support our pupils.

We ensure our ongoing commitment to SEND by ensuring that our schools SENDCO receives adequate time and training to carry out their role. Our SENDCO also forms a part of our Senior Leadership Team so ensures that children with SEND are fully represented and considered in any monitoring, feedback and decision making.

Key Staff and their Responsibilities



Amy Shaw
SENDCO



Jude Gray
Headteacher



Jacqui Crawford
SEND Support & LAC
Teacher

Class Teacher

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and keeping the Special Educational Needs Coordinator up to date on their progress.
- Writing SEN Support Plans, and sharing and reviewing these with parents once each term and planning for the next term.
- Personalised teaching and learning for your child as identified within the school's Graduated Response. (See SEND section of school website for more information on our Graduated Response)
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENDCO (Special Educational Needs and Disability Co-ordinator)

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with SEND through school.
- Ensuring that parents are:
 - Involved in supporting their child's learning.
 - Kept informed about the support their child is getting
 - Involved in reviewing the progress their child is making
- Liaising with all the other people who may be coming in to school to help support children's learning e.g. Speech and Language Therapy, Educational Psychology, NHS colleagues.
- Updating the school's SEND register and making sure that records of children's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND to achieve the best progress possible.



Key Staff and their Responsibilities

Headteacher

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the SENDCo and class teachers meet the needs of all children.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

Governing Body

- Making sure that the necessary support is given for any child who attends the school, including those who have SEND.

LAC Teacher

- The designated teacher is a central point of initial contact within the school with regards to 'looked after' or 'previously looked after' children.
- They help to make sure that the school plays its role to the full in making sure arrangements are joined up in order to minimise any disruption to a child's learning.

Pastoral Team (including attendance officer)

- Have an awareness of children on the SEND register thus ensuring that safeguarding matters relating to these children are dealt with accordingly.
- Flag up any concerns regarding the attendance of children with SEND to the SENDCO.
- Meet regularly with the SENDCO to identify parents and families of children with SEND who may require pastoral support.

Nurture Team (including ELSA)

- Design specific interventions and support in the creation of nurture spaces within the school environment.
- Deliver bespoke nurture interventions or programmes.
- Support class teachers in measuring progress in social, emotional and mental health.



What are SEND needs?

The SEND Code of Practice 2014 explains that 'Special educational needs and provision can be considered as falling under four broad areas.'

1. Communication and interaction needs

Children and young people with speech, language and communication needs (SLCN) may experience difficulty in communicating with others. The needs of every child with SLCN are different and these needs may change over time. The needs could arise from a child having difficulty saying what they want to, understanding what is being said to them or understanding the social rules of communication.

Children with ASC (Autistic Spectrum Conditions) often have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

2. Cognition and learning needs

Some children may experience learning difficulties which mean that they learn at a slower pace than their peers (even with appropriate support in the classroom.) The term learning difficulties can range from moderate learning difficulties (MLD), severe learning difficulties (SLD) - through to profound and multiple learning difficulties (PMLD).

Some children may experience very specific learning difficulties (SpLD), which can affect one or more specific aspects of learning. Examples of this would be conditions such as dyslexia, dyscalculia, and dyspraxia.

3. Social, mental and emotional health needs

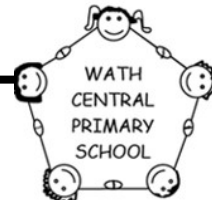
SEMH needs are a type of special educational need where a child communicates through behaviour in response to a social, emotional, or mental health needs. Children with SEMH needs can have difficulties in understanding and managing their emotions, have trouble building and maintaining relationships and can struggle to engage with learning within a classroom environment.

Examples of SEMH needs include: Eating Disorders, ADD/ADHD, Anxiety, ODD, Self-Harm and OCD.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. This includes: visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

Some children and young people have a physical disability (PD) which requires additional ongoing support and equipment to access all the opportunities available to their peers.



How do we identify SEND?

There are many ways a SEND need may be identified within school. For example:

- Concerns are raised by a child's parent/carer.
- Limited progress is identified through ongoing teacher assessment. (Plan, Do, Assess, Review)
- Patterns or trends in specific behaviours are observed indicating a potential need.
- There is a change in the child's emotional wellbeing or progress.

All children within school have access to 'quality first teaching' part of which includes ensuring reasonable adjustments are made to meet the individual needs of children.

During the plan, do, assess, review cycle, staff identify children they have concerns about. At this point, graduated response documentation is reviewed and discussion will take place with our SENDCo and parents/carers.

Where evidence indicates a SEND need, support plans (alongside other support strategies) are created to set and monitor target areas and specific interventions. Children will also be added to our school's inclusion register. The inclusion register identifies all pupils with SEND.

These support plans are reviewed every term and discussed within pupil progress meetings. During this review, further actions may be taken by engaging other relevant professionals to seek advice and support.

For further details please see our SEND policy.

What do I do if I think my child may have an SEN need?

