

WOODLEA PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Woodlea Primary School is committed to providing appropriate and high quality education to all its pupils. We respect the unique contribution which every individual can make to the community. At Woodlea Primary School every teacher is a teacher of every pupil including those with SEND.

The principles of our school are to:

- Provide a relevant, broad based curriculum within a caring environment in which all pupils can develop and grow towards their full potential.
- Provide for and support the children with special needs to follow the whole school curriculum and to achieve success and progress according to their potential.

Definition of Special Educational Needs

Woodlea uses the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – this is defined as ‘...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**.*

Named Key Roles at Woodlea Primary School

Special Educational Needs Co-ordinator SENCo

Mrs Therese Pullan

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The SENCo has day-to-day responsibility for co-ordination of specific provision made to support individual pupils with SEN, with families and teaching staff.

SEN Governor: Mr Philip Booth is the SEN Governor with SEN as a key responsibility. His role is to champion the issues of special educational needs within the work of the governing body and support the SENCo in writing and updating policy.

SEN Teaching Assistants: All of our teaching assistants are trained to support the needs of the children in their care.

Designated Child Protection Officers: Mrs Nichola Riches and Mrs Therese Pullan

Pupil Premium and Looked After Children Funding: Mrs Nichola Riches and Mrs Therese Pullan

Member of staff responsible for medical plans for pupils: Mrs Nichola Riches and Mrs Therese Pullan

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools Department of Education February 2013 Schools SEN Information Report Regulations (2014) (see 14 questions – Local offer - which follows the model devised by the SE7 Pathfinder)
- 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

Aims

At Woodlea School all pupils are provided with inclusive teaching which will enable them to make progress and feel that they are a valued member of the wider school community. We strive to ensure all pupils are supported so they can achieve their full potential, working with families to set outcomes that are ambitious but realistic.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents.
2. To develop effective whole school provision management of universal, targeted and specialist support for all pupils including those with special educational needs and disabilities.
3. To deliver a programme of training and support for all staff within the school, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014

Identification of Needs

At Woodlea Primary school we identify the holistic needs of each pupil. High quality teaching that is differentiated for individual pupils is one of the first steps in responding to children who may have special educational needs. These needs are grouped by the Code of Practice under the headings:

- **Communication and interaction** – for example, children who present with – attention difficulties, restricted vocabulary or lack of awareness of social rules.
- **Cognition and learning** – for example, children who find some or all areas of the curriculum difficult to access.
- **Social, emotional and mental health** – for example, children who may have anxiety, avoid social situations or have phobias.
- **Sensory and/or physical** – for example, children with hearing, visual or neurological impairment.

This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

The Right Provision at the Right Time

At Woodlea all of our teachers are teachers of special educational needs. They plan for and provide differentiated expectations for the pupils in their class. This is the first step in responding to pupils who may have SEN.

Our 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.

In order to build an accurate picture of the children’s attainment we monitor and track pupil progress in a number of ways:

- their performance, which is monitored by the class teacher as part of ongoing observation and assessment
- the outcomes of Foundation Stage Profiling
- their performance against age related expectations within the National Curriculum
- standardised and diagnostic tests used in school
- half termly pupil progress meetings with the Head Teacher
- the use of a tracking system to identify areas of strength and weakness

Teaching and learning appraisals are carried out by the Head Teacher and Subject Coordinators to review the quality of teaching. School staff receive training throughout the year to develop their understanding and repertoire of strategies to support pupils.

Specific Roles and Responsibilities:

1. SENCo

The SENCo’s responsibilities include:

- Determining the strategic development of the SEN policy and provision in conjunction with the Head teacher and Governing Body

- Taking day to day responsibility for the operation of the SEN policy
- Carrying out analysis and assessment of the pupils' needs and setting appropriate targets.
- Monitoring the quality of teaching and standards of pupil achievement
- Working with class teachers to ensure that provision is matched to the needs of the children
- Supporting the establishment of individual education plans (IEPs) for children on our school Special Educational Needs register
- Developing, managing and reviewing a Provision Map (Provision Management)
- Overseeing and updating the progress records of children with special educational needs
- Developing and maintaining positive and constructive relationships with parents
- Liaising with external agencies that can support pupils when required
- Keeping the school staff, Head teacher and Governing Body informed of developments
- Maintaining a record of INSET related to special needs
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Organising training for staff on training days and during directed time as required
- Co-ordinating the deployment of TAs supporting pupils with SEN
- Coordinating annual review meetings for children with a statement of special educational need

2. Class Teacher

All class/subject teachers have a responsibility to ensure that the SEN policy is put into practice. Class/subject teachers responsibilities include:

- Identifying pupils who make less than expected progress in spite of differentiated learning opportunities being provided
- Working with the pupil's family and SENCo to formulate and deliver a plan to support a child.
- Working in partnership with Teaching Assistants (TAs) as team members in the classroom
- Involving pupils at an appropriate level in planning for their own learning
- Working in partnership with families to provide best possible provision for children

3. Role of Teaching Assistants (TAs)

Teaching Assistants are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of IEPs
- Contributing to the development of resources for pupils with SEN
- Liaising with the SENCo over individuals or initiatives
- Attending meetings as directed by the SENCo
- Liaising with the class teacher on the progress of pupils with whom they are working either in writing or orally

Identification of special educational needs

Before children enter start at Woodlea we aim to gather background information from the family and where possible, the Early Years setting. At Woodlea, this may include attending the annual review or a transition meeting prior to admission for those children with already identified special educational needs.

