



## **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

Woodlands Primary School provides a broad and balanced creative curriculum for all pupils which includes developing outdoor learning opportunities. This policy sets out guidance on what is meant by SEND and the systems to ensure early identification, quick intervention and the assessment, review and monitoring of provision to all children. Our prime aim is that all children will have the opportunities to achieve their potential.

### **AIMS**

- Follow and work within the new SEND Code of Practice (Sept 2014)
- To ensure early identification of special needs and thus intervention to enable all children to make progress
- To work in partnership with parents, children and staff to ensure all involved are clear about targets, roles and responsibilities
- To ensure all children are included in the wider curriculum learning
- To set appropriate and challenging targets

### **DEFINITION**

The SEND Code of Practice (July 2014, p15) states

***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 him or her.***

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

- Has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

Woodlands Primary and Nursery School has been sited in its current accommodation since January 2012. This accommodation has full access to all areas on one level, numerous disabled toilets and a hygiene room. Access to the site has slopes and the car park has designated badge parking.

### **EAL**

Children newly arrived from other countries will be given a length of time to settle and adapt to the new cultures and language for a truer assessment of their abilities. Advice and support from the Local Authority Multicultural Services is sought for the identification and assessment of special educational needs of children with English as an additional language as a lack of fluency in English does not necessarily equate to learning difficulties. The Multicultural Services offer assessments carried out in the child's home language to determine whether barriers to learning and progress are a language barrier or a special need.

### **STAGES of SEND**

#### Initial Concerns

Through observations, communication with other staff, concerns about progress and attainment, and daily ability of a child to access and engage with learning opportunities, a teacher may have initial concerns about a child. This is to be raised with the SENCo and the concern put on record for monitoring using an Initial Concern form. Teachers will put in place strategies and additional small group work to support the initial barrier to learning. This should include clearly differentiated activities, additional resources to

support learning opportunities and then a period of monitoring to consider the impact of these actions. Teachers should share initial concerns with parents and enquire about any concerns they may have or changes in circumstances to ensure all concerned have a shared awareness. 'Initial Concerns' children will be discussed at regular strategic meetings held between the SENCo (Tina Murray), Deputy Head (Yvonne Crilly) and Inclusion Manager (Mandy Fisher).

### **School Support**

When a child has been an initial concern, and new initiatives have been followed and failed to make the progress expected, the child's name will be added to the SEND register. Parents must be informed that their child has been added to the SEND register. An appropriate IEP with specific learning and/or behaviour targets to meet the child's needs will be written by the class teacher. The parents and child will contribute to the development of an Individual Education Plan (IEP) which will set out teaching and learning strategies, appropriate equipment, strategies and interventions that will support the child's progress.

Further assessment, advice and support may be sought from outside agencies if children show:

- little or no progress over a long period, working at attainment substantially below that expected of children of a similar age
- a continued difficulty developing Literacy and Maths skills
- emotional or behavioural difficulties that significantly and regularly interfere with the child's own learning or that of the class despite the implementation of behaviour strategies
- sensory or physical needs, requirement of specialist equipment or regular advice from specialist service
- on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENCo and/or the Inclusion Team may decide that a referral to an external agency is required to assess the child and advise the SENCO and teachers on strategies and resources to support the child's needs. Parental consent must be sought for outside agency involvement (e.g. Learning Support Advisory Team, Speech and Language Services, Childhood and Adolescent Mental Health Services, Occupational Therapist, etc.). Class teacher will be asked to complete the school information sections on referral forms as they are in daily contact with the child and have the most informed information about the child's needs within school. Parents will be offered the opportunity to give additional information or comments to the referral forms.

### **Education Health Care Needs Assessment**

Where a child receives 15+ hours a week support for their learning needs, school will consult with the parents to make a request for an Education Health Care Needs Assessment (EHCNA). If this is accepted by the Local Authority (LA) panel, a period of LA assessment will gather and collate assessments and evidence to make a decision whether an EHCP will be written. These replace statements from September 2014.

### **Statement**

A statement is a legally binding document which entitles a child to the level of support written into their statement, to meet the objectives set out. Annual reviews are held to review a child's statement and their progress to meeting these targets. Parents and professionals from school, LA and outside agencies will be invited to attend and contribute to these reviews. When appropriate, staff from a receiving school will also be invited, such as the SENCo of a secondary for Y6 annual reviews. The LA will transfer all statements to an EHCP by April 2018.

