



# Woodston Primary School

## Special Education Needs & Disability (SEND) Policy

### 1.0 AIMS AND OBJECTIVES

At Woodston Primary School we aim to provide a stimulating, safe and happy environment that will enable all pupils to maximise their potential whilst also learning to respect others, their environment and to promote their well-being and self-esteem.

#### 1.1 AIMS

We aim to do this by:

- Providing a focus on outcomes for children rather than hours of provision/support;
- raising the aspirations of and expectations for all pupils with SEND;
- enabling each pupil to partake in and contribute fully to school life;
- enabling each pupil to reach his or her full potential;
- endeavouring to understand and meet the individual needs of each child;
- working closely with parents and external agencies to meet a pupil's needs;
- including the views of the child and their parents in the monitoring and reviewing provision.

#### 1.2 OBJECTIVES

Our objectives are to:

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice (2014).
3. Operate a 'Graduated Whole School' approach to the management and provision of support for pupils with SEND.
4. Provide a Special Educational Needs Co-ordinator (SENCo) who will work in line with the SEND Policy.
5. Provide support and advice for all staff working with pupils with SEND.

### 2.0 COMPLIANCE

This policy complies with our statutory requirement and has been written with reference to the following guidance and documents:

- Equality Act: Advice for Schools (DfE, Feb 2013)
- SEND Code of Practice 0-25 (DfE, 2014 and revised May 2015)
- The SEN and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, June 2014)
- The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)
- Pre-key stage 1: pupils working below the national curriculum assessment standard (2018)
- Pre-key stage 2: pupils working below the national curriculum assessment standard (2018)
- Part 3 of the Children and Families Act (2014)
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards (2012)

### 3.0 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.1 At Woodston Primary School we are committed to the early identification of Special Educational Needs, which then helps us to identify what provision the pupil needs.

In deciding whether to make special educational provision, the teacher and SENCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Academic progress would be cause for concern if it:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

Additionally, where a pupil is not making progress with their wider development due to social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

Identification can also be supported in the following ways:

- Information from the pupil's pre-school setting;
- parental concerns;
- classroom observations by the teacher, SENCo, English or Maths leader or outside agency;
- patterns of behavioural incidents;
- individual assessments carried out by the Class Teacher, a trained Teaching Assistant or the SENCo e.g. Standardised reading age tests;
- assessments carried out by outside agencies.

3.2 When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (p.86). These are as follows:

- **Communication and Interaction** - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.
- **Sensory and/or Physical** - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

### 4.0 A GRADUATED APPROACH TO SEND SUPPORT

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional** to or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. At Woodston Primary School we use *Provision Maps and Structured Conversations* to record the information of pupils in receipt of SEND provision.

Where concern is expressed that a pupil may have a Special Educational Need, the Class Teacher takes early action to assess and address the difficulties. This includes raising their concerns with the school SENCo.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN.

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. This may highlight where the support of more specialist expertise is required.

#### **4.1 ASSESS**

In identifying a child as needing SEN support the class teacher, working with the SENCo, should:

- carry out a clear analysis of the pupil's needs drawing on teacher's assessment and experience of the pupil;
- take into account their previous progress and attainment;
- consider the pupil's development in comparison to their peers and national data;
- consider the views of parents, the pupil's own views and, if relevant, advice from external support.

We take seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing.

#### **4.2 PLAN**

Where it is decided to provide a pupil with SEN support, the parents are notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. Support and intervention provided is then selected to match the outcomes identified for the pupil. Where necessary, plans will outline parental involvement to contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, intended outcomes and the support and/or strategies that are required.

#### **4.3 DO**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the most effective package of support.

#### **4.4 REVIEW**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at least termly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The teacher, working with the SENCo, will revise the support in light of the

pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This usually takes place during a Structured Conversation meeting each term.

Where a pupil has an Education and Health Care (EHC) plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

## 5.0 DISABILITY

Many children and young people who have SEN may have a disability under the Equality Act 2010; that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but where there a disabled child who requires special educational provision, they will also be covered by the SEN definition.

