

## **Special Educational Needs and Disability Policy 2024-25**

The SEN policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (Feb 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN 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
- Teachers Standards (2012)

This policy was initially created by two of the Sheffield South East Learning Partnership (SSELP) SENCOs from Wybourn Community Primary School Community Primary School and Manor Lodge Primary School; with the SEN Governors in liaison with the SLT, all staff and parents of students with SEND. It has been updated to reflect changes of staffing and provision within school.

Wybourn Community Primary School is an inclusive mainstream primary school with an Integrated Resource (IR) and two hub provisions. We are committed to providing an appropriate and high quality education to all the pupils and young people attending our school. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential.

### **1: Introduction**

The named persons for managing the settings response to ensuring that the provision we make for children and young people with SEND at Wybourn Community Primary School are Mrs Jennifer Bingham (SENCo) and Mrs Victoria Hudson (SENCO), alongside Miss Bethany Fox (assistant SENCO).

### **Headlines from the 2014 Code of Practice. From September 2014**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SEN Support or SENS). All pupils are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.

There are four broad categories of SEN:

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

We have pupils in all these categories of SEN.

- We work closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEN.' In addition, we implement some focused interventions to target particular needs and skills.
- We have high expectations of all our pupils. Pupils on our SEN register make academic and personal progress in relation to their individual outcomes.

### **Defining SEN**

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.*

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the relationship and behaviour, access, anti-bullying, medical, and curriculum policies.

## **2. Aim**

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEN.

To enable, through 'Quality First Teaching' and targeted and focused support, for all pupils to meet their full potential.

We work very closely together across the SSELPS Schools to ensure that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

## **Objectives**

Our objectives at Wybourn Community Primary School are:

1. To work within the guidance provide in the SEND Code of Practice, 2014 and to implement it effectively across the school.
2. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN.
3. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
4. To enable all pupils to participate in lessons fully and effectively.
5. To value and encourage the contribution of all pupils to the life of the school.
6. To work in partnership with parents.
7. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEN Policy. Wybourn Community Primary School's SEND governor is Mr Peter Higgins.
8. To work closely with external support agencies, where appropriate, to support the need of individual pupils.
9. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **3. Identifying Special Needs**

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps.

At Wybourn Community Primary School we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child.

## **Admission- Liaison with Early Years settings/schools for in year transfers**

Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEN. Relevant information is disseminated to teaching staff before transfer.

## **Assessments**

Teacher assessments identify if there are any concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present, as well as skills relating to their emotional wellbeing.

## **Pupil Progress Meetings (PPM) and data analysis**

We hold termly meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be

planned for by the class teacher. This information will be shared with the SENCo and the child will be monitored.

### **Staff observations**

Members of staff consult with the SENCo and if they notice students who may need additional or specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the student.

### **Referrals by parents or carers**

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

The four broad categories of need are detailed below:

### **Communication and Interaction (C&I)**

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism

### **Cognition and Learning (C&L)**

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a Specific Learning Difficulty SpLD.

### **Social, Emotional and Mental Health (SEMH)**

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;

- Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression).
- Difficulties with emotional regulation.
- Self-harming.
- Substance abuse.
- Eating disorders or physical symptoms that are medically unexplained.
- Attention deficit hyperactive disorder (ADHD).
- Attachment disorder.
- Autism or pervasive developmental disorder.

- An anxiety disorder.
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

#### **Sensory and/or physical needs (S/PD)**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

Other factors may impact on progress and attainment but may not be an SEN. These will need considerations making for and include;

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

#### **4. A Graduated approach to SEN Support**

A Graduated Response is adopted for pupils identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff. The **Assess – Plan – Do – Review** cycle is employed here as instructed in the SEN Code of Practice 2014.

At Wybourn Community Primary School there are graduated levels of support;

In school this graduated response involves a universal offer of expected support in the classroom. Where concerns are raised, and it is identified that a child is not making progress despite universal support in the classroom, further enhancement is required and children are able to access SEN Support. This incorporates an individual support plan which will be reviewed 3 times per year (one per term) between parents and school staff. Pupils are expected to be involved in the review, either directly or through prior work with the class teacher and other staff. Where further in-depth support is required children are able to access an Extended Support Plan (EXSP) which enhances the SEN Support elements of school’s provision and usually involves other outside agencies also supporting the pupil. Finally, should this graduated response not meet the child’s needs, the school SENCO or parents/carers are able to request an assessment of the pupil’s Special Educational Needs. See ‘Statutory Assessment’ below.

#### **Universal offer**

‘Every teacher is a teacher of every child including those with SEN.’