## ***ROLES AND RESPONSIBILITIES***

### **Head Teacher**

The head teacher has the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body informed about SEND policy, provision and development.

### **Governors**

Currently, the Link Governor for SEND is Paul Watling. There are meetings between the SENCo and Link Governor at least termly to review and monitor the SEND provision at Woodlands.

- Review policy

## WOODLANDS PRIMARY & NURSERY SCHOOL

- Set up appropriate staffing and funding arrangements
- Promote high standards for all pupils including those with SEND
- Have regard for the SEND Code of Practice

### **SENCo**

The role of SENCo is held by Tina Murray and is now a full time role (September 2015).  
The SENCo duties include:

- To work alongside colleagues to develop effective ways of teaching in order to help children to overcome barriers to learning
- To ensure all children receive sustained effective teaching and make good progress towards their targets
- Oversee the day to day operation of the school's SEND policy
- Coordinating provision for children with special educational needs and disability
- Liaising with and advising teachers
- Overseeing the records of all children with special educational needs and disability
- Contributing to the in-service training of staff
- Liaising with parents of children with special educational needs and disability
- Liaising with external agencies
- Supporting and training teaching assistants
- Monitoring and evaluating the provision across school
- Monitoring the progress of children with SEND
- Completing statutory paperwork
- Liaising with secondary school colleagues to support transition
- Attend LA network meetings to keep up to date with new initiatives, changes to statutory guidance and national policy changes

### **Class teachers**

Class teachers are responsible for:

- planning, delivering and facilitating quality first teaching which includes differentiated learning opportunities as per the Teaching and Learning Policy
- writing IEPs for children identified with SEND within their class and should include succinct, measureable targets to enable children to make progress
- reviewing and updating IEPs termly
- including recommendations of activities, strategies and resources from outside agency assessments and reports should be reflected in the IEP
- ensuring that a copy of IEPs is shared with the child and shared and given to the parents and SENCo
- liaising with the SENCo and/or Inclusion Team to seek advice as required
- liaising with support staff and parents/carers about provision and progress of children with SEND
- keeping class records up-to-date
- monitoring progress of all pupils including those with SEND within their class
- using the SEND identification flow diagram to identify children who may require additional support

### **Assistants**

Teaching assistants are responsible for:

- Supporting the delivery of specific programmes of support (including those given by outside agencies)
- Reading and using the IEP targets for children within the class they work
- Supporting the teacher in assessing and reviewing IEPs alongside the child
- Carrying out observations and share findings with the teacher and SENCo when appropriate
- Communicating successes and concerns with the teacher and child
- Monitoring the use of the IEP targets across all areas of learning
- Seeking advice from the SENCo when needed

### **Parents/Carers**

Parents/Carers must be informed when a child to placed on the SEND register. Parents/Carers are to be consulted and informed when school considers that a referral to an outside agency for assessment by an

outside agency specialist is required. Parents/Carers will usually need to give consent on referral forms to enable the referral to be made. If an outside agency is involved, parents/carers may be invited to meet with the agency involved after any assessments (or with the SENCo if not available) and will receive a copy of any reports compiled by the outside agency. Further discussions can be held to interpret, explain and guide parents/carers on how they can implement any recommendations at home.

Parents/Carers may be required to meet with the class teacher and/or SENCo to discuss the child's needs and the provision put in place. Parents/Carers will be given the opportunity to contribute comments to their child's IEP with regard to their own concerns and how they can support their child at home. Once these comments are recorded on the child's IEP, a copy of the child's IEP will be given to parents/carers.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **Identification**

There are several ways in which the identification of SEND may be triggered, including the following:

- Records and information received from a previous setting
- Parent/carer concerns
- Pupil concerns
- Support staff/Class teacher concerns for learning behaviour, difficulties or barriers to learning that pupils may be displaying
- Analysis of half termly data demonstrating low attainment and/or a little/lack of progress during Pupil Progress Meetings
- Referral reports or recommendations from an outside agency

**See App A for flow diagram for identification.**

### **Assessment**

The attainment and progress made by all pupils at Woodlands Primary in reading, writing and maths is carried out half termly, and entered, tracked and analysed using an electronic system. Senior Leaders and class teachers then complete half termly Pupil Progress Meetings (PPM) using this data.

