WOODLANDS PRIMARY SCHOOL SPECIAL NEEDS AND DISABILITY POLICY

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Our Ethos/ Vision

At The Woodlands Community Primary School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution every individual can make to our school community.

Definition of SEN and Disability (SEND)

At our school we use the definition for special educational needs and disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a* ***significantly greater difficulty in learning than the majority of others of the same age****. Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to- day activities.'***

Key Roles and Responsibilities

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision to support individual children with SEND, including those who have EHC plans.

The SENDCO is Hayley Dawson.

The SEND Governor is Mr Adam Curtis. He has responsibility for monitoring policy implementation and liaising between the SENDCO and the Governing Body.

Designated Safeguarding Lead (DSL) is the Head Teacher, Jon Baker. He is supported by Claire Read (Deputy Head Teacher) and Sarah Hodson (Mental Health Lead).

Aims and Objectives

At The Woodlands Community Primary School, all children, regardless of their particular needs, receive inclusive teaching which enables them to make the best possible progress and feel that they are a valued member of the wider school community. We aim for all children with SEND to meet or exceed the high expectations we set for them based on their age and abilities. We will use our best endeavours to give children with SENDthe support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families,it is our aim that children will become confident individuals who are able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing children with SEND with the children and their parents/carers at the centre of the process.
- To develop effective whole school provision of support for children with special educational needs and disabilities.
- To support all staff working with children with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring progress and development of all children. We recognise the benefits of early identification and effective provision in improving the long term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and interaction-t

Children with communication and interaction difficulties may have difficulty saying what they want, understanding what is being said to them or understanding the social rules of communication and interaction. For example, children with Autistic Spectrum Condition (ASC), may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivedisorder (ADHD) or attachment disorder which may affect their communication and interaction within lessons.

Cognition and learning-

Children who have difficulty with cognition and learning may learn at a slower pace than their peers, even with appropriatedifferentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to childrenwith profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specificaspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those children making less than expected progress given their age and individual circumstances. The school's first

response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo who will offer further advice and strategies to the class teacher.
In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or accelerate groups may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where children have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Autism Inclusion Team
- Entrust Learning Support
- Community Paediatrics
- Occupational Therapy/ Physio Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- The Mental Health School Team

If the support needed can be provided by making reasonable adjustments then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child may be placed on the SEND register at SEN Support**.** The school will then seek to removebarriers to learning and put effective special educational provision in place.
This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. An Individual Learning Plan (PLP) will be written to include individual targets for the child. This is a working document which will be updated and reviewed.

The four part cycle:
Assess: We regularly assess all children' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.
Plan: Where SEND Support is required the teacher and SENDCo will put together an individual learning plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, with a date when this will be reviewed (termly). Targets for the pupil will be shared with her/him usingchild friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.
Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAsor specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice to the teacher.
Review: The ILP, including the impact of the support and intervention groups, will be reviewed each term by the teacher,SENDCo, parent/carer and the pupil. This will inform the planning of next steps if needed or if successfulthe removal of the pupil from SEND Support.

This four part is known as the graduated approach. It may include more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are sharedwith children and successes are celebrated.

SEND Provision

SEN support can take many forms. This could include:

- An individual learning plan
- evidence based accelerate groups (intervention)
- small group work
- differentiated learning and materials
- extra support within the classroom from a teacher or a learning support assistant
- reasonable adjustments within the classroom (resources, materials etc)
- specialist equipment
- collaboration with other children
- supporting a child with physical or personal care difficulties
- small social groups
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Managing the needs of Children on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and children. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all children including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- Identifying on class planning the provision they are making for children with SEND
- Writing and reviewing targets for children with SEND
- Record keeping
- Maintaining specialist equipment

Learning Support Assistants are responsible for:

- ensuring that day to day provision is in place for the children they support
- implementing agreed strategies and programmes, including advice from specialist
- regular communication with class teacher and SENDCo

The SENDCo is responsible for:

- the SEND policy and its implementation
- co-ordinating and monitoring support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying children with SEND
- application of EHCPs

Criteria for removing children from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor children recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of children, whose needs are more complex and long term, may require a greater level of support than that provided at SEN Support. For these children a request may be made to the local authority to conduct an Education Health Care Needs Assessment (EHCNA). This may result in an Education, Health andCare (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Supporting parents/carers and children

We provide support in the following ways:

- Our school operates an open-door policy for parents/carers seeking support and advice.
- Home school link (Miss Hodson) can signpost additional support/informationavailable for families
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 children transferring to secondary school

Supporting children at school with medical conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.
Reasonable adjustments will always be made to promote access to all areas of the school curriculum for children with a disability, eg: an extra adult to accompany a child on school trips/residentials.

Monitoring and evaluation of SEN

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all children. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- children' work and interviews

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCo
- reporting to the governing body on SEND
- ensuring that children with SEND participate fully in school activities

Our school SEND governor is Mr Adam Curtis.

Training and development

Training needs are identified in response to the needs of children currently on the SEND register.

Storing and Managing Information

Pupil records and SEND information will be shared with staff working closely with SEND children to enable them to meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality.

Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when children leave The Woodlands Community Primary School.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Woodlands Primary to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment to see the SENDCo or head teacher.

If concerns are still unresolved parents may wish to use the Staffordshire SEND Family Partnership or engage with the School complaints procedures.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governors, staff, representative parents and children with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools (DFE) 2014

School SEND Information Report

The National Curriculum (2016) DFE

The Special Educational Needs and Disability Code of Practice

Appendix

Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special educational needs and disability: a guide for parents and carers
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Supporting children at school with medical conditions
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Keeping children safe in education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2