

Woodlands Community Primary School

Special Educational Needs and Disability Policy



Ratified by Governors	
Date for Review	February 2018
Signed – Chair of Governors	
Signed – Headteacher	

Introduction

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012
- The school's vision, values and aims

This policy should be read in conjunction with the following school policies and documents:-

Equal Opportunities Policy

Anti- Bullying Policy

Rationale

At Woodlands we are committed to providing an appropriate and high quality education to the children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Woodlands is committed to inclusion. Part of the school's strategic planning is to develop cultures, policies and practices that include all learners. This policy describes the way we meet the needs of all children who experience barriers to their learning.

We aim to –

- To welcome pupils with SEN so they achieve their best and ensuring that pupils with SEN are perceived positively by all members of the school community.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the needs of secondary school life and learning.

- To identify and assess children with SEN as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To recognise the importance of partnership working with the LA, Health, Social Care and other supporting agencies and to ensure that that these are used effectively.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

Responsibility for policy and procedure

Role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate.

Role of the LA

The Local Authority has a statutory duty to develop and publish a Local Offer which gives information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Role of the SENCO

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on IEPs.
 - Termly review of progress against expected outcomes as identified on IEPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health Care Plan.
- To implement a programme of six monthly reviews for Early Year pupils with statements or Education Health Care Plans.
- Carrying out referral procedures to the LA to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEN or vulnerable learners.
- Working with staff to ensure successful transition within school for children with identified SEN or disability.
- Ensuring interventions for SEN pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions for SEN pupils.
- Arranging specific SEN resources.
- Key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.
- Attending LEA SENCO network meetings and training as appropriate.

- Liaising with the school's SEN Governor,
- Liaising with staff, to ensure care plans have been completed and information is shared on a need to know basis. -Working as part of the Senior Leadership team to ensure SEN information is shared with staff and SEN is included in the school development.
- Reviewing the SEN policy annually and ensuring up to date information is on the website.

Role of Teachers

Class teachers will:

- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENCO;
- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil; - include pupils with SEND in all class activities;
- ensure their planning includes differentiated activities;
- set challenging targets; - track and monitor the progress of all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;
- work with TAs to plan and deliver appropriate support;

Identification Assessment and Response

Children with special educational needs have **learning difficulties** that call for special provision to be made.

If a child **does not make adequate progress** compared to peers, their starting point or previous attainment this would **raise concerns that they had learning difficulties**.

The SEN Code of Practice (2014) describes **adequate progress** as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age.

The S.E.N.D. Code of Practice (2014) identifies 4 main areas of SEND:

- (a) Communication and Interaction
- (b) Cognition and Learning
- (c) Emotional, Social and Mental Health development
- (d) Sensory and/or Physical

Some children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Woodlands but we consider the needs of the whole child which will include not just the special needs.

As a school we place good quality classroom teaching at the centre of our provision for all children. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have a special educational need.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

Class teachers, year group leaders and senior leaders regularly monitor and evaluate the progress of all pupils each half term.

If a class teacher, teaching assistant, parent/carer or other professional raises concerns about a child potentially having additional needs, a **graduated approach** will be put into place to monitor, evaluate and identify those needs.

The graduated approach will consist of:

Assess

Cause for Concern – the child will be identified as a cause for concern and closely monitored by the class teacher and SENCo for about half a term. We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs. Short term intervention programmes may be put in place to support the child and progress will be evaluated.

Assessment – school will carry out relevant assessments to determine a child's strengths and areas of difficulty. Working with the SENCO and the child's parents an analysis of the child's needs will be undertaken to identify what SEN support is

required. Support is put into place and is reviewed regularly to ensure that the support is matched to need. More specialist assessment will take place if there is no improvement in the child's progress. This will be organised by the SENCO with the agreement of the parents.

Plan

SEN Register – if a child is deemed to have additional educational needs, these needs will be discussed with parents/carers, relevant teaching staff and professionals. The child will then be placed on the school S.E.N.D. Register.

Provision Mapping – children on the S.E.N.D. Register and receiving additional educational support will have an individual 1 page profile, identifying needs, setting targets and detailing intervention programmes set up to help that child achieve their personal goals. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The SENCO and teacher oversee the implementation of the interventions as part of the agreed SEN support. The SENCO and teacher assess the child's response to the action taken

Review

Intervention is reviewed termly by the class teacher. Profiles are updated and copies given to parents/carers and the SENCO at the end of each term and parents/carers are invited to meet with the class teacher and if requested, SENCO to review their child's progress. Profiles are used to track and evaluate the success of intervention and monitor pupil progress.

The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which may be attended by the SENCO, the teacher and the child's parents. The views of the child are also taken into consideration at this meeting. In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned. A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress. All parties will agree to any specialist involvement if a child continues to make less than expected progress. An Additional Support Plan may be suggested and ultimately an Education, Health Care Plan, if a child continues not to make the expected progress despite the amount of support and intervention that has been given. If a child has an Education, Health Care Plan the Local Authority must undertake a review annually. Detail records will be maintained by the SENCO which will be available to the child's parents.

