



SENCo : Mrs Gemma Hodgkins

SEN Governor:

Mrs Alyson Brown/Mrs Sarah Bennett

SPECIAL EDUCATIONAL NEEDS & DISABILITY (S.E.N. D) POLICY

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SPECIAL EDUCATIONAL NEEDS (S.E.N.D) POLICY

Aim of the Policy

The aim of this policy is to explain the reasons for and processes by which children with Disabilities and Special Educational Needs at Woodfield Primary School will be integrated into the academic and social life of Woodfield and be enabled to work to their full potential.

Rationale

This Policy is important as it details the practises established at Woodfield which reflect the principles of the DfE SEN code of Practice 2014.

Purpose

The outcome of this Policy will ensure that:

- a child with Disabilities and/or Special Educational Needs will have their needs met
- the views of the child will be sought and taken into account
- parents will have a vital role to play in supporting their child's education
- children with Disabilities and/or Special Educational Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Guidelines

Admissions

The school has an open admission policy with facilities to consult with parents, previous schools and support services where appropriate. See Admissions Policy.

The Role of the SENCo - responsibilities include:

- ensuring liaison with parents and other professionals in respect of children with special educational needs.
- advising and supporting other practitioners in the setting
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- the SENCo will take the lead in further assessment of children's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken.
- The SENCo will also ensure that appropriate records are kept for SEND pupils.
- Ensuring parents are always consulted and kept informed of the action taken to help the child, and of the outcome of this action

S.E.N.D Team/responsibilities

- The Special Educational Needs Co-ordinator (SENCo) is Mrs Gemma Hodgkins
- SEN Governor is Mrs Alyson Brown, overseen by Mrs Sarah Bennett, Chair of Governors
- Looked After Children Designated Teacher is Mrs Gemma Hodgkins
- Learning Mentor- Karen Carthy
- ELSA & Pastoral Team Co-ordinator is Mrs Liz Clapp
- ELSA - Miss Nadine Smith

- Additional Class TAs are ELSA trained
- Young Carers Lead is Mrs Gemma Hodgkins, Young Carers Champion Miss Nadine Smith

(iii) Partnership

- Woodfield buy into Plymouth Excellence Cluster to access a range of support for staff and pupils through their Multi Agency Support Team (MAST)
 - Educational Psychologist - Jon Couch The educational psychologist meets the headteacher, SENCo and Pastoral Support Co-ordinator in September, January and April each year to discuss needs, support and referrals. These include INSET, individual assessments and staff consultations
 - Communication and Interaction Team - Kate Farrow, Link Teacher- meets and supports as above
 - Learning Academies Trust SENCos meet regularly to share knowledge and expertise
 - School Nursing Service (NHS)
 - Speech Therapist (NHS)- various
 - E.W.O. - Julie Harris
 - Social Services - Duty Officer
 - Plymouth SEND Strategic Advice and Support Team
 - Other NHS services for children, including CAMHS and Child Development Centre (CDC)

Nursery

Woodfield nursery take children from 2 years of age. The widely recognised benefits of Early Identification and Intervention are supported through the every day practice of nursery/Early Years staff. Staff use Blank level questioning and talk appropriately matched to children's developmental stage to develop language within the early years. This also supports in the early identification of speech and language delay and other SEND. The school SENCo works closely with the Early Years Lead and identified member of staff responsible for SEND within the nursery to plan for appropriate provision within nursery resources. For SEND children needing support beyond Woodfield Nursery, staff have close working relationships with Early Years agencies including Early Years Inclusion Team, Health Visiting, Children's Centres and Portage. Woodfield Nursery also follow Plymouth City Council procedures to request additional funding for SEND pupils through the Early Years Inclusion Panel.

Transition

Early Years setting to Foundation

SENCo and Foundation teacher work closely with our school nursery. They also make contact with any feeder pre school settings to plan appropriately for transition into school.

Enhanced transition meetings take place for SEND pupils with SENCo, Foundation teacher and any other appropriate professionals, usually in June or earlier for pupils with more complex needs.