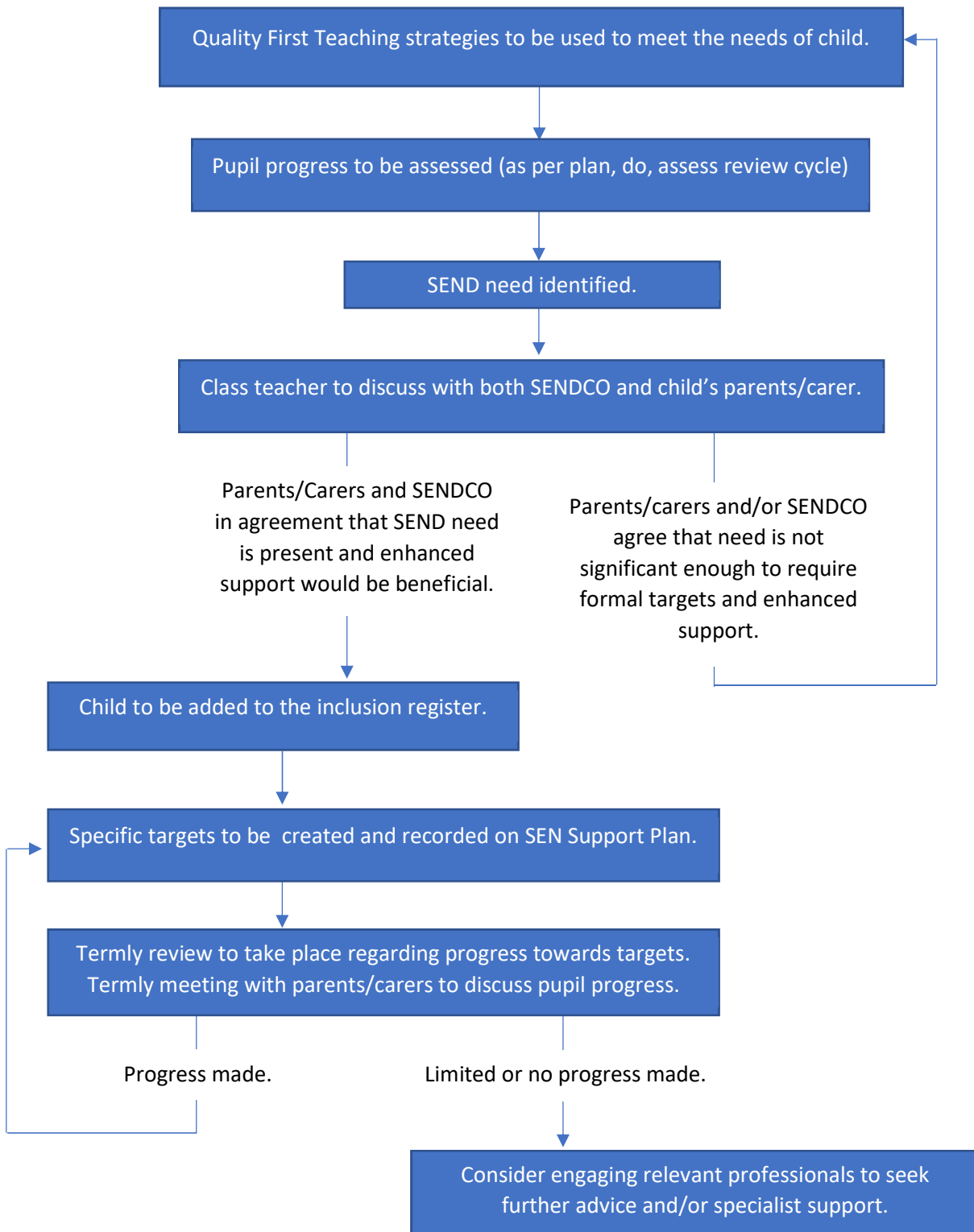
The first point of contact should be your child's teacher. If you have further concerns then contact the school SENDCO.

What do I do if I don't agree that my child has a SEND need?

Discuss your concerns with your child's class teacher in the first instance. A meeting can also be arranged with our SENDCO. As a school, we will always respect the views of a child's parents/carers so an open and honest discussion is always beneficial. As a partnership, we may agree that there is no need to take any action at present. We may also decide to monitor the child for a little longer to build up a 'bigger picture' of their needs – if they have any.



How do we identify SEND? Flowchart.



Graduated Response Approach

As outlined in the SEND Code of Practise, we adopt a graduated approach to supporting SEND at Wath Central.

All children will receive 'Wave 1 Support.' This is the support that children may need within the classroom (or wider school) on a day to day basis that would fall under the remit of quality first teaching. This could include scaffolded learning or same day interventions if they have found a particular piece of work a little tricky.