For children already at our school, we look carefully to see whether each pupil is making adequate progress. This can be identified as progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- matches or betters the child's previous rate of progress;
- allows access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

Early identification is vital. The class teacher makes the initial identification, together with the SENCo, uses the Code of Practice to decide whether it is appropriate to place a child on the SEN register and at which stage of provision. Parents are then informed at the earliest opportunity to share concerns and enlist their active support and participation.

Identification strategies used include:

- Observation
- Teacher assessment
- Work samples
- Discussions with Headteacher, other staff or external agencies
- Discussions with, and information from, parents
- Discussions with pupils
- Results of standardised tests

Once an additional need has been identified the class teacher will notify the parents and the SENCo. This process is the first stage in our process of:

Assess – Plan – Do - Review

Assess

We ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We listen to the views and experience of children and their families. Where appropriate we will draw on the assessments and guidance from other education professionals including health and children's social care.

Plan

Where SEN support is required the teacher and SENCo, together with the pupil's family work collaboratively to put together a plan outlining adjustments, interventions and support which will be in place, as well as considering the expected impact and outcomes. The targets for the pupil will be shared with him/her using child friendly language. All staff who works with the pupil will be aware of the plan.

The plan may consist of targets which can be provided within the classroom or involve activities delivered individually or in small groups outside of the class. These are planned and monitored by the class teacher with support from the SENCo.

Do

The class teacher is responsible for working with the pupil on a daily basis. She/he will liaise closely with TA's or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher. SEN support can take many forms. This could include:

- a special learning programme for your child;
- extra help from a teacher or a learning support assistant;
- making or changing materials and equipment;
- working with your child in a small group;
- observing your child in class or at break and keeping records;
- helping your child to take part in the class activities;
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult;
- helping other children to work with your child, or play with them at break time;
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Review

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period.

Support Services

Where children have a higher level of need the SENCo will, with parental permission, seek support and guidance from specialist support services. Examples of support services accessible are:

- Specialist Teaching & Educational Psychology
- Ethnic & Language Minority Support Service (REMA),
- Education Welfare Officer (EWO)
- Outreach Service for pupils with an Autism Spectrum Disorder (ASD)
- Speech & Language Therapy (SALT)
- Physical & Sensory Support Service (PSSS)
- Surrey Child & Adolescent Mental Health Service (CAMHS)

Managing the needs of Pupils on the SEN Register

- Provision is recorded in and costed using the Surrey Provision Management Tool
- A timetable is drawn up to show when and by who the intervention will be provided.
- Interventions are closely monitored for impact and adjusted to best meet the individual child's needs.
- If adequate progress is not made following the Assess, Plan, Do Review cycles, the Educational Psychologist will advise on the action required to support the child.
- The SENCo is responsible for keeping the SEN Register up-to-date
- The level of provision decided on the individual child's need and through reviewing of Woodleas' Local Offer (see our website) and links to the LA Local Offer

- Pupils who no longer require SEN support are removed from the register following completion of assessment of adequate progress and discussion with the child's family.

Supporting pupils at school with medical conditions

Woodlea Primary School is an inclusive community that aims to support and welcome pupils with medical conditions. We aim to provide all pupils with all medical conditions the same opportunities as others at school.

We will help to ensure pupils can be healthy, stay safe, enjoy and achieve, make positive contributions and achieve economic well being.

As a school, we ensure all staff understand their duty of care to children and young people in the event of an emergency, and that staff feel confident in knowing what to do. We ensure staff understand medical conditions, and their impact, and the importance of medication being taken as prescribed.

Monitoring and evaluation of SEN

We regularly monitor and evaluate the quality of provision we offer all pupils and that this informs future developments and improvements.

- The SEN Governor works with SENCo to ensure we are meeting the needs of pupils in line with our statutory obligations.
- Monitoring & review of SEN funding is carried out by the senior management team.
- Termly reports of SEN provision are supplied to the Full Governing Body Meetings
- Departmental and school self-evaluation is carried out in collaboration with the staff
- School Development Planning is carried out yearly where future actions to improve SEN provision are included, costed and timetabled
- Questionnaires and surveys of are carried out at parent meetings and via letter once a year.
- Questionnaires and feedback from pupils is gathered every year.
- Audits by Surrey e.g. SEN Monitoring visits by Babcock4S and OFSTED inspections
- Developing best practice e.g. moderation of pupil progress through SENCo networks and local partnerships.

Training and Development

Woodlea Primary school ensures that staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND through:

- INSET and training for staff delivered by the SENCo and others e.g. Surrey specialist teachers, Educational Psychologists, health professionals,
- Individual Learning Support Assistants' have developed specialist areas of expertise in communication, literacy interventions and speech and language through attending training from specialists.
- Induction led by the SENCo for new staff in school in relation to SEN policy and practice
- The SENCo's own professional development, attending SENCo networks, courses, conferences.

Storing and Managing Information

All information will be securely managed within the school's own data management system and confidentiality policy.

Complaints Procedure

The school's Complaints Procedure is outlined in the school brochure. The SEN/D Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These can be explained in detail to families when required.

The school's complaints procedure summarised below:

- Concerns should be addressed in the first instance to the class teacher who will liaise with the SENCo in responding to the concern
- The Head teacher will address any concerns which remain unresolved at this stage
- The complaint may be directed by the Headteacher to the Chair of Governors
- Families will also be advised of their right to refer matters of dispute to the Disagreement Resolution Service

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the SENCO. It will next be reviewed in September 2020.

Approved by Governing Body on	
Adopted by Governing Body on	
To be reviewed	September 2020