The School Accessibility Plan and the Equality Policy can be found on the school website.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children;
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

## 6.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Woodston 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. Some may also have Special Educational Needs and may have an Education, Health and Care plan which brings together health and social care needs.

The school's policy for 'Supporting Pupils at School with Medical Conditions / Medical Policy' can be found on the school website.

## 7.0 MANAGING PUPILS NEEDS ON THE SEND REGISTER

Woodston Primary School uses a *class provision map* to record the support and intervention which has been put in place for pupils who are causing concern or have been identified as requiring SEND provision. This is updated throughout the four-stage cycle. Where specialist advice has been received, the provision map will detail any individual programmes, equipment and strategies.

These are reviewed on a termly basis where the impact of the support and intervention is noted, considered and adapted. This information contributes to regular meetings with the parent and child.

Pupils and Parents/Carers also have a termly opportunity to meet with the pupil's Class Teacher to discuss provision in place. This is recorded on a *Structured Conversation* record which reviewed and updated ready for the next four stage cycle.

The SENCo is responsible for monitoring the quality of provision maps and may attend some of the SEN Review meetings where appropriate.

The progress of all children on the SEND Register is discussed at termly Pupil Progress meetings and is reviewed by the SENCo and Deputy Headteacher who is responsible for Standards and Achievement.

For more detailed information of the school's provision for pupil's with SEND, please see the annual School SEN Information Report (available on the school website or by requesting a copy from the school office).

## **8.0 SPECIALIST SUPPORT**

We may decide to involve specialist advice where a pupil continues to make less than expected progress, despite evidence-based support and interventions. Parents are always consulted before seeking this advice.

## **9.0 EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS AND PLANS**

### **9.1 ASSESSMENTS**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN or disability of the child, the child has not made expected progress the school will consult the Local Authority guidance document and decide if it is appropriate to pursue a request for an Educational, Health and Care Needs assessment, with parental permission. Parents also have the right to independently request an EHC Needs assessment through the Local Authority.

### **9.2 PLANS**

Pupils with an Education Health and Care Plan (EHCP) will have access to all arrangements for pupils on the SEND register as well as further tailored supported outlined in their EHCP. In addition to this, they will have an Annual Review of their plan.

## **10.0 SUPPORTING PUPILS AND FAMILIES**

We strive to work with pupils and their families to meet and agree on their SEND needs and the necessary provision. Our annual *School offer* (SEN information report), which provides detailed information for parents on the provision we make for SEN pupils is available on our school website.

Peterborough City Council have also produced a *Local Offer* to support parents to make informed choices and to signpost them to different services. The Local Offer is available by access the link below:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/>

The Local Authority employs a Parent Partnership Officer, Marion Deeley, to offer impartial advice, advocacy and information to parents about the SEN process and their rights. The service can be contacted on [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk) or 01733 863979. They can also support parents to access independent supporters to help them through the EHC assessment process.

## **11.0 CRITERIA FOR EXITING THE SEND REGISTER**

If it is felt that children are making progress which is sustainable then they may be taken off the SEND Register. If this is the case then the views of the Class Teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to remove the pupil from the register, then all records will be kept until the pupil leaves the school (and passed on to

the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil requires additional assistance in the future, then the procedures set out in this policy will be followed.

## **12.0 ADMISSIONS ARRANGEMENTS**

The Governing Body follows the admissions arrangements laid down in the school's admission policy, which do not discriminate against pupils with SEND.

## **13.0 TRANSITION ARRANGEMENTS**

For children with an EHCP or medical needs joining the school, a *Transition* meeting is held with the pupil's Parents/Carers, Pupil (if appropriate), SENCo, the receiving Class Teacher, the current setting SENCo and any professionals involved with the child.

For pupils joining the school who have been identified as having SEND the SENCo will contact the previous school to gain as much information as possible.