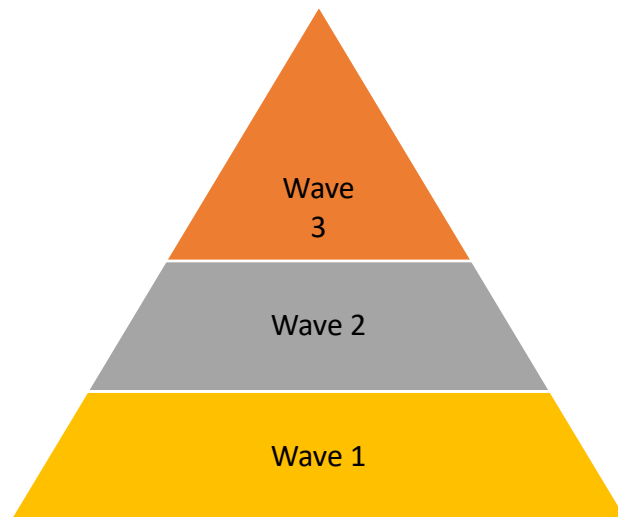
Where children have been unable to make the necessary progress via. 'Wave 1' strategies – they would usually be moved to 'Wave 2.'

At this point, the child may be added onto our Inclusion Register, be given specific targets to work on and receive more targeted interventions. At 'Wave 2' the child may even begin to work with outside agencies.

Finally, if we find that a child needs a very bespoke, highly personalised intervention, they may access 'Wave 3' response. Usually at this point, as a school we would be starting to discuss (with parents and external support services) whether a child may benefit from an Educational Health Care Plan.

Examples of some of the ways we support the different areas of SEND needs are outlined below.

*Please note this list is an example only. Some provision may not be applicable for every child. The list is also not exhaustive.



		Wave 1	Wave 2	Wave 3
Communication and Interaction Needs	Autism Spectrum Condition (E.g. Pathological Demand Avoidance)	- Quality 1st teaching to include differentiation and personal interests and school routines -Fusion support for all staff when required – whole school CPD “Making Sense Of Autism”	-Personalised motivational strategies - FUSION advice strategies -1-1 or group work on personal targets FUSION Team classroom observations/meetings with staff and parents Advice from EPS	-1:1 adult support on personal targets -Personalised motivational strategies - FUSION advice strategies
	Speech, Language and Communication Needs	- Quality 1st teaching to include differentiation and speaking and listening opportunities such as talk partners -Access to advice and support from school based speech therapist -Small group speaking and listening groups e.g. Talking Tables	-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week -Access to advice and support from school based speech therapist -Small group speaking and listening groups e.g. Talking Tables TAs in FS accessing SLICE Training	-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week -Access to advice and support from school based speech therapist -Small group speaking and listening groups e.g. Talking Tables Use of PECS/MAKATON/Communication device

		Wave 1	Wave 2	Wave 3
Cognition and Learning Needs	Moderate Learning Needs	-Quality 1st teaching with appropriate differentiation - Group interventions	-Learning support service (FUSION) or educational psychologist (EPS) advice, support and target setting -1-1 or group teacher or teaching assistant support with targets	- Learning support service (FUSION) or educational psychologist (EPS) advice, support and target setting -1-1 teacher or teaching assistant support with targets
	Specific Learning Difficulty (E.g. Dyslexia, Dyscalculia)	-Quality 1st teaching with appropriate differentiation - Group interventions	-Learning support service (FUSION) or educational psychologist (EPS) advice, support and target setting -1-1 or group teacher or teaching assistant support with targets	- Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting -1-1 teacher or teaching assistant support with targets

		Wave 1	Wave 2	Wave 3
Cognition and Learning Needs	Moderate Learning Needs	-Quality 1st teaching with appropriate differentiation - Group interventions	-Learning support service (FUSION) or educational psychologist (EPS) advice, support and target setting -1-1 or group teacher or teaching assistant support with targets	- Learning support service (FUSION) or educational psychologist (EPS) advice, support and target setting -1-1 teacher or teaching assistant support with targets
	Specific Learning Difficulty (E.g. Dyslexia, Dyscalculia)	-Quality 1st teaching with appropriate differentiation - Group interventions	-Learning support service (FUSION) or educational psychologist (EPS) advice, support and target setting -1-1 or group teacher or teaching assistant support with targets	- Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting -1-1 teacher or teaching assistant support with targets

		Wave 1	Wave 2	Wave 3
Social, Emotional and Mental Health Needs	Social Needs	-Quality 1st teaching especially in PSHE, JIGSAW, SEAL and circle time - Inclusion Team Whole Class Support -Educational Psychologist (EPS) general advice -Access to the general nurture provision (The Den & Nest)	-Quality 1st teaching especially in PSHE, JIGSAW,SEAL and circle time - Learning Mentor Support -MIND counselling, advice, support and target setting -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team, ASPIRE ELSA -Access to the nurture provision (i.e. School Based Nurture Program) -Access to the ELSA provision (i.e. School Based ELSA Program) - Tracking through PIVATS and Boxall Profile	-Quality 1st teaching especially in PSHE, JIGSAW,SEAL and circle time bespoke program to target specific needs. -1-1 teacher or teaching assistant support with targets -Specialist MIND counselling, advice, support and target setting -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team, ASPIRE -Access to the nurture provision



