



# **SEND Policy**

## **Special Educational Needs and Disability Policy**

<b>Status:</b>	Current	
<b>Date Adopted by Governing body:</b>	10/07/24	
<b>Ratified by Governing Body:</b>	10/07/24	
Created by Maria Turnbull (SENCO) & Helen Hollands (SENCO)	June 2024	
<b>Review by Governing Body:</b>	July 2025	



## *Special Educational Needs and Disability Policy*

### ***'Woodlands is a highly inclusive school' Ofsted May 2023.***

#### ***'Growing Together: Inspire to Aspire'***

At Woodlands Primary School, our collective vision is to provide every child with the fullest education and life chances they deserve, and to guide our children towards their best possible future. Together, we will continually strive to remove the fear of failure and any barriers to success. At every opportunity we will celebrate achievement, progress and effective learning behaviours. We will provide a culture of aspiration and acceptance with children moving onto their next venture with the knowledge, skills and values to set them on the path to achieve their dreams. We will enable our pupils to drive their own futures to realise greater success and to actively shape our diverse community for the better, all working in tandem for the common good.

Woodlands Primary school is fully committed to upholding the SEND Code of Practice (2015).

#### ***Definition of Special Educational Needs and Disability (SEND)***

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

#### ***Woodlands Inclusion Statement***

**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.**

- To ensure we meet the needs of all our learners by being a 'highly inclusive school' (Ofsted, 2023).
- Teachers differentiate learning opportunities for all the children and provide materials appropriate to children's interests and abilities. Ensuring that all children have a full access to the school curriculum.
- A Special Educational Need might be an explanation for a child not meeting age-related progress, but we have high expectations for all learners and plan bespoke learning opportunities to enable all learners to make targeted progress.

- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work, individual learning opportunities and support from EMTAS / translation apps, support learners with EAL.
- 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.
- 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 fill learning gaps.
- 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 policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and monitored
- To carefully plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related (SMART)
- To involve parents/carers and children in the identification and review of any targets/outcomes and attain a high level of satisfaction from their participation
- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- 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 individual needs of all learners
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them

### *Roles and Responsibilities*

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

## *SENCOs Role*

At Woodlands Primary School we have two SENCOs:

- Miss Maria Turnbull (NASENCO) – **Primary** SENCO, who is responsible for Years 1 to 6.
- Mrs Helen Hollands (NASENCO) – **Early Years** SENCO, who is responsible for Nursery and EYFS.

The SENCOs, alongside the Headteacher, are responsible for:

- Day to day operation of our SEND policy
- Co-ordinating the range of provision for children with SEND
- Overseeing, auditing and maintaining resources for a range of SEND
- Ensuring that all staff are supported in the identification, teaching and assessment of pupils with SEND through INSIGHT, regular termly meetings with the SENCO's, observations and through our monitoring systems
- Working in close partnership with parents/carers and external agencies through targeted identification and timely interventions
- Liaising and being a key point of contact with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed and a smooth transition is planned
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Ensuring that all staff have continued professional development relating to SEND identified through regular staff audits

## *Our Governing Body*

At Woodlands Primary School, Karen Mills is our SEND governor.

The Governing Body play a crucial role in ensuring that:

- The quality of provision is continually monitored through meetings with both SENCO's (Miss Turnbull and Mrs Hollands).
- That they are fully involved in developing and monitoring Woodlands SEND policy
- They are up to date and knowledgeable about Woodlands and our Local Authorities SEND provision, including how funding, staffing and resources are deployed.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils through discussions with both of the SENCO's, learning walks and interviews with pupils and other stakeholders
- Ensure that teachers at Woodlands are aware of the importance of identifying and providing for all pupils in their care according to individual need
- Ensure that parents/carers are notified of a decision by the school that specific provision is being made for their child
- Hold regard to the SEND Code of Practice (2015) when carrying out duties towards all pupils in the school
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015) and the Equality Act (2010)

## *Working in partnership with parents / carers and children*

Parents and carers are important partners in the effective working relationship with the school in raising their child's attainment. At Woodlands they are fully involved in the identification, assessment and decision-making process in the school. Parents/carers contributions to their child's education are valued highly by all our staff. We encourage them to involve their child in the decision-making processes, including recording children's views and implementing and reviewing any plans. Parents/carers are always provided with updated and relevant information.

At Woodlands, our staff show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and review their provision. All children are involved in making decisions, where possible, as soon as they start at the school. We encourage them to have a voice in deciding the priorities for our School Development Plan through the school council. We inspire them to take ownership of their learning targets by reviewing their progress and discussing setting new goals and challenges.

## *Access to the Curriculum*

At Woodlands we are fully committed to providing a broad and balanced curriculum. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

## *Woodlands SEND Support*

### **Quality First Teaching**

The first level of SEND support is Quality first teaching (QFT). Highly effective differentiation for the majority of children will be met in the classroom. Class teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

Following a review of strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress despite teaching approaches targeted to their particular needs
- Shows signs of difficulty in developing skills in literacy or mathematics
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour policy
- Has physical or sensory difficulties, and despite specialist equipment being provided still makes little or no progress
- Has communication and/or interaction difficulties which lead to them making little or no progress

We will work closely with parents/carers and outside agencies to discuss the next step.

