

Special Educational Needs and Disability Policy

Woodford Green Primary School

2018 - 2019

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Author: SLT/SENDCO
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Next Review Date: Spring 2019

Review Date: Spring 2019

Special Educational Needs and Disability (SEND) Policy

The Woodford Green Special Educational Needs and Disability Policy is based on the SEND Code of Practice: 0 to 25 years (2015)

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs and disabled children and young people (SEND)

This policy has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEND Code of Practice 2015

School Vision Statement – Our Aims

At Woodford Green Primary School every child matters. We aim to create a happy, healthy, safe, secure and inclusive learning environment. We encourage all children to become independent, lifelong learners and achieve their full potential. We positively promote caring attitudes, equal opportunities and respect while celebrating differences. We strive in partnership with pupils, parents, governors, and the local community, to deliver a broad and balanced curriculum that promotes high achievement for all children.

Objectives

- To implement the Code of Practice (September 2015)
- To ensure teachers take account of differentiation in their curriculum, planning to maximise learning opportunities for all children
- To ensure that all teachers are aware of pupils with SEND and of strategies to meet their needs.
- To ensure the most effective and efficient use of school staff and resources to support pupils with SEND.
- To ensure that all pupils are encouraged to reach their own potential in a rewarding and motivating way, enhancing their self-esteem
- To facilitate the identification, assessment, provision and review of pupils with SEND – Cycle of assess, plan, do, and review.
- To provide a basis for parental partnership and collaboration

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- To work with outside agencies to support the child

Definition of Special Educational Needs (September 2015 Code of Practice)

Children have special educational needs if they have a need that impacts their access to the national curriculum, which calls for special educational provision to be put in place.

Children have a special educational need if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification of Special Educational Needs

Children's special educational needs may be identified in a number of ways including:

- through admission interviews
- parental concern
- records from previous setting
- teacher or support staff concern
- observations
- data analysis
- Diagnosis through external agencies within the borough once observations have been made, there has been a meeting with the parents / carers and a referral to the appropriate external agency will be made

The four main areas of need as per the SEND Code of Practice (2015) are:

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

At Woodford Green Primary School we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs

We consider the following areas, which may impact on progress and attainment yet will not necessarily constitute special educational needs:

- Disability
- Attendance and punctuality
- English as an additional language
- Pupil premium
- Being a looked after child
- Being a child of a serviceman/woman
- Health and welfare

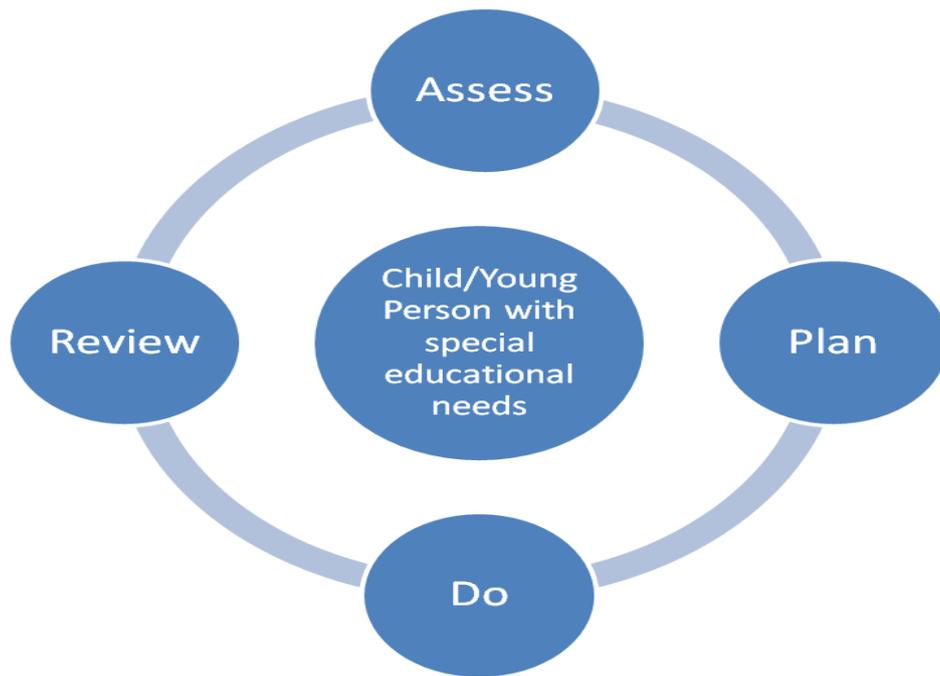
Pupils with AEN (Additional Educational Needs)

Additional educational needs are where a child may not be making the age related expected progress. This in itself does not necessarily mean they have a special educational need. In these circumstances when a class teacher identifies a pupil as having additional educational needs:

- The class teacher and SENDCO will place the pupil on an identified intervention targeted at catering for their needs.
- The class teacher remains responsible for working with the child on a daily basis and ensuring needs are met in the classroom. They are also responsible for the child's progress and development whilst in any interventions.
- Pupils' progress will be monitored and discussed at pupil progress meetings

Woodford Green Primary School adopts a Graduated Approach to Special Educational Needs

We adopt a graduated approach at Woodford Green Primary School and look in the first instance to make reasonable adjustments within the classroom as per the Equality Act (2010). Where there are continued concerns regarding a pupil's progress, attainment or engagement then we will discuss the most appropriate steps to take in order to identify the pupil's needs and target support effectively.



