

Woodlands Primary School



SEND Policy Special Educational Needs and Disability Policy

Status:	Current	
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Ratified by Governing Body:	8 th February 2021	
Created by Bev Stopps (SENCO)	February 2021	
Review by Governing Body:	February 2022	1 year

Woodlands Primary School



Special Educational Needs and Disability Policy

This draft SEN/D Policy reflects the changes brought into place by the SEN Code of Practice 2014. There are a number of changes since the previous Code of Practice was published in 2001. The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are stated in the new Code as follows:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

Every child has the right to learn in a nurturing environment with plenty of opportunity to succeed in their learning and overall well-being." Those with Special educational needs make good progress because of effective teaching and well-planned individual and small group support they receive"(Woodlands Primary School OFSTED report March 2014):

A person-centred approach is a key feature of our teaching and learning at Woodlands Primary School and we know this will look different for each child and therefore different strategies and adaptations might need to be in place for each child to be successful in order to maximize their progress.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- A learner can have a special educational need but be simultaneously able and interested in other areas.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision

- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes. To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identification, Assessment and Provision for pupils with special educational needs

Defining achievement in terms of the targets on an individual My Support/My plan achieved across a given time ensures rigorous evaluation of provision or pupils' progress but higher outcomes are only really effective if target-setting within the curriculum is part of a whole-school policy on assessment.

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

*"Special educational provision is educational or training provision that is **additional to or different from**" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"*

SEN Code of Practice (2014)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEN Code of Practice 2014

The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, mental emotional health**
- 4. Sensory and/or physical disability**

Pupils who are identified as having SEN will no longer be categorised by School Action, School Action + or pupils with a Statement. Instead the SEN register will identify pupils as those who receive additional

SEN support or an Educational, Health and Care Plan (previously a statement of SEN)

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum but could be a special intervention for some pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school and class provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores and other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, assessment and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools, where possible
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated regularly through meetings between the teachers and SENCO.
- In Wiltshire, teachers use the GRSS Document to support identification of need and identify possible strategies for support.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school

provides for these additional needs in a variety of ways and may use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources,

Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, or multiple complex needs it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan, in Wiltshire called a Statutory My Plan.
- Where a pupil is in receipt of or may require High Needs or Top-up Funding for significant or multiple complex needs, a decision will be made as to whether a non-statutory My Plan will be required. If this is the case then this will be drawn up in discussion with the pupil and their family as appropriate.
- Our approach to IEPs which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - We have developed, with a cluster of other local primary schools and Wilts County My support/My plans. These documents help inform planning, teaching and reviewing to which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - These plans will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - At the centre of these plans are the child’s voice and their views regarding outcomes and will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the outcomes”.

- The plans will be based on informed assessment and will include the input of outside agencies,
- They have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly and will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Outcomes will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
 (it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).

○ All plans will be reviewed at least termly by class teachers in consultation with all relevant staff, pupils, parents and outside agencies.

The provision required for each pupil will be specific to that pupils needs and where possible school will seek and follow advice from additional professionals such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers. Where several professional agencies are involved a CAF (Common Assessment Framework) may be advised to ensure that a cohesive approach is taken towards monitoring and meeting a pupils needs. Where needs are multiple or complex this may develop into a non-statutory My Plan.

Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (Statutory My Plan) (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan (Statutory My Plan)
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a regular basis.
- scrutiny of planning.
- teacher discussions with the SENCO/ co-ordinator
- informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with EWO.

- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors

Roles and Responsibilities

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN/D policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Children

All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. In this school, we encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the outcomes they would like to achieve.

Parents

Parents'/carers' contribution to their children's education is valued highly by the staff of the school and their views are sought and included when writing and reviewing My support/My plans. The school will also update parents/carers with relevant information.

Class teacher

- liaising with the SENCO:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional therefore to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities,
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Teaching assistants

Programmes of work are drawn up, modified and evaluated by the class teacher and TAs working together. The TA is responsible for supporting that teaching, recording the child's responses and reporting back to the class teacher on a regular basis. We recognize that it is important that TAs facilitate access to learning and social interaction for the child whilst encouraging independence.

Special Educational Needs Coordinator Mrs Stopps

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health and Care Plan .
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map and those children highlighted by their pre-school setting.
- monitoring the school's system for ensuring that My support/My plans, where it is agreed will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs), evaluating the value for money of interventions
- meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEN/D Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners,

Special Educational Needs and Disability Governor is Mrs Crook

Headteacher Mr Kitley

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn, supported by SENCO and SLT
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with

regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
- pupil progress meetings with individual teachers
- regular meetings with the SENC
- discussions with pupils and parents

Staff Training and Expertise

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Criteria for evaluating the success of the policy

The policy will be evaluated against the aims and measured by:

- All children meeting and progressing to individual attainment goals
- An analysis of teachers' short term planning ensuring that a differentiated approach is taken and that the learning outcomes from My support/My plans are identified and reflected in planning.
- Parents being aware of individual targets set for children; by discussing and supporting their child as agreed.
- Monitoring of procedures and practice by the SEN governor three times per year.
- My support/My plans outcomes being monitored to ensure that children progress through specific, measurable, achievable, relevant and resourced, time-bound (SMARRT) targets.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on My support/My plans and are involved in their development.
- The school improvement plan priorities include the provision for SEN.
- Any external evaluation or inspection

For further information relating to SEN/D please refer to the school website where the school information report is published which contains information about topics such as admissions, accessibility, anti-bullying and complaints.

This policy will be updated as necessary and reviewed annually.

Agreed by

M.D.Kitley

Agreed by

K.Mills

Headteacher

Chair of Governors

Date: February 2021

Policy agreed: 08.02.21

Policy review date: Autumn 2021