Plymouth City Council Transition paperwork is completed.

Key Stage 2 to 3 - The Year 6 teacher maintains links with Sir John Hunt and other secondary schools, where appropriate, for discussion and consultation about Year 6 children. Appropriate transfer documents are forwarded to the next school to ensure a smooth transition is made.

In year transitions

SENCo contacts previous and/or receiving schools to discuss needs of individual pupils. Where necessary an enhanced transition meeting is arranged which may include other professionals.

Appropriate transfer documents are forwarded to the next school to ensure a smooth transition is made.

Class to class transitions

Class teachers are given the opportunity to meet to discuss the needs of pupils in their current and receiving class.

Individual Provision Record sheets are kept up to date by class teachers (overseen by SENCo) to show provision for all pupils year on year.

Transition morning takes place in July to ensure that all pupils have spent a morning in their new class with their new teacher prior to September.

Enhanced transitions are planned for individuals where needed.

Resources

- Resources are mainly available in classrooms
- Other resources are available from the SENCo
- Specialist resources available from outside agencies

Procedures

- We follow the graduated approach as suggested by the SEN Code of Practice DFES 2014

The Code of Practice identifies four main areas of difficulty:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

Identification

Class teachers will initially identify a pupil who may need to be identified on the SEND register. Raising SEND concern sheets can be used by teachers to log a concern about a pupil with SENCo, concerns are addressed by SENCo, usually in conjunction with EP and advice on next steps/ways forward are shared with class teacher and parents,

SEN Support/Provision

SEND children at Woodfield are supported mostly through High Quality Teaching with their peers. Where short term targeted interventions are required these are tracked and monitored by SLT.

Woodfield work to a Graduated Response to SEND with an ever increasing range of provision at each stage (see appendix Graduated Approach to SEND).

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme - an IEP may be used to record. TA's support as appropriate and as detailed on the class provision map.
- Children referred to school Learning Mentor and/or ELSA may be added to the school SEND register, they may not have a separate IEP, unless necessary, as their targets and progress will be recorded by the Learning Mentor/ELSA.
- Inclusion Plans are created and reviewed regularly for pupils who need additional support and a very consistent and personalised approach to their support
- Children may have One Page Profiles as a very personalised, pupil centred, way of recording their strengths and how they like to be helped.
- In class tools and scaffolding may be provided to meet the needs of SEND pupils and to help them to access the curriculum, relevant to their stage of development and to ensure that they make good progress and steps towards 'closing the gap'.

SENCO will take the lead in:

- Supporting planning of future interventions for the child in discussion with colleagues
- Monitoring and reviewing the action

- the IEP to be reviewed with the parents at parents' evening (Oct/Mar/July) and new IEP introduced (Mar/July or as appropriate)
- Monitoring Learning Mentor and ELSA case loads

SEN Support involving outside agencies

- SENCo and class teacher, in consultation with parents, ask for help from external services
- class teacher and SENCo are provided with advice or support from outside specialists
- additional or different strategies to those at SEN Support are put in place - an IEP will may be devised

SENCo will take the lead in:

- any further assessment of the child
- planning future interventions for the child in discussion with colleagues
- monitoring and reviewing the action taken
- Co-ordinating TAM/EHA meetings for individual pupils

Statutory Assessment

SENCo will liaise with parents and other professionals through Team Around Me (TAM) meetings to agree if a Proposal for Statutory Assessment is needed for consideration of an Education Health and care Plan (EHCP)

- The Educational Psychologist will write reports for LA, if appropriate, if a pupil is in consideration for statutory assessment
- The LA will make, arrange and monitor and review the EHCP provision if it is deemed necessary
- Appropriate school staff to attend Annual Review meetings

Class S.E.N.D Records -

Each class (yrs 4-6) has an S.E.N File containing historical SEND information (pre Sept 2017).

