

‘Growing together, Learning forever’



Woodstone Community Primary School **SEND Policy**

Date: September 2019

Date for review: September 2020

Signed by the Chair of Governors

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

At Woodstone Community Primary School, the Special Educational Needs and Disabilities Co-ordinator, known as SENDCo, is Mrs Karen Featherstone. She undertook the National SENDCo Award training between 2015 and 2016. The governor with particular responsibility for Special Educational Needs and Disabilities is Rebecca Walker. Both can be accessed via the school office, telephone number 01530 519473 or through email - wpsoffice1@woodstone.leics.sch.uk

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims and Objectives of this Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. The aims of SEND policy and practice in this school are:

- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners, who can transfer these skills to future life.
- To provide children with high quality-first teaching through regular training at staff CPD sessions.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms.
- To identify the needs of pupils with SEND as early as possible.
- To assess pupil data regularly and provide appropriate support where it is needed.
- To ensure effective assessment and provision is secured in partnership with parents/carers, children and external agencies.
- To achieve a level of staff expertise to meet pupil need.
- To create a school environment where pupils feel safe to voice their opinions of their own needs.

Partnership with Parents/Carers

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

- 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 by operating an open-door policy
- 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
- 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

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the external support services they can access.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Pupil Passport reviews and setting of targets
- Annual reviews (for those children with an Education and Healthcare Plan or SEND Support Plan)

Context

All children have a right to learn. For some children this will be more difficult than for others. At Woodstone Community Primary School, we believe that all children have the right to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking into account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success. Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Early identification of those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others

- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

A child or young person has SEN 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 significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- *A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.*

Identifying Special Educational Need

At Woodstone Community Primary School we care about every child's well-being and progress. Class teachers ensure, through 'Quality First Teaching', that the child is given every opportunity to progress. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. We aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. Any of the following can trigger a concern:

- Talking with parents/carers
- Monitoring changes in children's behaviour and presentation in class
- Observations from the class teacher or support staff
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to 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.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Mental and Emotional Health

Children and young people 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

Supporting Children with SEND – A Graduated Approach to Support

Quality First Teaching is an entitlement for every child.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn

more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, independence, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support needed to address the pupils' weaknesses. Progress is reviewed at half-termly Pupil Progress meetings with the Deputy Head Teacher. Any concerns are discussed and taken forward. Progress is discussed with parents/carers and bi-annual parents' evenings and in the annual report. Where progress is a concern, parents will be invited to speak with the class teacher and SENDCo.

Sometimes, despite Quality First Teaching, a child does not manage to make expected progress as outlined above and these children will be raised as giving 'Initial Cause for Concern' with the SENDCo, it may be that further interventions are required on top of the Quality First Teaching. Although there is no legal requirement for children with SEND to have Individual Education Plans (known as Pupil Passports at Woodstone), at Woodstone we have found them useful tools for focussing support and intervention and for facilitating discussion with children and parents.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as Specialist Support and involves outside agencies in advising and/or working to assess the nature of the need and helping to plan more specific support. School will record all external advice and support received – this will be kept in the child's file and copied to the SENDCo.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from outside agencies to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, a SEND Support Plan will be devised in consultation with parents and all those involved in the child's education and welfare. An application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through the SENA service. The school will be responsible for managing any funds received. A SEND Support Plan will be reviewed annually.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan (EHCP), which will be drawn up in

consultation with parents, child and services. This will be reviewed annually and is a legally binding document. Need will be reviewed and considerations of age and the next stage of development taken into account when planning provision and reviewing the Education, Health and Care plan.

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services (SENDIAS) available as part of the LA Local Offer and keep our school website up to date with relevant information. The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the LA website (www.leics.gov.uk) about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs or disability are such that they could not attempt the tests without additional provision. The SENDCo will make the necessary arrangements in line with statutory guidance.

Transition

At Woodstone Community Primary School we recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

Transition within school:

When transferring to a new class in school information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All pupils' Pupil Passports will be shared with the new teacher. Transition to a new class is facilitated by sessions during the summer term.

Starting school:

Induction events take place during the summer term for all children who are joining the Reception class in September. The Reception class teacher does pre-school visits in the summer term before the children enter our school. We will gain as much information about a child as possible by speaking to the child and their key worker. If your child has already been identified as having special educational needs, then their SENDCo will have been invited to attend a meeting at the pre-school setting. The child will also have visits to school in the summer term in order to meet the teachers, other children and the new school environment.

Moving school:

If transferring to another school we will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made. We will make sure that all records about children with SEND are passed on.

If children are moving into Woodstone from another school we will make our best endeavors to collect all relevant information from their previous school.

Transition to Secondary Education:

Children transferring to Secondary Education have a planned transition programme. Less confident children are accompanied to the Secondary School by a member of the support staff for a planned programme of additional induction. SENDCos liaise and records are passed on.

Managing Medical Conditions

Woodstone Community Primary 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 an EHCP which brings together health and social care needs, as well as their special educational provision and ensures the SEND Code of Practice (2014) is followed.

Please refer to the Medical Conditions Policy for further information.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Leicestershire LA is the admitting authority for Woodstone Community Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Facilities for Pupils with SEND

The school complies with relevant accessibility requirements, with plenty of space for small groups and individual intervention sessions. The building can be accessed by wheelchair users and includes a disabled toilet with changing and shower facilities. The school will seek assistance from external services for specialist advice and equipment as required for individual pupils. Staff are well trained and have experience of working with a wide range of agencies.

Responsibilities

The SENDCo will work in collaboration with the head teacher and governing body in order to raise the achievement of children with SEND.

The SENDCo has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Drawing up and revising the school's Provision Maps on a termly basis
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEND
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with the SEND governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of all pupils in their class. At all stages of SEND support, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Woodstone Community Primary School. All governors understand their duty of care. The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training and resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring, for example:

1. The existence of accurate and up to date record keeping, including achievements
2. The number of review meetings held at least termly for SEND pupils
3. Feedback from pupils, parents and staff
4. The standards and progress of pupils with SEND
5. Awareness of the nature of needs and the demands these make

Training and Resources

Training needs are identified by staff themselves or by SENDCo to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils. The SENDCo regularly attends LA network meetings to keep up to date with local and national developments and to share best practice. Time is allocated within staff meetings for updates regarding SEND.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money. Parent and pupil surveys, administered annually; feedback on reports and at parent's evenings; and SEND review meetings, inform our work.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from SENDIAS. The full School Complaints Policy can be found on the website.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We strive to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to learning and participation so that all children can engage in school activities. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Woodstone Community Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

Policy Reviewed: September 2019

Next Review: September 2020