		Wave 1	Wave 2	Wave 3
Social, Emotional and Mental Health Needs	Emotional Needs	<ul style="list-style-type: none"> -Quality 1st teaching especially in PSHE, JIGSAW,SEAL and circle time - Inclusion Team Whole Class Support -Educational Psychologist (EPS) general advice -Access to the general nurture provision (The Den & Nest) 	<ul style="list-style-type: none"> -Quality 1st teaching especially in PSHE, JIGSAW, SEAL and circle time delivered on a small group base. - Learning Mentor Support -MIND counselling -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team. -Access to the nurture provision (i.e. School Based Nurture Program) -Access to the ELSA provision (i.e. School Based ELSA Program) - Tracking through PIVATS and Boxall Profile 	<ul style="list-style-type: none"> -Quality 1st teaching especially in PSHE, JIGSAW,SEAL and circle time bespoke program to target specific needs. -1-1 teacher or teaching assistant support with targets -MIND counselling, advice, support and target setting -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team.
	Mental Health Needs	<ul style="list-style-type: none"> -Quality 1st teaching especially in PSHE,JIGSAW, SEAL and circle time - Inclusion Team Whole Class Support -Educational Psychologist (EPS) general advice -Access to the general nurture provision (The Den & Nest) 	<ul style="list-style-type: none"> -Quality 1st teaching especially in PSHE, JIGSAW, SEAL and circle time delivered on a small group bass. - Learning Mentor Support -MIND counselling -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team. -Access to the nurture provision (i.e. School Based Nurture Program) -Access to the ELSA provision (i.e. School Based ELSA Program) - Tracking through PIVATS and Boxall Profile 	<ul style="list-style-type: none"> -Quality 1st teaching especially in PSHE, JIGSAW,SEAL and circle time bespoke program to target specific needs. -1-1 teacher or teaching assistant support with targets -MIND counselling, advice, support and target setting -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team.

		Wave 1	Wave 2	Wave 3
Sensory and/or Physical Health Needs	Hearing Impairment Needs	-Early identification and testing with Hearing Impaired Service (HIS) -HIS advice with classroom approaches and adaptations - resources to support	-Early identification and testing with Hearing Impaired Service (HIS) -HIS advice with classroom approaches and adaptations - Resources to support - Learning Mentor Support	-Early identification and testing with Hearing Impaired Service (HIS) -HIS advice with classroom approaches and adaptations - Resources to support
	Visual Impairment Needs	-Early identification and testing with Visual Impairment Service (VIS) -VIS advice with classroom approaches and adaptations -resources to support	-Early identification and testing with Visual Impairment Service (VIS) -VIS advice with classroom approaches and adaptations -Resources to support - Learning Mentor Support	-Early identification and testing with Visual Impairment Service (VIS) -VIS advice with classroom approaches and adaptations -Resources to support
	Multi-Sensory Impairment Needs	-Early identification - School/classroom adaptations -Flexibility in routines -Resources to support -Sensory breaks and tools	-Use of sensory circuits -Resources to support - Sensory Profiles/assessments carried out - Learning Mentor Support	-Use of sensory circuits -Resources to support - Sensory Profiles/assessments carried out - Highly personalised sensory interventions
	Physical Needs	-Classroom/ school environment adaptations (specialised seating & tables, ramps, electronic lifts/ramps) -Access to disabled toilets around school - Differentiated PE lessons - Group interventions such as handwriting or gross motor coordination	- Learning Mentor Support -Educational Psychologist (EPS) advice, support and target setting -Advice from Occupational Therapist (OT) and/or Physiotherapist where required	-Regular sessions with Occupational Therapist (OT) and/or Physiotherapist where required
	Medical Needs	-Health care plan documented and communicated those who need this. -Risk Assessments (where required) -Staff training -Classroom/ school environment adaptations	- Learning Mentor Support	- Learning Mentor Support



Consulting with Parents / Carers

As a school we consider ourselves to have an 'open-door' policy.

There is always a member of SLT outside at the start of a school day to be on hand to discuss any issues with parents.

A regular weekly drop-in session is available for SEND parents from 9-10am on a Tuesday. Direct meetings with the SENDCO are also available upon request.

We also consult with parents/carers and involve them in their child's learning through:

- Parent consultations.
- Face to face (informal) discussions.
- Face to face (formal) discussions.
- School based communication platforms. (i.e. ClassDojo, email, text message, telephone)
- SEND meetings.
- Working with a variety of additional services/stakeholders.

Consulting with children

We understand the importance of involving and consulting with children regarding their own learning and development.

We do this by:

- Providing regular marking and feedback.
- Pupil progress discussions.
- Discussions around individual targets and the support in place to help them achieve these.
- Gathering wishes and feelings
- Holding regular pupil voice meetings
- Ensuring a SEND representation on the Student Council
- Inviting them to meetings



Consulting with External Services

As Wath Academy is part of the James Montgomery Academy Trust (JMAT), we are able to benefit from seeking advice and guidance from other schools in the trust – in addition to the JMAT Inclusion Team.