These are locked in the Pastoral Office

Electronic SEND files are saved on a secure drive on the school server and are accessible by SLT, teachers and the Pastoral Team

IEP's

IEPs are only needed if a child's provision and interventions is significantly different from that of the pupils in their class and where their targets and progress are not being monitored in another recorded format or through targeted group interventions.

- All pupils with a EHCP will have an IEP to support and monitor short term targets
- IEP's are available on a secure drive on the school server for each teacher with information from the Provision Map.
- IEP's are shared with parents at Parents' evening when they can be discussed
- Parents are encouraged to record their thoughts in the section provided on the IEP
- Parents receive a copy of the IEP
- IEPs are reviewed and new ones written 3 times a year in October, February/March and June.
- All IEPs are to be signed by class teacher and parent/s
- Class Provision maps are updated at the end of every term Autumn, Spring, Summer
- Individual Provision Record Sheets are updated termly for all pupils at Woodfield

SEMH

The school will use Boxall Profiling to support the Social, Emotional and Mental Health needs of pupils at Woodfield. Boxall assessments will be carried out to create a profile for the child. This will then form the basis of target setting for pupils with Social, Emotional and Mental Health needs.

Partnership with Parents/Carers

Woodfield actively seek to work with parents/carers and value the contribution they make

- Parents are encouraged to approach their child's class teacher
- 'Meet the teacher' sessions planned at the start of the year to create positive working relationships
- Nursery, Foundation and Year 1 classes welcome parents into school every morning to settle their children
- The Pastoral Team liaise regularly with parents and carers
- Dojo messaging systems is made available to allow for regular, accessible communication

Parental Concerns - any concerns should be made to the class teacher/SENCo/Pastoral Team in the first instance then to the Headteacher and Governors if appropriate.

Parents are encouraged to use the Plymouth Advice and Support for SEND Team (PIASS). Information regarding this additional, impartial support for parents from is shared with them.

Parents/carers hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways in supporting them. Parents are encouraged to participate fully in the education of their child through a range of formal and informal opportunities such as:

- Parent consultation evenings, October, March and July
- Parents views recorded on IEPs
- Parents are given a copy of the IEP
- Parents are invited to meetings with E.P.'s, Learning Mentors and other professionals working with their child
- Parents are encouraged to attend monthly 'Learning Together' sessions in their child's classroom

Parents are able to make additional appointments to see the class teacher/SENCo/Pastoral Team as required.

Partnership with children

- Children are encouraged to attend Parents' evenings with their parents
- The IEP and review will be discussed with the child at the meeting
- One Page Profiles are created and kept up to date for all children working 1:1 with a member of support staff

Pastoral Support - Children need to be made aware that they can discuss issues with their teacher, or go to the Headteacher, for support with personal issues. This should be part of a general introduction to the class as well as during circle time.

Inclusion

- Through the provision of in class support differentiated planning and resourcing S.E.N.D students are included into Woodfield. (See Equal Opportunities, Inclusion and Anti-Racist Policy)

Complaints

- Reference should be made to the school policy on Complaints Procedure

Governors

- The SENCo maintains links with the Governor with responsibility for Disabilities and Special Education Needs- Mrs Alyson Brown and the Chair of Governors- Mrs Sarah Bennett.

Assessment

- On going assessments are made by teachers in consultation with the SENCo
- An initial on entry assessment is carried out on all Year R children by the Foundation Stage Co-ordinator on arrival and at the end of the Foundation Year. See Foundation Stage Policy

Tracking and Monitoring

- SENCo attends Pastoral Pupil Progress Meetings three times a year (Autumn term 1, Spring Term 1 and summer term 1)
- SENCo tracks National Curriculum level progress for SEND pupils
- Progress of SEND pupils reviewed along with all pupils' progress at termly pupil progress meetings (6 times a year)
- Impact of interventions are reviewed termly by Senior Leadership Team

The Role of the TA

- TA's are resourced from the school budget
- TAs are deployed across the school by the Senior Leadership Team according to need
- Each class has at least one TA
- TAs support pupils in class at the direction of the class teacher
- TAs lead intervention programmes at the direction of class teachers, subjects leads and SENCo
- TAs are provided with appropriate training either off site or within school

