



# SEND POLICY 2024/25

## Statement of intent

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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 improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

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 mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and  
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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 such as dyslexia, dyscalculia and dyspraxia.

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time.

Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.

Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.

Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.

Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

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-comu Tc 0 Tw (-)610 Tw (-)610 Tw (te)J0 T.002 Tc 0.002 Tw4.59.002 Tw

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 delegated budget and other resources to meet pupils' needs effectively.

Liaise with the parents/carers of pupils with SEND.

Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Be a key point of contact with external agencies, especially the LA and LA support services.

Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.

Draw up a one-page profile of the pupil with SEND.

Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.

Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.

Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.



Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that Wickersley School and Sports College implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

Focus on the pupil as an individual, not their SEND label.

Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.

Highlight the

Wickersley School and Sports College will allocate the appropriate amount of core per-pupil en

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Communication and interaction  
Cognition and learning  
Social, emotional and mental health difficulties  
Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

The school will fully cooperate with the

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All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the EFA.

The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will engage with secondary schools and FE providers, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide fu731 0 Td7heo 3ni willu731.4 (i)-8.2 (t)-6.6 (he s)8ll ben- y.9 (i)2.6ll ben--0.002

Helping pupils and their families prepare for the change in legal status once a pupil is above compulsory school age.

Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.

Helping pupils and parents/carers understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

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