Each class will have a provision map to show the individual support that children are receiving in each year group.

### **Woodlands 'My Success Plan'**

The second level of SEND support is a 'Woodlands My Success Plan'. When a child's progress is significantly below age related expectations or they need a higher amount of support either 1:1 or small group, they

have a 'My Success Plan'. This is our school's approach to tracking individual targets and progress for children with SEND.

Our 'My Success Plan's' incorporate the child's One Page Profile, outside agency involvement, individual interventions and weekly/termly target tracking. This plan follows the child through the school to ensure a sound understanding of individual needs for all staff and services that work with the child.

### **Local Authority My Support Plan**

Where despite all best efforts, the child still continues to make little or no progress in relation to their individual targets, we may contact further external support services provided by the Local Authority and other external agencies such as the Health Authority. We seek advice on targets and strategies, or more specialist assessments that can help us with our targeted support. We ensure that we involve the child's parents/carers in this decision process.

This then results in the generation of a My Support Plan in the format provided by Wiltshire as our Local Authority. This plan is created in conjunction with the child, parents/carers, the SENCO, school staff and external agencies. Everyone involved in the My Support Plan are kept up to date regularly with progress meetings throughout each term and all external agency reports are shared with parents/carers. This plan details long term goals, alongside short term targets for the child, which we endeavour to make Specific, Measurable, Achievable, Relevant and Time-Bound (SMART).

At Woodlands, we ensure a My Support Plan is generated with the child at its centre.

A My Support Plan will detail:

- Who is important to the child?
- The child's view
- The views of their parents/carers
- What is important to the child?
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g. health or communication needs)
- How best the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

### **Education and Health Care Plan (EHCP) / My Plan**

When a child still makes little or no progress and their needs have not been met through at least three cycles of Assess, Plan, Do and Review on their My Support Plan, we will work with the child's parents/carers to discuss the need to approach the Local Authority to request a statutory assessment. This may or may not lead to the issue of an Education and Health Care Plan (EHCP).

The information provided by Woodlands, alongside assessments by external agencies, will be presented to the Wiltshire SEND panel, who then make the decision on whether to allocate an EHCP. A child at this level will be allocated a SEND Lead Worker through Wiltshire Council SEND Service. We will carry out an annual review which parents/carers, the child, the Local Authority, outside agencies, Head teacher, SENCO and the class teacher will be invited to attend. The Woodlands My Success Plan will also run alongside this to ensure weekly/termly monitoring of the child's targets and progress.

## Oak Tree Nursery

Early identification of need is pivotal in ensuring children are supported well and appropriately in the crucial early years period. Children who attend our maintained nursery are supported with SEND in the same way as children in the school and through the same processes. In addition our Early Years SENCO liaises with Early Years Inclusion Advisors, Portage, District Specialist Provision, Health Visiting Teams, Speech Therapists, Occupational Therapists, Children's Centres and other relevant early years support provisions to support young children's developmental needs and provide interventions to help every child meet their age-related observation checkpoint markers detailed in the non-statutory development matters document which supports the implementation of the statutory EYFS curriculum.

Mrs Helen Hollands is our Nursery Lead Teacher and Early Years SENCO.

Mrs Hollands holds transition meetings in June/July for all children with SEND with their receiving setting and professionals and ensures all relevant documentation is transferred to the school SENCO and class teacher prior to the end of the child's nursery academic year.

## Woodlands Graduated Approach to SEND



Where a child is identified as having SEND, Woodlands will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four- part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

### Assess

The class teachers, supported by the SENCOs will carry out a clear assessment of a child's needs. They will draw on teacher assessments, our INSIGHT tracking system, understanding of the pupil, the Wiltshire GRSS, previous progress and attainment and information from our core approach to pupil progress, attainment and behaviour. Assessments allow the child to show what they know, as well as identify any learning difficulties. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of the child's strengths and weaknesses, and in some cases referred to an external agency to support the SENCOs with assessments.

## Plan

If following assessments, it is decided to place a child on SEND support, parents/carers will be invited into school to discuss. At Woodlands, parents are part of the assessment and review process for pupils. The plan will be developed with the class teacher, SENCO, parents/carers and the child in order to identify the support and intervention required to meet the individual outcomes identified for the child.

## Do

The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant works with the pupil either one to one or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents/carers and the SENCO.

## Review

To review the support and the impact upon the child and their progress, we work alongside parents/carers and the child, in order to gain their valued views. These reviews will then feed into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress.

### *Criteria for Evaluating the Success of our Policy*

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

- Analysing and monitoring how children are meeting and progressing against their individual attainment goals
- Involving the child and parents/carers in constructing and supporting the Assess, Plan, Do Review cycle
- Involving outside agencies in reviewing provision through the My Support Plan / EHCP reviews
- Reviewing the curriculum, support and resources that are deployed to meet the child's individual needs
- Analysis of the child's academic, social and emotional progress and the interventions in place to target identified needs
- Monitoring of procedures and practice by the SEND governor three times per year

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

This policy will be updated as necessary and reviewed annually.