Quality First Teaching at Wybourn Community Primary School:

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 SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Wybourn Community Primary School regularly Quality assures teaching across the school to maintain standards. Subject leads, in collaboration with SLT and SENCO's carry out termly deep dives into teaching and learning through observations, learning walks, book looks, and conversations with children and staff.

We also hold termly Pupil Progress Meetings to rigorously monitor progress of all pupils. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At Wybourn Community Primary School, our teachers know how to:

- Explain things in simple words and in ways that help pupils remember.
- Use a range of communication methods including visuals in our communication
- Give instructions so that pupils listen, understand and remember
- Make sure that your child knows how much time they have to get their work done
- Ask questions that check your child's understanding
- Adapt the classroom and the seating plan so that everyone can see and hear
- Assess children's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning
- Change their lesson plans to accommodate pupil's strengths and weaknesses
- Understand and talk with pupils who are shy, worried or angry; and include them in school life
- Settle pupils whose behaviour is challenging
- Identify where a pupil is not making progress
- Provide motivating and engaging tasks for all children including those with attention variability.

At Wybourn Community Primary School, our teachers receive a programme of training and/or advice from:

- The Learning Mentor and Key Stage Leaders
- The SENCO and Assistant SENCO
- The Autism and Social Communication Training and Education Team (ASCET)
- 0-5 SEND
- Outreach teachers from specialist schools
- Fusion
- Speech and Language Therapists
- Educational Psychologists
- Primary and Education mental health workers allocated to Wybourn Community Primary School through the healthy minds project.
- Child and Adolescent Mental Health Service (CAMHs) (these professionals advise on emotional needs)
- Hearing Impairment teachers
- Visual Impairment teachers

- Physiotherapy and Occupational therapy teams
- Family Intervention Service (FIS) A team of professionals including Prevention workers, Intervention workers, Primary Mental Health Workers, Senior Learning Mentors
- The School Nurse

This advice includes training on both the identifications of needs and adaptations to ensure children with any identified SEN reach their full potential.

### **SEN Support**

If a child is not making adequate progress highlighted from our assessment processes then following discussion with parents and carers they will be moved to Wave 2. Here children will be added to the SEN register at the SEN Support level. At Wybourn Community Primary School, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning.

In collaboration with the SENCO, an individual support plan will be developed by the class teacher.

Support plans should be reviewed at least 3 times a year by the class teacher. Parents' views and ideas will be taken into consideration. The pupil should also take part in the review process and be involved in setting their outcomes where appropriate. If the pupil is not involved in the review meeting their ascertainable views should be considered in any discussion.

The support plan will have three or four individual outcomes which will have information on:

- The short-term outcomes set for or by the pupil
- Teaching strategies to be used
- Provision
- Review details
- Success or exit criteria

Outcomes are combined, where possible, with targets the children may already have, e.g. for Speech and Language, Cognition and Learning etc.

At SEN support, referrals to appropriate outside agencies will be considered and made. Any advice following these referrals is then incorporated into the child's individual support plan.

### **My Plans or Extended Support Plans**

The Extended Support Plan (previously known as the Myplan) is for learners on SEN Support who have a high level of SEN– usually at level 3 or above on the Sheffield Support Grid, those with a wide complexity of need or those with multiple outside agency involvement. My Plans or Extended Support Plans incorporate the support plan, but also include:

- information about a child's needs, support and progress over time.
- outside agency involvement over time and the impact of this
- a person-centred, preparation for adulthood discussion to identify longer term concerns and aspirations.

The SENDCO in collaboration with class teachers will identify the children who require a plan following the graduated response approach to SEND support. This will also take into consideration

previous support plans and the needs/provision as highlighted through the Sheffield Support Grid document.

### **Locality Support**

Sometimes an extended support plan review may show that a child has made less than expected progress despite SEN support. In this case, school request support from a locality panel. Wybourn Community Primary school is based in locality C, which runs panel meetings where, with parental consent, children and young people can be discussed with colleagues to inform next steps.

### **Statutory Assessment – Education Health Care Plans**

If a student fails to make adequate progress in spite of high quality, targeted support at SEND Support and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC Plan.

Prior to submitting a request to assess to the local authority, The SENDCO will discuss the request and review the paperwork with the school headteacher and locality panels.

A request will then be made by the school SENCO, to the LA. The LA will be given information about the child's progress over time. They will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous SEND support plans or My Plans and outcomes for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National curriculum attainment levels or Birmingham Toolkit levels (as appropriate) in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.
- Sheffield Support Grid Documents
- Assessment data e.g. Birmingham Toolkit, Boxhall Profile etc

The EHC assessment Panel then makes a decision as to whether an assessment will take place. If it is felt that an assessment is not required, the pupil remains on SEN Support and guidance may be provided by the EHC Panel as to next steps required. If an assessment is felt to be appropriate, further information and evidence is requested. This is classed as stage 2. Following this further information and evidence, the LA panel then convenes again to make a final decision as to whether a Plan is appropriate.