Curriculum

A supported and differentiated curriculum co-ordinated by SLT provides access for pupils to a broad and balanced curriculum following the National Curriculum

Other Issues

Refer to the school's Behaviour Policy for guidelines on behaviour issues

Bereavement

Refer to the policy on bereavement which is available from the PSHEE Co-ordinator

Evaluation and Review

- The whole staff will be involved in evaluation of the policy and processes at review meetings and staff meetings during the year

Trauma

Woodfield staff understand the impact that trauma can have on children and their families. They use ELSAs, Trauma Informed and ACEs knowledge and understanding to support children in an empathetic way.

Training

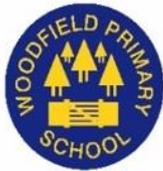
SLT value CPD of staff supporting children with SEND. Staff attend relevant training, including ELSA (CAMHS) and training provided by MAST. All staff across the Learning Academies Trust attended Trauma and Mental Health-Informed School's training (2018-19). Learning Academies Trust have Pivotal MAPA Certified Instructors who deliver training to school staff.

SPECIAL EDUCATIONAL NEEDS APPENDIX

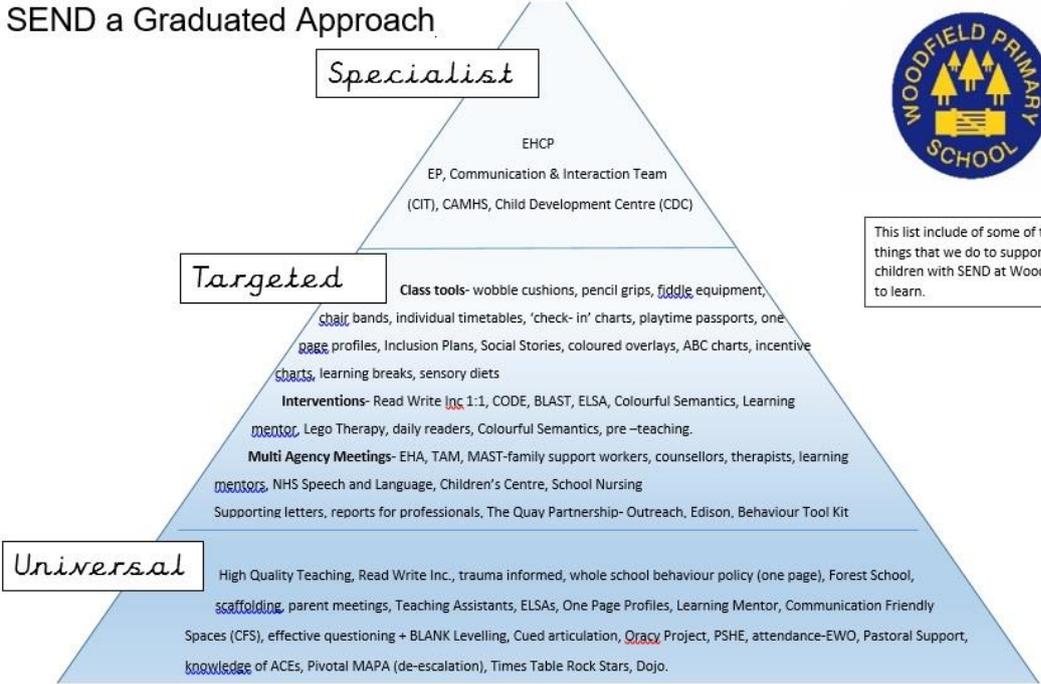
Documents

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SEND a Graduated Approach



This list include of some of the things that we do to support children with SEND at Woodfield to learn.





What people like and admire about me...

I like [redacted] because he gives me a smile when he walks through the door in the mornings. I admire his sense of humour when he tells me a funny story. Mrs Brown.

I like [redacted] because he has a good sense of humour. I admire how much he continues to try to keep himself under control when things are hard for him. Mrs Hodakins.