Assess: The class teacher and SENDCO will observe a pupil's needs before identifying a child as needing SEND support

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEND support.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support will be reviewed at pupil progress meetings.

Managing pupils needs on the SEND register

Once a pupil is included on the SEND register a Learning Passport will be created by the class teacher in consultation with the SENDCO, parents/carers and the pupil. The Learning Passport allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. Advice may be sought from external agencies; (Educational Psychologist, S+L therapists, OT therapists, Child and Adolescent Mental health services and Special School outreach teams.) Parents will be informed.

The child's Learning Passport will set targets for the pupil and will detail:

- Information about the child
- Short Term achievable targets
- Teaching and learning strategies to be used and how they will be achieved
- Any special provision to be put in place

- When the plan is to be reviewed
- Success criteria (' Now I can' section)

Education Health Care Plan

If a child has a severe learning difficulty, usually putting them in the bottom one percent of their age range, a referral can be made to the borough for a formal assessment of their learning needs. This involves several agencies including health, Educational Psychologist and the Integrated Disability team, the school, the parents and the child. A referral to the Integrated Disability team can be made by parents, schools and other agencies. A meeting will be arranged which will include everyone involved with the child to decide whether to start an EHC Assessment. If it is decided that an assessment should start, the family and professionals working with the child will complete reports within 6 weeks. Another meeting will be held to develop the EHC plan which will highlight what support the child requires. The family can request an individual budget to fund some of the interventions that are mentioned in the EHC Plan. The EHC Plan is reviewed annually, the school will organise the annual review and include all external agencies and family.

Criteria for exiting the SEND Register

Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely and discussed at pupil progress meetings.

Supporting pupils and families

The Waltham Forest Local Offer can be found on the Waltham Forest Council website and this will provide information on what is available in the area. Parents without internet access should contact the school office for support in finding the information they require.

The Woodford Green Primary School Information Report and SEND Policy are available on the school website.

Supporting pupils with a medical condition

We recognise that pupils 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 children may require a Health Care Plan for their medical or health care needs.

The SENDCO will meet with parents to create a Health Care Plan which is reviewed regularly.

Monitoring and evaluation of SEND

We review the needs of the pupils within the school and will put in place provision to cater for their needs. Learning passports are reviewed termly by the class teacher with parents and children.

The Senior Leadership Team and the SENDCO meet with the class teacher as part of half termly progress review meetings where the progress for all pupils is discussed. There is a specific focus on the progress and attainment of children on the SEND register.

The SENDCO has responsibility for monitoring and reviewing interventions through pupil progress reviews, learning passport reviews and learning walks.

Key roles and responsibilities

The SENDCO Team: Gina Venugopal, supported by Kelly Surtees, has day-to-day responsibility for the operation of the SEND policy, updating the SEND register and co-ordination of specific provision made to support individual pupils on the SEND register. The SENDCO team is responsible for co-ordinating and involvement from external agencies. The SENDCO team at Woodford Green Primary School is not on the senior leadership team and therefore the champion for SEND in SLT meetings is Mr PJ Prince.

SENDCO Team Responsibilities

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing support assistants
- Overseeing the records of all children with special educational needs
- Liaising with the parents of children with special educational needs
- Updating their own training and contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Participate in Pupil Progress meetings and use data analysis to ensure that all groups of pupils are making progress appropriate to their needs
- Maintain the Special Educational Needs and Disability register
- Produce and update regularly, the school provision map
- Evaluate the impact and effectiveness of intervention programmes termly
- Meet the Inclusion Governors termly to keep them informed

The Headteacher: Mr PJ Prince, has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works with the SENDCO and keeps the Governing Body fully informed.

The SEND Governor: meets with the school SENDCO to discuss the progress and attainment of SEND pupils as well as general developments.

Reviewing the policy

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Dealing with complaints

If a parent or child with special educational needs wishes to make a complaint about the provision made for them, they should make an appointment to see the class teacher in the first instance. Their concerns should be noted and passed onto the SENDCO. This should include what action was agreed, by whom and within what time limit. A review date should also be fixed at that meeting.

If concerns persist and are not able to be resolved by the class teacher or SENDCO then an appointment can be made to see the Headteacher. If parents have serious cause for complaint which has not been resolved to their satisfaction through these meetings they should submit their complaint in writing to the Governing Body.

Where a resolution cannot be reached, and impartial advice would be helpful. It is advised that parents / carers seek external support through the Waltham Forest SENDIASS (formerly known as the parent partnership). This can be done via telephone: 0208 496 5230 or via email: wf.sendiass@walthamforest.gov.uk.

Further Reading

SEND Code of Practice 2015

<https://thehub.walthamforest.gov.uk>

www.walthamforest.gov.uk/localoffer