When moving to Year 7, additional transition visits are held for vulnerable children. For children with an EHCP, a meeting will be organised with the receiving setting, this usually happens in the Annual Review Meeting. External Agencies may also attend and a plan is devised to ensure that the transition is a positive experience for the pupil. For all pupils all records are sent to the next school.

## **14.0 ROLES AND RESPONSIBILITIES**

### **14.1 SENCo**

Our SENCo is Mrs Laura Hurrell. She can be contacted on (01733) 562784.

The SENCo will:

- work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school and to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- advise on the graduated approach to providing SEN support;
- identify and support children with SEND by maintaining an accurate SEND register and pupil SEND records;
- carry out assessments of pupils who are causing concern academically, physically, socially or emotionally;
- have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs;
- provide 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;
- disseminate information about specific children to relevant staff;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- ensure staff have necessary training and support to deliver programmes of work and interventions;
- identifying, purchasing and organising resources;
- organise and attend EHCP Annual Reviews.

## **14.2 HEADTEACHER**

The role of the Headteacher is to ensure that the school's SEND policy is carried out according to the procedure recommended by the Code of Practice and in line with the Peterborough City Council procedures. The Headteacher will allocate resources, roles and responsibilities so that Special Educational Needs are met. The Headteacher will inform the governing body of all discussions and developments in SEND provision.

## **14.3 GOVERNORS**

The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with Special Educational Needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. A governor will be named with responsibility for Special Educational Needs. The SEND Governor liaises with the school's SENCo regularly to keep up to date with requirements.

## **14.4 CLASS TEACHERS**

Class Teachers retain responsibility for teaching children with SEND. Through classroom observations and teacher assessments teachers inform the SENCo of any concerns they have for individual children who they feel may require extra support. The teachers at Woodston Primary School use a range of strategies to meet children's educational, social, emotional and behavioural needs. Lessons have clear learning objectives, suitable equipment is provided and work is differentiated so that it meets the pupils' needs, represents their learning style and ensures that the pupil has access to a broad and balanced curriculum.

With support from the SENCo and following the advice from outside agencies, where available, they formulate the targets for pupils and plan provision towards these. Teachers ensure that the interventions required in class are implemented and effectively direct teaching assistants in the classroom. Teachers will maintain records in a SEND file. Teachers will also maintain effective communication with parents throughout the year, including opportunity for termly Structured Conversations.

## **14.5 TEACHING ASSISTANTS (TAs)**

TAs will carry out activities and programmes planned by the class teacher and the SENCo. They keep records of this work as requested. They support children in class or by withdrawing individuals and small groups. TAs attend relevant training in school or on courses, where appropriate, and are fully aware of the school's SEND and behaviour policies.

## **14.6 LEARNING MENTOR**

Pupils with SEND may be referred to the school Learning Mentor for support with issues of self-esteem, anger management, behaviour difficulties or social skills. The member of staff will work closely with the SENCo in the identification of needs and in planning support. They will set targets, monitor progress against these and provide feedback to teaching staff, the Senior Leadership Team, parents and any involved agencies.

## **14.7 FAMILY LIAISON OFFICER (FLO)**

When school or Parents/Carers believe that a pupil may have a specific SEND need, the SENCo may refer the Parents/Carers to the FLO to carry out an Early Help Assessment (EHA). This is to enable the Peterborough pathway for some assessments to take place, for example for a neurodevelopmental assessment for ASD or ADHD. The FLO will work closely with Parents/Carers, Class Teacher and the SENCo in the identification of needs and in planning support. The FLO will complete the required pathways, monitor progress against the agreed steps and provide feedback to teaching staff, the Senior Leadership Team, parents and any involved agencies.

## 15.0 CONSIDERING COMPLAINTS ABOUT SEND PROVISION

We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school. Informal complaints can be discussed with the Class Teacher first. Formal complaints can be discussed with the SENCo or the Headteacher in the hope that a satisfactory resolution can be found. The Governor with responsibility for Special Needs may also be consulted.

This policy was ratified by the Governing Body in June 2019 and will be reviewed annually.