I like [redacted] sense of humour, he makes us smile & laugh. I admire his positive attitude & perseverance with his behaviour. Mrs Saffill.

I like how [redacted] is always kind & wants to help the younger children. I admire that [redacted] is trying really hard to make positive choices. Mrs Clapp.

© Tempest



What makes me happy

- Football
- Pizza
- Playing with my [redacted] brother
- Mrs [redacted]
- PE
- Playing outside with my friends

What I don't like:

When things are not fair.



How I want to be supported

- Supply timetable
- Own GTBG

Trusted adults; Mrs Hodakins, Mrs Clapp, Mrs Moran, Miss Rollason, Miss Smith, Mrs Brown, Mrs Saffill.



MULTI-AGENCY SUPPORT PLAN

Team Around Me (TAM) or Team Around Family (TAF)



This plan is for (include as many children/young people who are relevant to this plan):				If child/YP has SEND please state priority needs on scale of 1-4. 1 = primary need			
				Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical needs
Name:		Date of birth:					
Name:		Date of birth:					
Name:		Date of birth:					
Date of Meeting:		Time:		Is this a review?		Date of previous meeting:	
Present at meeting:							
Apologies:							
Current Lead Professional:							
Discussion Points:							
Child/ Young person's story/interests/aspirations (attach one page profile):							
Parents'/ carers' aspirations for child/young person:							

Education Needs – including strengths and any education needs (for SEND attach relevant evidence e.g. IEP):

Health Needs – including strengths and any health needs (for SEND attach relevant evidence e.g. medical report):

Care Needs – including strengths, family environment and social care support (for SEND consider discussion around short breaks):

Other

Date and time of next meeting:		Venue:	
Lead Professional agreed at meeting:			
Lead Professional's signature:			

Lead Professional to check box to confirm that this plan has been discussed and agreed by the child/young person, parent/carer and relevant professionals

We recognise that the information contained within this or in the document(s) attached is confidential and therefore I have checked this to ensure accuracy. Please be assured that Plymouth City Council takes every step to guarantee that information is kept safe and secure.

MULTI-AGENCY SUPPORT PLAN

Name:		Date plan written:		Date of review:	
Desired outcome 1.					
How will we know if we have achieved the outcome?					
Support/provision/equipment/strategy required to achieve this outcome. What will we do and how?	Who will provide/monitor this support?	By when?	At review:		
			Was this achieved?		
At review: How well did we succeed with outcome/next steps?				Was this outcome achieved?	
				Yes <input type="checkbox"/> No <input type="checkbox"/>	



Multi agency meeting information

Information collected prior to and to inform TAM, PCP, PEP, Care Group, FIIP review EHA etc.

Name:	Year:	Date of meeting:	Type of meeting:
Attendance			
Learning (attainment and progress) IEP?			
Strategies to support (what is working well/not so well)			
Interventions (frequency, time, size of group)			
Organisation (reading, homework, PE kit)			
Parental contact			
Emotional wellbeing/behaviour			
Further support that would be useful			
Any other points to raise/discuss			
Who contributed to this information and role			



Name:		Yr group:	Class teacher:	TA:	SENCO: Mrs G Hodakins										
IEP Start Date:		Review Date:	Signed: (Class Teacher)		Signed: (Parent/Carer)										
IEP Number:															
Strengths:		Barriers to Learning:		Area of need											
Areas to be developed:				<table border="1"> <tr> <td>Communication & Interaction</td> <td>✓</td> <td>Cognition and Learning</td> <td>✓</td> </tr> <tr> <td>Social, emotional & mental health difficulties</td> <td>✓</td> <td>Sensory and/or Physical</td> <td>✓</td> </tr> </table>				Communication & Interaction	✓	Cognition and Learning	✓	Social, emotional & mental health difficulties	✓	Sensory and/or Physical	✓
Communication & Interaction	✓	Cognition and Learning	✓												
Social, emotional & mental health difficulties	✓	Sensory and/or Physical	✓												
My targets 	What do I need to do? Who is going to help me, how and when? 	How did I get on? 		How does my teacher/TA think I got on? 											
		Rating: 1 2 3 4 5 6 7 8 9 10		Met	Not met	Comments									
				✓	✓										
		Rating: 1 2 3 4 5 6 7 8 9 10		Met	Not met	Comments									
				✓	✓										
		Rating: 1 2 3 4 5 6 7 8 9 10		Met	Not met	Comments									
				✓	✓										