We also work alongside many other services to support pupils and their families. This includes other bodies, including health and social care bodies, LA support services and voluntary sector organisations.

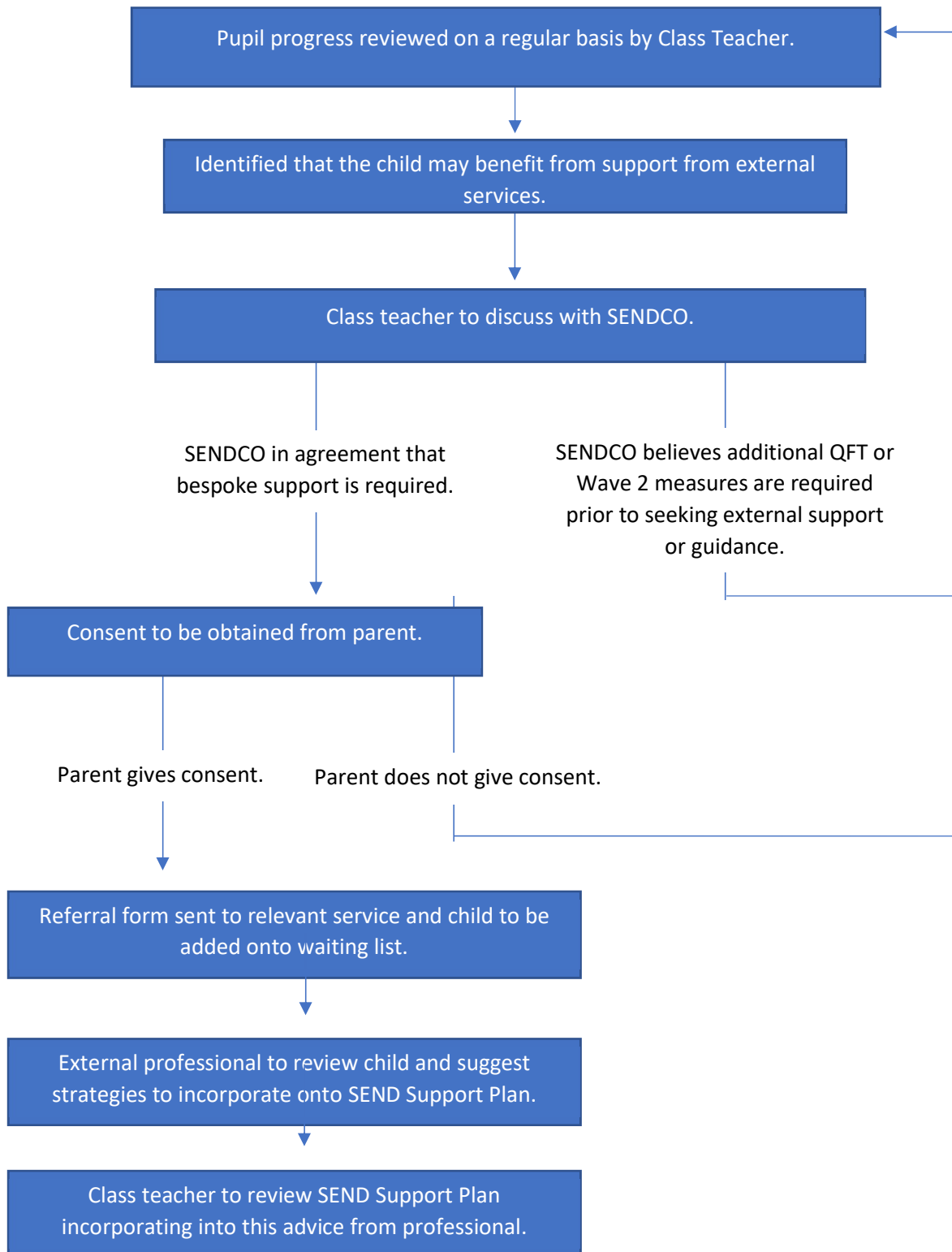
We regularly review these services to ensure that they remain fit for purpose.

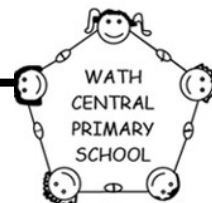
We currently work with:

- Educational psychology service
- Learning support service – Fusion TSA
- Social services / Early help – Local authority
- Virtual schools – All relevant local authorities
- SENDIASS – Local authority
- Moving and handling team – Specialist providers
- CAMHS – Local authority
- Speech and language therapy – NHS
- With Me in Mind – NHS
- Occupational therapy, physiotherapy, paediatricians, GP's - NHS
- Barnadoes – Voluntary sector
- MIND – Voluntary sector
- Make a wish, Hallam FM - Private
- Rotherham Parent Carers - Voluntary sector
- Springwell Academy/Positive Regard TSA – SEMH - Private

Should a child require specific support from these services, permission will be obtained from parents/carers prior to the request.