With regular, rigorous monitoring of data, accurate and swift intervention is ensured for all pupils.

Assessments of some identified pupils are carried out by outside agencies to specify and measure gaps in learning and learning needs. These assessments are then compiled into a report, often with recommendations and strategies suggested to support the child's learning need. Recommendations and strategies to support the child's learning difficulties and/or barriers to learning should then be reflected in the Individual Education Plan (IEP) of those children with SEND. IEPs will be reviewed termly to assess their impact, the child's progress and the views of the child, their teachers and their parents/carers.

Where a child has a statement, targets are clear and detailed and are reviewed annually by parents and professionals during an annual review. Where a child has an Education Health Care Plan (EHCP), targets are clear and detailed and are reviewed annually by parents and professionals during an annual EHCP review.

Assessment of children and their barriers to learning will also be conducted by observations of the child initially by the class teacher, TA and SENCo to develop a rounded picture of the child's needs.

### **IEPs**

At Woodlands Primary, Individual Education Plans (IEPs) are to be written for all children on the SEND register to formally document the provision put in place to support the child's learning needs. Targets are to be set specific, measureable, realistic and timed targets (SMART). IEPs are to be written by the class teacher in conjunction with the child and support staff.

An IEP is a record of the strategies recorded to enable a child with SEND to make progress. These should include short-term targets for the child and set with the child where appropriate (in child friendly vocabulary). The IEP should also include the teaching strategies and the provision to be put in place. The IEP should only record that which is additional to or different from the differentiated curriculum that is in place as part of daily teaching and learning. The IEP should include 3 or 4 key targets and reflect any recommendations by outside agencies if the child is School Support, has a Statement or EHCP. IEPs should be discussed and shared with parents, the child and other staff involved in the implementation of the IEP. IEPs are to be continuously reviewed and formally reviewed termly.

### **MONITORING OF SEN**

The monitoring of provision will be carried out by the SENCo and at times, the SENCo in partnership with other members of the Leadership Team and/or Link Governor. The quality, effectiveness and level of

impact will be monitored and recorded via observations of SEND support from TAs, the learning by SEND pupils in lesson observations, pupil interviews and data analysis on progress for SEND children. Monitoring of the SEND register will take place during strategic meetings between the SENCo, Deputy Head and Inclusion Manager. Monitoring of childrens' needs will also take the form of termly 'conferencing' through the SEND Pupil Progress Meetings with the SENCo reviewing the needs of year groups with the class teachers before the termly review of IEPs.

### ***PARTNERSHIP***

Woodlands Primary will continue to build home/school links and encourage and support parents to be partners in the education of their child. Parents will be asked to contribute to and receive copies of IEPs. Before outside agencies are involved, parents will be asked for consent. Reports made by outside agencies are shared with parents and support with understanding and interpreting them will also be available from school staff. The SENCo, alongside the class teacher, will be available to speak with and advise parents on how they can support their child. There are regular consultation meetings held when parents are invited to school to discuss any aspect of their child's progress. Meetings can also be arranged at other times with the class teacher and/or SENCo.

Partnership with the Governors will be mainly via the Link Governor for SEND, Paul Watling. This partnership will include regular meetings between the SENCo and Link Governor to update on SEND provision, draw up action plans and monitor provision and its impact in joint 'learning walks' and pupil interviews. This will then be communicated back to Governors.

### ***TRANSITION***

Records and educational history of new children arriving at Woodlands during the academic year will be requested. Any child admitted with SEND will remain on the register until the termly review of the SEND register after conferences between the class teacher, SENCo and the strategic meeting with the Inclusion Manager and Deputy Head to review the SEND register.

Woodlands have links and communication with local secondary schools. This is supported by the Inclusion Manager and Pastoral team staff who deliver a transition programme to all Y6 pupils and develop specific plans for some children with SEND in liaison with the parent, child, Head teacher, SENCo, class teacher, and staff of the receiving secondary school. Transition meetings are held between Woodlands Primary and the individual receiving secondary schools to share data and SEND details to facilitate a smooth transition from Y6 to Y7. In some cases, the SENCo from the future secondary school is invited to attend annual review meetings and transition meetings. All records are sent to the Local Authority for transfer to secondary placements at the end of July.

