



Woodlands Primary School Formby

Working together, achieving more

Special Educational Needs and Disability Policy

Reviewed October 2023
Next review date October 2024



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Woodlands SEND Policy

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 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
- Child protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the School's SENCO along with the SEND Governor. In the spirit of current reform, members of staff, parents and pupils from Year 6 were also consulted.

SECTION 1:

Woodland's SENCO is Mrs Coleman, who is a member of the school's Senior Leadership Team (SLT). She is responsible for managing the school's response to the provision we make for children with Special Educational Needs and Disabilities (SEND.)

Woodlands is a mainstream Primary School. Central to our beliefs is that all children

have an entitlement to a broad and balanced curriculum which is relevant to their needs and that, as a staff, we have a responsibility to ensure that each child reaches his or her full potential.

Every teacher at Woodlands is a teacher of every child – as such, every teacher is a teacher of SEND. The achievement of SEND pupils is clearly seen as a whole school priority.

AIM OF THE POLICY

The identification of SEND is built into the overall approach to monitoring the progress and development of all children at Woodlands Primary School.

A child has SEND when, in order for them to make progress, they require additional or different support to the school's quality first offer which is available to all children. This is not associated with any particular diagnosis, rather regular assessment will help identify children who are not making anticipated progress and therefore require more targeted support. When children are identified as requiring SEND support, parents will be notified and their views, as well as the views of the child, will be incorporated in any targeted plan.

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of other learners of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Ensuring that high quality teaching is available to the whole class is likely to mean that fewer children will require SEND support. However, for some children, further additional support is needed to enable them to make progress and to reach their full potential.

SEND Code of Practice July 2014

OBJECTIVES

Woodlands supports its pupils with SEND within the framework set out in the SEND Code of Practice 2014.

Teachers have the highest possible expectations for all children in their class. All teaching is based on building on what children already know. Teachers differentiate tasks according to a child's ability and this will be indicated in planning.

Teachers recognise that a variety of approaches, materials and groupings are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEND support or otherwise. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning differences.

Subject co-ordinators, as well as the SENCO, may suggest specific strategies to be put into place to support a child's learning. The Senior Leadership Team (SLT) monitor this provision to ensure that it consistently meets the agreed standard.

Provision for pupils with SEND is a matter for the school as a whole. All teachers are responsible for the progress of pupils in their class, including those who access additional support through the use of teaching assistants or external bodies.

The SENCO, Mrs Coleman, is responsible for liaising with class teachers and offering professional guidance, liaising with parents, the SLT and outside agencies and Governors regarding SEND support in accordance with the Local Offer.

The SENCO also works closely with the Headteacher in determining a strategic plan for SEND provision within school and the deployment of the school's budget.

The SENCO ensures that training needs of staff are met and ensures the records of SEND learners are up to date.

The SENCO works with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010).

The SEND Governor liaises closely with the SENCO and Headteacher to monitor and challenge the school's SEND provision.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice identifies four broad areas of special need, which are:

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

These categories are useful when planning suitable provision. However, it is important to note that identification of a specific type of need is not necessary to put a support plan into place. Similarly, the identification of a type of need does not automatically call for the implementation of SEND support.

Frequently, pupils have needs across categories and, at Woodlands, our priority is to gain a good understanding of how our children learn to ensure provision is appropriate, rather than focusing on category of need. We consider the needs of the whole child, which does not necessarily just include identified areas of SEND.

Pupils with social emotional and mental health difficulties may present in school with behavioural needs and we will attempt to support these needs and teach the skills required. We consider these presenting behaviours as a response to an underlying need.

We also recognise that the following may also impact on a child's progress in school, and whilst they do not alone constitute a Special Educational Need, the SENCO will monitor the progress of the following groups of pupils as set out in the Code of Practice 2014.

- 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

A Graduated Approach to SEN Support

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. A pupil has SEND when in order for them to make progress they require additional or different support to the school's quality first offer.