Consulting with External Services (Flowchart)





Supporting Pupil Progress

The school's arrangements for supporting pupils' progress towards outcomes includes:

- Quality first teaching
- Plan, do, assess, review cycle of work in termly blocks
- Working with parents and young people as part of this assessment and review through informal and formal meetings
- A variety of assessment frameworks to identify, monitor and measure progress both academically and socially.
- Pupil progress meetings with the class teacher, SENDCo and Head Teacher
- Reviewed curriculum offering quality learning experiences
- Engagement of and continuing liaison with additional services
- Planned programme of CPD for all staff

Supporting Transition

We understand that times of transition are particularly challenging for the majority of SEND students.

We support children both as they move between different phases of education and throughout different times of change during the course of the school year by:

- Building authentic relationships between staff and pupils
- Providing enhanced transition for identified pupils
- Allocating time for teachers and SENDCO to discuss children.
- Use of one-page profiles
- Directly liaising with secondary school provision or special school provisions to ensure transition arrangements are in place for children who require this.
- Supporting (and accompanying) parents on visits to alternative provision.
- Meeting with other educational settings prior to children starting at Wath Central should a child transfer to our school.



What is Wath Central's approach to teaching?

As a school, we want our children to make a difference in our community and during their lifetime. We want them to develop a curiosity for the world in which they live, a love of learning and be able to work collaboratively whilst expressing their individuality with confidence.

In this way, we deliver an enquiry curriculum that encourages our learners and staff to question the purpose of the learning and develop meaningful projects which will have an impact on the World around us.

OUR MISSION

We value every child for who they are and prepare them for everything they could be.

We make sure that all children have access to:

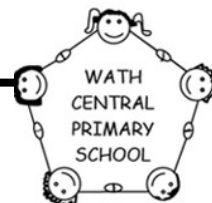
- Quality First Teaching
- Scaffolded learning (or differentiated tasks if required.)
- Same day interventions or pre-learning tasks.
- An exciting, engaging curriculum built around enquiry.

For Wath Central, education is about:

- Raising aspirations. Preparing our children to succeed in a modern world; supporting and empowering children to see challenge as an opportunity and mistakes as valuable.
- Widening perspectives. Developing in children an understanding of themselves, of others and of their place in the world.
- The joy of discovery and the expression of individuality; nurturing in children a sense of wonder, triggering their curiosity and enabling them to use the power of their imagination.

Where children require it we enhance our offer by:

- Putting in place additional pastoral or nurture support.
- Adapting provision or curriculum offer to suit a child's SEND needs.
- Utilising SEND Support Plans to target specific areas of learning and /or development.
- Engaging with external specialist services.



What is Wath Central's approach to behaviour?

It is a primary aim at Wath Central Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

Our behaviour policy is designed to promote positive behaviour and deal effectively with behaviour which falls below the expected standards. A copy of our Behaviour for Learning Policy can be found on the school website.

The 'flexible consistency' in approach throughout our school benefits all children including those with SEND. Children with specific difficulties also have access to additional support from the schools Learning Mentors and external support agencies such as Educational Psychology, Positive Regard and MIND. We are mindful that some children specifically struggle with unstructured periods (i.e., break time, lunch time). Appropriate supervision is given at all times of the school day. Where children require 1-1 support or additional support this is also provided during more unstructured periods of the day.

Parental involvement and partnership are key to successful behaviour management at Wath Central. Where parents/carers need to be contacted by staff to discuss any matters of concern this will be done without delay via appropriate channels (i.e., face to face, telephone, ClassDojo.)

What do I do if I have concerns over my child's behaviour or the behaviour of other children?

The first point of contact should be your child's teacher.

If you have further concern then contact our Safeguarding Lead, Mrs Cousins.



How do you support social and emotional development?

At Wath Central, we support the emotional and social development of pupils with SEND through:

- A relational approach to behaviour managements.
- Taking a holistic approach to mental health and well-being utilising class PSHE lesson and bespoke interventions to support understanding and development.
- Pastoral support for listening to the views of pupils with SEND.
- 1:1 staff available to adapt, personalise and pre-teacher / overlearn personal, social to prevent issues such as bullying, e.g. Jigsaw curriculum.
- Team Teach CPD for key members of staff.
- Capacity to have an open-door policy for SLT and SENDCO for parents and pupils.

How do you promote attendance of SEND students?

As a whole, the attendance of all students within school is managed using the same process in accordance with our attendance policy. Within the attendance policy there is a section dedicated to SEND students as it is accepted that some SEND students may need to take time off school related to a medical condition.

Pupils should not be penalised if their absence from school is related to their medical condition, such as attending hospital appointments. In order to avoid being fined for non-attendance, parents must obtain permission from the school in advance of the appointment, so that the absence can be treated as authorised.