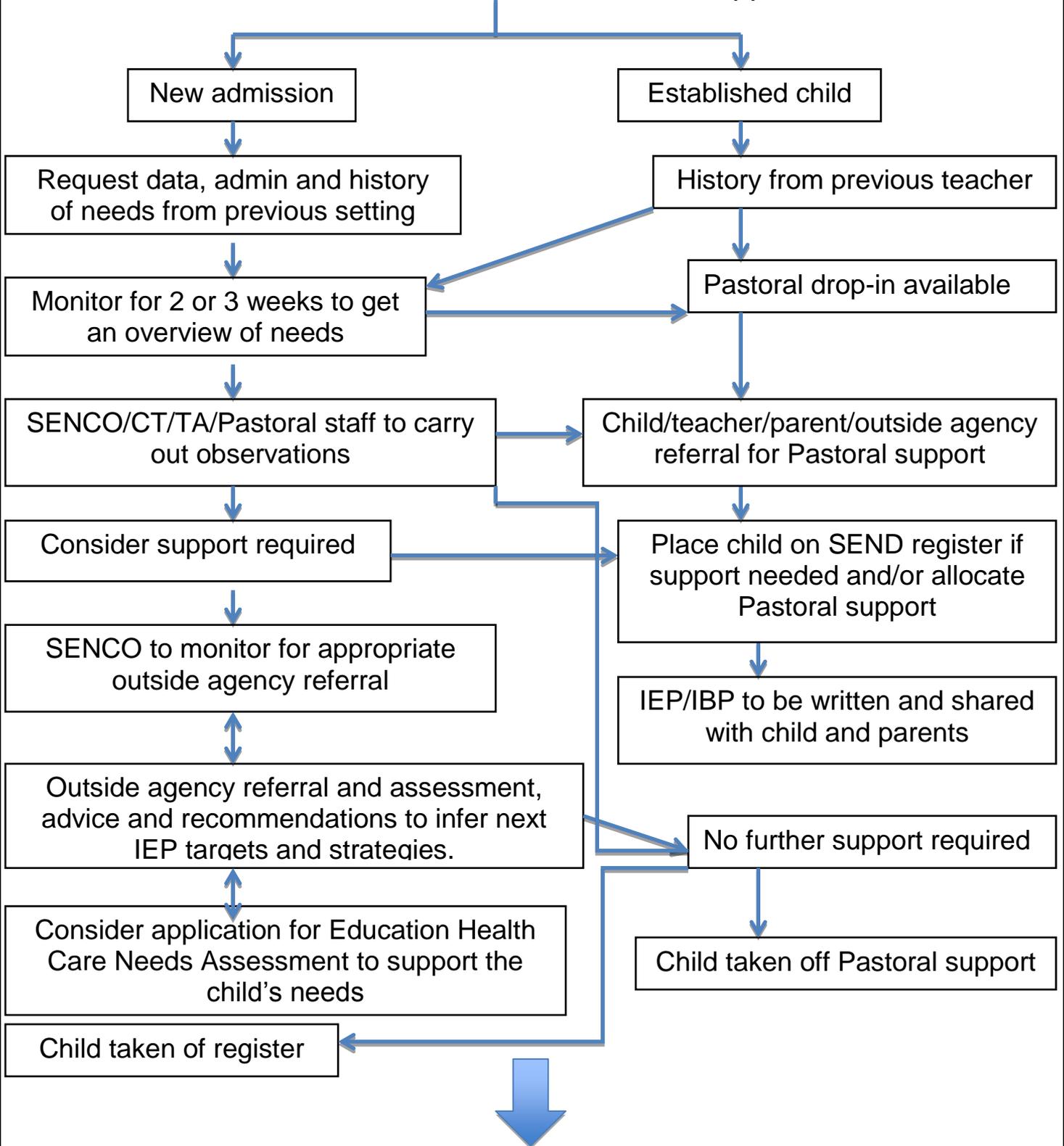
When children move school, the school records will be transferred including any background information collated, reports and assessments, copies of IEPs for School Support, statements of special educational needs or EHCPs.

**This policy was reviewed and updated in November 2015 in line with the new SEND Code of Practice (2014).**

**Date: November 2015**

**Review Date: November 2016**

### Flowchart for SEN/Pastoral Support



**SENCO/DHT/Inclusion Manager to hold half termly strategic meetings to review children on SEN and/or Pastoral registers**