If they agree an EHC plan is appropriate, the Local Authority will then write a draft version of the Education Health Care Plan which will describe the pupils' needs and appropriate provision. This is shared with parents and school for review, before a final EHC plan will be implemented.

The process from the Local Authority receiving a request to a finalised plan being put in place (if required) is set at 20 weeks.

The SENCO, along with Class Teachers and other members of staff, is responsible on a daily basis, for providing support and mentoring, allocating pupils with statements/EHCPs a specified amount of support.

If the school does not feel it is appropriate to submit an EHC needs assessment, SENDCO will provide support to parents in order to allow parents to submit a request.

### **Access to High Needs Funding through Locality**

Where school is making significant additional levels of provision for a student (see levels 3, 4 and 5 on the Sheffield Support Grid Exemplification document) and further provision is required (e.g. resources, training, specific interventions) it may be appropriate for school to apply for High Needs Funding to access this provision. There are clear guidelines and criteria for apply for this funding, which cover each of the broad areas of need at different levels. The individual applications are all moderated by a panel of Locality and Local Authority representatives which schools are able to attend for allocation.

### **5: Criteria for exiting the SEN register**

Where students make sufficient progress based on the **assess, plan, do and review** cycle it may be agreed that a student needs no further support and may exit the SEN register. Further support can be requested again at any point. Their SEN information is kept on school's CPOMs system and a record of their SEN Support designation will be recorded on school's information system (Arbor).

### **6: Supporting Families**

School have liaised with the Local Authority to produce a Local Offer entry for Wybourn Community Primary School. This can be found in the Sheffield Directory at [www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk) It is the school's statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act which can be found on the Wybourn Community Primary School website. Wybourn Community Primary School endeavours to support students with SEN through signposting families to other agencies and services that may be of help e.g. Family Intervention Support (FIS) team.

### **Admissions**

Wybourn Community Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan

- Considering applications from parents of children who have SEN but do not have an EHC plan □  
Not refusing admission for a child who has SEN 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

### **Access arrangements**

Wybourn Community Primary School follows national guidance about supporting children to access national tests and other assessments. This is overseen by the Senior Leadership Team within school.

## **7: Supporting Students at School with Medical Conditions**

The school recognises that students 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 school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may 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 (2014) is followed.

## **8: Training and Resources**

- The SENCOs from the SSELTP schools meet regularly to discuss and plan for the current and future needs of children with SEN. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

## **9: Provision in addition to the mainstream classroom.**

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, children are educated within their mainstream classroom. There are times though, when children require a more bespoke curriculum. Elements of a bespoke curriculum may be delivered most effectively in an alternative environment some of the time. Any interventions of this type will be discussed and agreed in partnership with parents and outside agencies.

### **Alternative Provision**

Where it is identified that part-time attendance at an alternative provision would be beneficial to a child, placements are organised by the school SENCO in collaboration with the Local Authority. These are arranged through the Approved Alternative Provision Network. This is a group of settings in

Sheffield. They have been checked and quality assured by Sheffield City Council and can be accessed for a number of reasons such as:

- helping with a young person's behaviour
- helping a young person to attend school
- helping with a young person's social, emotional and mental health needs
- helping a young person to engage in their learning
- increasing a young person's confidence and personal development

Prior to the arrangement of an alternative provision, information about the child will be shared with the setting, and a discussion involving the local authority, school SENCO, alternative provision manager, the child and their family is held to determine whether the placement is appropriate. This would include a SENCO visit to the setting alongside the child and their family.

The school SENCO carries out quality assurance visits to alternative provisions half-termly. Staff from alternative provisions conduct termly outreach visits to children in their school setting and class teachers visit children in their alternative provisions termly.

The impact of alternative provision is reviewed half-termly, and takes into consideration the views of the child and family.

#### **Acorn and Harbour Hub Provision:**

We provide two SEND hubs for children, predominantly with speech, language and communication needs. The aim of the hubs is to assess children and to ensure appropriate support is in place for them, to provide a more bespoke curriculum that enables children to learn and make progress and to give children the self-help skills and strategies (linked to the preparation for adulthood document) they need to access the mainstream classroom. We have a clear entry and exit criteria for children working in the hubs and the main objective is to successfully integrate children into the mainstream classroom or to signpost children to a provision that is appropriate for their needs.