Identification of children who need extra support is done in the following ways:

- Information and liaison with the transition setting/previous school.
- Concerns may be raised by the parents/carers, the class teacher or the child.
- Limited progress, despite appropriate support, is noted at the Pupil Progress Review meetings.
- Liaison with outside agencies e.g. Speech Therapy/Paediatrician.
- Pupil progress meetings are held each term. At these meetings the class teacher discusses the progress of all children in their class. If a child is not making expected progress, the class teacher must consider whether they have a full understanding of the pupil's learning profile to identify whether any SEND is impacting on learning. The school may decide that additional and

different provision is necessary for the pupil to make progress.

Where children are identified as needing SEN support, parents will be contacted, and a SEN Support Plan will be written to support the child's needs, following the four stages of the Graduated Approach:

- Assess
- Plan
- Do
- Review.

Progress will be regularly reviewed termly (at the Pupil Progress meetings) and, if there continues to be a lack of progress, further advice may be requested at SEN planning meetings with the Inclusion Consultant and/or Educational Psychologist.

The school may also refer to independent consultants, health professionals etc for advice. Parental consent is always sought for referrals.

A child identified with SEND may require additional arrangements and adjustments to enable them to fully access tests and assessments such as Key Stage 2 SATS. This may be in the form of a reader, a scribe, additional time or rest breaks.

If a child is not making the expected progress, relative to their starting point, and the cost of support required for substantial additional and different support from our quality first offer is above £6,000, the school can request 'High Needs Funding' for the child from the Local Education Authority.

If, despite High Needs Funding, the pupil continues to make no progress, then school or parents can apply for an Educational Health Care Assessment. At each stage, pupil views must be considered, if appropriate.

SEND support will be allocated according to need and reviewed termly.

The process for implementing SEND support

The process for implementing SEND support is described in the 2014 Code of Practice as the 'Graduated Approach' and has four stages:

Assess

Initial assessment is the responsibility of the class teacher. With the support of the SENCO, they discuss all the information they have about a pupil from a variety of sources (pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators and how they respond to teaching approaches. The school uses a range of assessment tools in house, for example B-Squared and The Boxall Profile.

Plan

An SEN Support Plan is put together by the class teacher to outline the methods to be used in order to achieve specific outcomes. These documents include details such as:

- Quality First Inclusive teaching approaches that are effective to enhance the pupil's learning.
- Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored.
- Individual tracking grids to record the interventions that have taken place over time.
- Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim of developing the pupil's independence and maximise the pupil's contact with his/her class teacher.
- Resources to ensure access to curriculum or environment.
- Parent and child views.
- Details of outside agency involvement.
- Attainment details tracked over time.

Do

The SEN Support Plan becomes a working document and is amended regularly to show progress towards outcomes and/or adjustments made to determine progress. The class teacher manages the plan and suggested outcomes. They will be accountable for the outcomes and will discuss with the SENCO if they feel the plan is not working for whatever reason.

Review

A timescale is attached to the plan so that everyone involved appreciates when targets are reviewed. The targets are reviewed with the child, parents and any outside agencies. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

Alternatively, the pupil may have made sufficient progress for the plan to cease.

SEN Support Plans are reviewed termly by class teachers who will evidence progress, with the involvement of the SENCO if needed.

Further assessment may be requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support.

The use of Sefton's Local Offer

A request for 'top-up' funding from the local authority can be made if the cost of support goes beyond the £6,000 threshold that is currently the school's responsibility. The SENCO will complete a high needs application which shows that their plan is efficient and likely to succeed.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet a child's SEND, and the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care (EHC) Assessment which, from September 2014, replaced the Statement of Special Educational Needs.

The SENCO is responsible for ensuring that the staff teaching children with SEND needs have adequate training and understanding.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

Children will exit the SEND register when it is felt that they have made sufficient progress in order to no longer need targeted support which is additional to and different from the other children in their cohort. They will continue to be supported by differentiated quality first teaching by their class teacher and their progress will continue to be monitored.