An absence can also be authorised if the child is too ill to attend school and the school is notified of that as soon as possible. Although school staff should use their discretion and judge each case on its merits with reference to the child's healthcare plan, it is not generally acceptable to:

- penalise children for their attendance record if their absences are related to their medical condition, e.g. hospital appointments'. (Supporting Children with medical conditions 2015, Statutory Guidance, Department for Education)
- JMAT suggest that a child who has time away from school for unavoidable medical appointments during school time (for example child development assessments) should still be appropriately rewarded for attendance in order to encourage and promote good attendance.

Ensuring inclusion

Adaptations (Curriculum)

Adaptations are made to the curriculum and learning environment to ensure accessibility for pupils with SEND through:

- Personalised timetables
- Use of on-site facilities to provide bespoke curriculums or brain break opportunities.
- Pre-learning tasks and opportunities for over learning of key skills.
- Pastoral / nurture team / learning mentor staff
- Annual review of curriculum offer to ensure that it meets the needs of the cohort of children and specific needs of children within this.

Adaptations (Environment)

Adaptations are made to the learning environment to ensure accessibility for pupils with SEND through:

- Use of on-site facilities e.g. garden, nurture rooms, wilderness area.
- Use of flexible spaces – small rooms, nurture environments.
- Flexible class environments to meet individual needs.
- Specialist equipment e.g. ear defenders, cushions, writing stands, therabands.
- Visual timetables in place in all classrooms.
- Now and next boards in place for children who need these.
- Use of mini-mic systems, VI equipment, wheelchair friendly classroom spaces, lifts and hoists.

Inclusion in Activities

At Wath Central, we will proactively ensure that activities, extra-curricular opportunities, and school trips are accessible to all students especially those with SEND needs. We also ensure:

- Personalised equipment and adjustable furniture where this is required.
- Access to environments through a range of equipment, e.g., mats, lift, gates.
- Specialist equipment specific to a child's need, e.g., changing bed, wheel chair, mini-mic.
- Enhanced adult support should this be required to access a specific activity.
- Pre-visit meeting with parents/carers to discuss specific risk assessment carried out (where SEND need deems this necessary.)
- Engaging parents for off-site activities.
- Individual Needs Risk Assessments and/or Personal Emergency Evacuation Plans in place for children requiring bespoke arrangements.



Ensuring inclusion

Additional Support

We understand that some SEND students will require additional support during the course of the day to enable them to access school provision.

We provide additional support via the following:

- Specific lunchtime arrangements / quiet spaces
- Behaviour and relationships – buddy systems, key person, safe spaces
- Nurturing environment
- Homework support
- Access to IT equipment
- Holistic family support through the safeguarding and inclusion team



Providing medical and intimate care

Care plans are in place for children with medical or intimate care needs. These plans are formulated through meetings with parents and the relevant health care professionals. Where appropriate children are also included in setting up plans for their own care.

The care plans are highly individualised and focus on each child's personal needs. The plans ensure that pupils with medical needs have full access to education including school visits and physical education.

Care plans detail access to any medication and steps to follow in emergencies and are reviewed at least annually or before when required.

All staff in school are made aware of children's medical needs and copies of care plans are given to key people and are displayed in the staff room for reference by all staff.

School has excellent links with the school nurse and links are made with the nurse and parents when needed. Other health professionals such as the epilepsy nurse support school when required. Staff are given relevant training to ensure medical needs or intimate care needs are met including whole school training when necessary.

The school has strict procedures for storing and administering medicines and staff administering always have relevant training.

The school supports emotional wellbeing relating to medical needs through learning mentor support for pupils and when needed counselling through MIND which is a service school buys into. Risk assessments always consider pupils with medical needs. We also have Risk Assessments and PEEPs in place where needed

What do I do if my child develops a new medical need?

In the first instance speak with your child's teacher as they will be able to advise you whether the need requires a formal care plan. Should we believe that a formal care plan needs to be written a member of staff (usually either Mrs Cousins or Mrs Shaw) will contact you to discuss making arrangements for this ASAP.

Does a medical need mean a child is automatically put on the Inclusion Register?

Not necessarily, it will entirely depend on the medical need and the impact of this on the child and their learning and/or development.



Protecting our SEND students

Online Safety

We recognise the additional risks that pupils with SEND face online, e.g. through online bullying, grooming and radicalisation. We support pupils with SEND to stay safe online through:

- Inclusive access to the curriculum, including work delivered through PSHE and at Crucial crew
- Additional 1:1 pastoral work
- Liaising with parents and offering advice / signposting to available support
- Ensuring that pupil voice is heard and all concerns are actioned immediately
- Promoting safe internet use through a range of available platforms, Website, Facebook, Twitter, Class Dojo, text, email, face to face.

Please see our Safeguarding policy and internet safety policy for more information.

Peer on Peer Abuse and Sexual Violence

We also recognise the additional risks that pupils with SEND face in terms of sexual violence and harassment between children in school. We have the following procedures in place to address these risks.

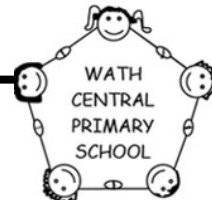
- Anti-bullying policy
- Peer buddy mentors
- Pastoral staff referrals / work
- Safeguarding reporting
- MASH referral

Please see our Peer on Peer abuse policy for more information.

