

'Growing together, Learning forever'



Woodstone Community Primary School **SEND Policy**

Date: October 2020

Date for review: October 2021

Signed by the Chair of Governors:

A handwritten signature in blue ink, appearing to read 'Ratko', is written over a white background.

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1. Aims

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

Our SEN policy report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The aims of SEND 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 achieve a level of staff expertise to meet pupil needs.
- To create a school environment where pupils feel safe to voice their opinions of their own needs.

2. Legislation and guidance

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:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The National Curriculum in England Key Stage 1 and 2 Framework

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO, Miss Kelly Barnes, can be contacted via the school telephone number: 01530 519473 or school email: wpsoffice1@woodstone.leics.sch.uk

SENCO responsibilities include:

- Working with the headteacher and governors to determine the strategic development of the SEN policy and provision in the school
- The operation of this SEN policy on a day-to-day basis and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Woodstone currently provides additional and/or different provision for a range of needs, including:

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

5.2 Identifying pupils with SEN and assessing their needs

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.

5.3 Consulting and involving pupils and parents

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

5.4 Assessing and reviewing pupils' progress towards outcomes

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 overteaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND.

Woodstone 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 termly Pupil Progress meetings with the SENCo and 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 SENCo.

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 SENCo, 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 focusing 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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. SENDCo liaises and records are passed on.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Training

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.

5.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Sherwood Forest and France

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Additional support including adults and resources are provided where necessary.

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Initial support from the class teacher
- Liaison with the SENCO

- Pre transition meetings to ensure smooth entry to new year groups within the school setting and secondary setting
- ELSA Sessions (We currently have 3 members of staff with an ELSA accreditation with the Local Authority)
- LEGO Therapy

5.11 Working with other agencies

For all children with SEN, support and advice is available from the school SENCO. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for pupils with SEN where required.

The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEN provision within our school.

We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
 - Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENCO is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Supporting Leicestershire Families
- Speech and Language Service
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Education Service for Blind & Partially Sighted Pupils
- Community Health Practitioner

- Outreach Forest Way Teaching School Alliance In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

5.12 Complaints about SEN provision

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families who attend school.

Where a parent feels that a situation has not been resolved through contact with the class teacher, they should make an appointment to discuss it with the Headteacher. If the school cannot resolve any complaint or concern itself, the parent will then be referred to the school's complaints policy. The school complaints policy is available on the school website and on request to the school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details of support services for parents of pupils with SEN

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Leicestershire, is a statutory service. They provide free, impartial and confidential advice and support on all matters relating to SEND, including education, health and social care issues.

We can put you in touch with agencies such as Supporting Leicestershire Families if you feel you would benefit from support at home with your child.

5.14 Contact details for raising concerns

In the first instance concerns should be addressed to the class teacher.

The Special Educational Co-ordinator is Kelly Barnes (01530 519473)

The SEND Governor is Mrs Rebecca Walker (contact school)

5.15 The local authority local offer

The SEN Local offer aims to provide information about how we support our pupils who have SEN and disabilities to reach their full potential. The school local offer should be read in conjunction with the Leicestershire Local SEN Offer. A copy of the Leicestershire Local Offer is available on the school website and can be found at:

www.leicestershire.gov.uk/local-offer Our Local Offer is not an exhaustive list of strategies and resources as these will change over time to match the needs of our learners and their

families. Woodstone continues to strive for excellence for all pupils including those with SEN.

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board annually.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Medical conditions