#### **The Pride. Integrated Resource**

Sheffield South East Trust (SSET) has developed an Integrated Resource called The Pride. This provides a specialist setting for pupils with Education, Health and Care Plans (EHCP) with a primary need of Communication and Interaction, including children with a diagnosis of Autism Spectrum Disorder and Speech, Language and Communication Needs. Our Integrated Resource provision has the capacity for a total 12 pupils, all of whom will be placed by The Local Authority. The children will range in age from FS2 – Year 6. The resource is fully integrated into the school. Children are an integral part of their class, accessing their mainstream curriculum (national curriculum) as much as possible supported by the specialist staff from The Pride. The children access the IR itself for the specialised programmes and support they require in relation their needs as identified in their EHCP and SEN Reviews. The aim of this provision is to build the skills our children need for independence, in order to prepare them for the next stage in their lives.

#### **12: Roles and Responsibilities**

## **The Role of the Governing Body**

The governing body, in cooperation with the Head Teacher, monitors the schools general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

### **The Governing Body:**

- Does its best to ensure that the necessary provision is made for any student who has special educational needs
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs
- Ensures that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the students with whom they are educated and the efficient use of resources
- Has regard to the SEN Code of Practice when carrying out its duties toward all students with SEN
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child

## **The Role of the Head Teacher**

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered

## **The Role of the SENCO**

- Be a qualified teacher
- In collaboration with the Head Teacher, and governing body, determine the strategic development of the SEND policy and provision at Wybourn Community Primary School with the ultimate aim of raising the achievement of students with SEND need
- Managing the Inclusion team

- Collaborating with SENCOs across the SSEL schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support
- Liaising with and advising colleagues on all matters relating to SEND
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of EHCPs and records for all SEND students
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for SEND pupils
- Organising and maintaining the records of all SEND students
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all secondary school when SEND students leave the school
- Contributing to the continuing development and training of school staff
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate
- Liaising with the teachers in Wybourn's two Hubs and Integrated resource.

### **The Role of the Class Teacher**

- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Deliver quality first teaching to all pupils.
- Ensure planning is differentiated to take into account the needs of all learners. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving
- Make adaptations to ensure all children can access the curriculum and wider school activities and reach their full potential.
- Deploy available support staff effectively within the classroom in order to maximise impact on pupil attainment and progress.
- Ensure SEND/PP children are receiving tailored home learning (where appropriate)
- Identify individual students not making progress and raise concerns to the SENCO
- Work in collaboration with parents. This includes sharing any concerns with them, and listening to their concerns. Report parental concerns to the SENCO.
- Participate in Pupil Progress meetings to ensure that all groups of pupils are making progress appropriate to their needs.
- Conduct review meetings with parents/carers and children termly.

- Liaise with the SENDCO to participate in writing Support Plans and Extended Support Plans, including those with EHC Plans.

## **10: Reviewing the Policy**

Due to the climate of reform under the new requirements of the SEN Code of Practice 2014 Wybourn Community Primary School will review their SEN policy annually (or sooner in the event of revised legislation or guidance).

## **11: Complaints**

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENCo - the SENCo investigates and will meet with the parent, a follow up appointment will be made if necessary.
2. If this meeting does not resolve the concerns raised, an appointment to discuss the complaint with the Head Teacher.
3. If the issue remains unresolved, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made.
4. Following this meeting, if the problem continues to be unresolved then the parent may contact the Local Authority about the matter.
5. At any time the parent may seek help from SSENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnerships) (see below). If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available in school for reference.

Contact details for SSENDIAS:

Floor 6  
North Wing, Moorfoot  
City Centre  
SHEFFIELD  
S1 4PL  
0114 273 6009 [ssendias@sheffield.gov.uk](mailto:ssendias@sheffield.gov.uk)

## **Bullying**

Wybourn Community Primary School has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. For more information please refer to the following:

- Anti-Bullying Policy – available on our website or on request, from the school office.

- Relationship and Behaviour Policy - available on our website or on request, from the school office.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

## **12. Appendices**

For more information to support your family and your child please refer to the following:

- Wybourn Community Primary School local offer - <https://www.sheffielddirectory.org.uk/localoffer/>
- Wybourn Community Primary School's SEN Information Report 2024– available on our website or on request, from the school office.
- Wybourn Community Primary School's policy for managing the medical conditions of pupils – available on our website or on request, from the school office.
- Wybourn Community Primary School Admissions policy and arrangement – available on our website or on request, from the school office.
- Wybourn Community Primary School SEND hub entry and exit strategy- available on request, from the school office.
- Accessibility Plan - available on our website or on request, from the school office.

- SENCO:

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