SUPPORTING PUPILS AND FAMILIES

Sefton's Local Offer (Regulation 53, Part 4)

Woodlands School SEND Information Report; Regulation 51, Part 3, section 69(3)(a)

The school continues to build strong working relationships and links with external support services and other voluntary agencies in order to fully support pupils with SEND and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The SENCO is responsible for liaising with the following:

- Sefton Education Psychology Service
- Social Services
- Speech and Language Therapy Service
- Occupational and Physiotherapy Services
- Sefton's Generic Inclusion Consultants
- Sefton's Social and Communication Team (incorporating Together Trust)
- Primary and Specialist Child and Adolescent Mental Health Service (CAMHS)
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
- Early Years Advisory Teacher
- Advisory Teacher for Visual Impairment and Hearing Impairment
- Inclusion Consultant for Complex Needs
- Community Paediatricians and other health professionals
- School Nurse Team
- ADHD Nurse
- ASD Nurse
- Early Help Team
- Sefton Young Carers
- The Guide Dogs for the Blind Association

Admission arrangements

The admission process is the same for all children. Admission to Woodlands is controlled by Sefton council. Full details can be found on the Woodlands website.

- We would always recommend a visit to school to see our facilities and talk about your child's needs prior to making your final selection.
- Transition visits will be arranged between other settings and Woodlands.
- There will be discussions between previous, or receiving, schools and settings, prior to a pupil joining or leaving Woodlands.
- Transition meetings will be arranged for those children who are already known to Early Years services in order to make school aware of their needs and to ensure appropriate support is in place.
- Enhanced transitional arrangements, normally in the form of additional or accompanied visits, are arranged for children who need extra time in their new school or new class.
- Photographs of the new classroom and staff may be used to make a transition booklet, a copy of which will be sent home for the child's family.
- Teacher to teacher meetings are arranged in the Summer term to discuss classes moving up in September and SEND files include a whole class overview sheet detailing any children's additional needs.
- Year 6 teachers liaise closely with receiving high schools, implementing some or all of the strategies described above.
- The SENCO liaises with SENCOs from secondary schools to pass on information regarding SEND pupils and SEND records.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils 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 and may have a Statement, or 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.

TRACKING PROGRESS OF SEND

The progress of all children will be tracked at the end of each term and discussed with the Headteacher and Deputy Headteacher in the Pupil Progress Review meetings. From here, new targets are set. Children not making sufficient progress will be highlighted and appropriate interventions put into place.

The effectiveness of SEN support will be determined by progress against personal targets. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas will be outlined on the EHC or SEN Support Plan. Currently, our school uses B-Squared and/or Boxall Profile as an assessment tool for showing smaller, but significant steps of progress.

The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved with the child's education.

Ongoing monitoring is undertaken by the SENCO as part of the process of continuous review and this gives opportunities for the improvement of provision, should it be required.

TRAINING AND RESOURCES

- SEND is funded from the school's core budget.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all of our pupils, all staff are encouraged to undertake relevant training and development.
- School staff have undertaken training on for example; use of Epi-pens, diabetes training, speech and language needs, behaviour management, physical/medical training from Occupational Therapists and Physiotherapists, sensory processing training from Occupational Therapist, Lego Therapy and Time for Talk for social and communication difficulties, basic first aid, use of defibrillator.
- The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The school SENCO is a member of NASEN.
- The SENCO attends any relevant local meetings and is a member of a local SEND/behaviour group which is run by a local consultant.
- The SENCO facilitates/signposts relevant SEN focused external training opportunities for all staff.

REVIEWING THE POLICY

This policy is reviewed annually.

DEALING WITH COMPLAINTS

Any complaints regarding the operation of this policy should be discussed with the child's class teacher in the first instance, and subsequently with the SENCO or Headteacher, if needed.