How do you support with cognition difficulties in understanding how to keep safe?

Depending on the SEND needs of the child we may scaffold or differentiate their learning. We may split this learning up into smaller chunks, use pictorial aids or social stories to support their understanding.

Where children have cognition difficulties they may also benefit from pre-learning and over learning of concepts. Our relational approach will help us to identify what each child needs. Risk assessments will also be carried out on children at 'higher risk' due to their needs. This will outline any additional support or measures we need to take to protect them.



Ensuring Effectiveness

We evaluate the effectiveness of the provision in place to support pupils with SEND by:

- Facilitating timely discussion with the SENDco for staff, parents and pupils
- Holding SEND specific pupil progress meetings
- Termly reviews of SEND Support Plans
- Liaison and seeking other professionals' advice / opinions
- Operating an team approach to monitoring daily SEND provision
- Liaising with the SEND governor
- Liaising with JMAT SENDCO Network and JMAT inclusion leads.
- Carrying out an annual SEND audit.
- Holding pupil voice sessions with SEND students.
- Carrying out an annual staff survey linked to SEND in order to identify CPD needs.
- Half-termly staff meeting time dedicated to SEND CPD.
- Holding learning walks and drop-ins to monitor SEND provision.

Complaints

The arrangements in place for handling complaints from parents of pupils with SEND about the provision at Wath Central are outlined within the complaints procedure which can be found on our website.

As a school, we would encourage the following also:

- Meetings with the class teacher, SLT / SENDCO
- Signposting to impartial support service – for example SENDIASS
- Liaising with LA services, e.g. EHCP panel, CAMHS
- Referring parents onto the trust leadership

Who can I go to for advice (outside of school)?

Rotherham SENDIAS - <https://www.rotherhamsendiass.org.uk/>

Rotherham Parent Carer Forum - <https://www.rpcf.co.uk/>



SEND Budget

The school is allocated a nominal budget for SEND provision based on the number of children on roll in school.

The funding has been allocated to:

- Enhanced staffing in classrooms, and for 1:1 TA support
- Provision of a nurture team to support children
- Development of nurture areas/equipment for all children
- Environmental changes – creation of quiet spaces
- Provision of specialist intervention schemes linked to key areas of the curricular.
- Bespoke equipment to support individual needs.
- Ensuring we have a suitable number of adults supporting and supervising children during unstructured times.
- Ongoing CPD of school staff

As a school, we have also secured additional funding for children with Educational Health and Care Plans. The funding is additional funding for specific children and has been allocated to:

- Enhanced staffing in classrooms, and for 1:1 TA support
- Highly specialist intervention schemes or specialist equipment/training to support needs.
- Engage with specialists (i.e. Fusion, Aspire, READ)
- Provision of brain break activities (to support self-regulation)
- Provision of enhanced nurture activities

What is an EHCP?

An EHCP, Education and Health Care Plan, is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

An EHC plan is a legally-binding document outlining a child's special educational, health, and social care needs. The document lists all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable

Do you need an EHCP to receive support for SEND needs?

No. Schools in England must provide support to children with special educational needs (SEN) as part of their standard offer to children. Schools receive a notional SEN budget from the government to do this.



CPD

Training, or continual professional development (CPD), needs relating to SEND are constantly being reviewed.

Any new starters to school spend time with the SENDCO going through key policies and procedures relating to ensuring provision for SEND students.

Half-termly CPD is delivered to teaching staff on a variety of SEND subjects. This can vary dependant on training needs identified as part of the School Improvement Plan.

All staff have received Positive Regard Training and annually receive Safeguarding Training to ensure that our most vulnerable children (including those with SEND) are monitored and protected.

CPD is then delivered in accordance to the needs of staff and children accordingly. Training recently undertaken includes:

- Autism Awareness
- Sleep Training
- Training in Number sense / Number stacks – Maths Key Skills Intervention
- Zones of Regulation Training.
- Team Teach
- Makaton

Our SENDCO has completed the NASENCO Course, has QTS and has completed Mental Health First Aid Training. On a half-termly basis our SENDCO attends SENDCO Network Meetings, Rotherham SENDCO Network Meetings and attends annual conferences linked to SEND to ensure her ongoing CPD.



Local Offer

Rotherham local offer can be found at <http://rotherhamsendlocaloffer.org.uk/>

The Local Offer covers:

- Education, health and care provision for children and young people with SEND.
- Arrangements for identifying and assessing children and young people with SEND, including arrangements for requesting an Education Health and Care (EHC) needs-assessment.
- Other education provision (outside of schools or colleges, such as sports or arts) and training provision, including apprenticeships.
- Respite support and leisure activities.
- Arrangements for travel to-and-from schools, post-16 institutions and early year's providers.
- Support to help children and young people move between phases of education and to prepare for adulthood.

Wath Central works with the LA to offer advice, support and signpost families to additional services. Including, RPCF, SENDIASS, Health watch. Rotherham charter and local NHS services.