Additional Support Plans - children needing a higher level of intervention with specific daily routines or support from multiple agencies will have an Additional Support Plan, detailing how best to support that individual child in school. ASPs are Person Centred Plans focussed on the child and developed with the child and parent/carer and are reviewed at least annually.

The majority of children and young people with SEN will have their needs met within the school – effectively at ‘school level’. This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school’s SEN budget. We will continue to identify the child as having special educational needs. If the child is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register. However, the special educational provision required to meet some children’s needs cannot reasonably be provided from within the normal resources here at Woodlands. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

Professional Services – if a child remains a cause for concern after targeted intervention, a consultation may be arranged with relevant professional services. This may include the Educational Psychologist, School Nurse, Paediatrician, Diabetic Nurse, Social and Communication Advisory Team, Gilbrook Outreach, Orrets Meadow Advisory teachers or Hayfield Outreach teachers. Parents/carers will be included in this process and new intervention strategies will be set up based on professional advice.

Education Health Care Plans – from September 2014, Statements of Special Educational Needs have been replaced by EHCPs. Existing statements will be converted into EHCPs over the next 3 years. A decision will be made as to whether to put a child forward to be considered for an EHCP following consultations with parents/carers and relevant professionals. EHCPs will focus on desired outcomes for an individual pupil. EHCPs will be reviewed annually in accordance with statutory regulations. EHCPs will focus on desired outcomes for an individual pupil.

Range of Provision The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or TAs.

When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

Transition

Children with additional S.E.N.D. needs will, if appropriate, have the opportunity for enhanced transition between year groups and schools. The KS1 and KS2 SENCo, and teaching and support staff work closely to support KS1 to KS2 transition. The KS2 SENCO liaises with the SENCOs and staff of our local secondary schools (KS2 to KS3 transition). Individual transition programmes are developed to support individual children's needs. Annual reviews of children with high levels of need, Statements (to be replaced by EHCPs) and IHCPs are carried out jointly with receiving schools in advance of transition, to establish and set targets for transition and review levels of provision.

Medical Conditions

These include the following:

Asthma
Eczema
Medical and physical difficulties and sensory impairments
Feeding disorders
Toileting problems
Allergies

The school has a policy for medical conditions and children's medical conditions are kept on a register which details the condition and treatment. The medical registers are held by the SENCOs and the school office. Each class has class medical register.

Individual Health Care Plans – the school recognises that children with medical conditions that might require urgent professional treatment should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs or disabilities will have an IHCP to address the daily management of their needs. Not all children with IHCPs will be on the school S.E.N.D. Register. IHCPs are reviewed by the SENCo, parents/carers, relevant medical professionals and school staff at least annually. IHCPs are kept by class teachers, the SENCo and centrally in a medical file for access by trained first aiders and all staff.

Monitoring and Evaluating SEND provision

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps

- details of additional support or different provision made under SEN support
- details of the involvement of specialists
- evidence of involvement with parents

Monitoring

The school regularly monitors and evaluates the quality of provision offered to pupils through tracking pupil progress, classroom and small intervention group observations, feedback from pupils, parents/carers and staff through the use of questionnaires and discussion with the SENCO, use of school and national data, OFSTED inspections and feedback, book scrutiny by the SENCO and subject leaders, local authority cluster group meetings and also the involvement of the school governing body.

Inclusion

Every effort will be made to include pupils with SEN into all school activities and we will monitor the number of extra-curricular activities that they take part in.

Partnerships

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents/carers' contribution to their child's education is valued highly by the staff of the school. The school works closely with parents and carers in the support of those children with special educational needs.

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- ensuring all parents and carers have appropriate communication aids and access arrangements;
- providing all information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing and instilling confidence that the school will listen and act appropriately;

- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- updating parents/carers with relevant information;
- making parents and carers aware of the Parent Partnership services.

The school recommends and introduces parents to the service of the Wirral Parent Partnership who support parents with SEN issues and are independent of the school and LA.

Admissions

The LA coordinates admissions and we strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality.

Training

All school personnel and governors:

- * have equal chances of training and career development
- * Training needs for the staff for SEN are identified via training audit questionnaires, appraisal reviews, and the School Development Plan.
- * receive training on this policy on induction which specifically covers: – the SEN Code of Practice – the graduated approach – inclusion – differentiation – pupil tracking – working with pupils with SEN – Safeguarding and Child Protection – intervention programmes
- * receive periodic training so that they are kept up to date with new information
- * receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Complaints Procedure - this is available from the school office. However we believe that by working closely with parents and maintaining strong communication systems, we will be able to resolve most issues informally.

SEND Information report this is available on the school website