Parent/Carer Involvement/views: How you can support child at home?	Pupil's View:	Targeted Support:
	One Page Profile last updated:	

Evaluation and future action:



Inclusion Support Plan

Name : Class Teacher: SENCo: Mrs Gemma Hodgkins Inclusion Plan No.: 4

Last updated:

Diagnosis:	Medication:	Staff overseeing the plan:
Triggers/Antecedents leading to the need for positive handling in past: <ul style="list-style-type: none"> • Other children staring at him. • Being shouted at. • Fall outs with other children. • Coming into school after not getting enough sleep. • PE. • Not being chosen. • Low self-esteem. • Lunchtimes - socially. 		Any strategies used to defuse or prevent a situation / calm pupil: <ul style="list-style-type: none"> • Individual timetable. • Counting down 5-4-3-2-1 • Reward time with LEGO/KNEX <u>in</u> the class think tank /sometimes with a friend. • Alternative lunchtime. • Supply timetable. • Learning breaks. • Inclusion plan. • Try to ignore low level behaviours & he will stop.
Describe the behaviour / what does it look like? <ul style="list-style-type: none"> • Aggressive facial expression. • Shouting out. • Crying loudly. • Going up to other children shouting when up in their face. • Crawling along the corridor. • Hits & kicks out. • Shouts he wants to kill himself, you don't care about me. 		Preferred supportive strategies: <ul style="list-style-type: none"> • When calm discuss behaviour and what we should <u>of</u> seen. • Calm tone used at all times. • Saying 'I know you are testing me, I like you, but I do not like what you are doing.' • Straight to the point requests, instructions. • Lots of praise when making the right choices. • ABC chart to monitor behaviours. • ELSA sessions. • Personalised GTBG reward system.

Pupil likes: KNEX, drawing, football, puzzles & helping the younger children. Pupil dislikes: Writing, being ignored, sitting on his own, sitting by the teacher. Pupil's views / comments: Parent's view:	Take these into account before getting further support from SLT: <ul style="list-style-type: none"> • Giving time calm down time away from class. • Get support from the pastoral team. Anything which is likely to make the situation worse: Raising voice to child. Key staff (positive rapport with pupil):
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Signatures:

Pupil: _____ Class teacher: _____

Parent/s _____ Head of Lower/Upper School _____

SENCO: _____ Head of Health/Safeguarding _____

Head Teacher _____



Woodfield Primary School Class Provision Record Year 4

	Autumn	Spring	Summer
Daily readers 5 mins daily			
End of term summary			
Code 4 x 20 mins per week			
End of term summary			
Afternoon Maths intervention 15 mins daily			
End of term summary			
Writing intervention 15 mins weekly			
End of term summary			
Elsa			
End of term summary			
Learning Mentor 1:1 x 1 hour			
End of term summary			

Woodfield Primary School

Individual Provision Record



Details of any provision for individual children that is different from or additional to quality first teaching.

Name:	DOB:	Year of entry:
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Year	Autumn	Spring	Summer
Nursery			
Reception			
1			
2			
3			
4			
5			
6			



Woodfield Primary School Taunton Avenue PL5 4HW

Telephone 706384

Fax 770950

Raising an SEND concern

Pupil Details

Name: _____ Date of Birth: _____ Year group: _____

Date concern raised with SENCo: _____

What are the main concerns in relation to this pupil?

What is already being done/has been done to support this pupil?

What support/advice would you like in relation to this pupil?

Action taken (to be completed by SENCo)

