Woodcroft Primary School

Special Educational Needs and Disability Policy

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Co-ordinator responsible for the guidance: SEN Coordinator

Reviewed: September 2024
Next review due: September 2026

Overview and Ethos

This SEND Policy needs to be read in conjunction with the following policies and documents:

- SEND Information Report
- Admissions Policy
- Supporting Children with Medical Conditions Policy
- Equality Policy
- Access Arrangements Policy
- Access Arrangements Plan

The culture, practice, management and deployment of resources at Woodcroft Primary School are designed to ensure that the needs of all children are met.

Every teacher at Woodcroft Primary School is a teacher of every child, regardless of whether they have Special Educational Needs or a Disability or not. Teachers are responsible and accountable for the progress and development of every child in their class.

This policy details the provision for children with Special Educational Needs that Woodcroft Primary School provides that is 'additional to and different from' the provision made for all children throughout the school.

Statutory Provision

Special Educational Needs Provision will be delivered as a staged response in accordance with the Education Act (1996) and the revised Special Educational Needs and Disability Code of Practice: 0 – 25 years (2014). The Code of Practice (2014) provides a definition of Special Educational Needs as follows:-

> *"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."*

The Code of Practice states that 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, or
> • 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 in mainstream schools or mainstream post-16 institutions

Slow progress and low attainment do not necessarily mean that a pupil has SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

In addition, children are not 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.

Aims and Objectives

We aim to ensure that:

- Each child feels valued and encouraged equally to develop to their full potential, irrespective of their different abilities, behaviours and circumstances

- Each child has access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs

- Each child achieves in their social, emotional and physical education

- There is a consistent, whole school approach to SEND and that all staff work towards removing barriers to learning and participation for all children

- Active partnerships with both parents and children are developed – parents' and children's views are fully considered and taken into account by all professionals working within the school

- The deployment of resources will provide best value for individual pupils and the school as a whole.

To achieve these aims, we will:
Follow the objectives as outlined in this SEND policy.

Our objectives are:

- To identify at the earliest opportunity, using agreed school and county criteria, all children with Special Educational Needs

- To provide appropriate support for identified children, documented on an Individual Education Plan (IEP) or Individual Behaviour Management Plan (IBMP), to enable them full access to the curriculum and activities of the school

- To review, evaluate and modify support to meet individual needs of children within the context of our school

- To inform and consult with parents/carers regularly regarding their children's special educational provision, and to encourage their active participation in supporting their children's learning

- To ensure that the views of children with special educational needs are sought and taken into account when reviewing and writing IEP and IBMP targets

- To consult with external agencies to provide additional advice and support where appropriate

- To ensure that all staff within school are appropriately trained and committed to providing effective education for all pupils with special educational needs

Admission Arrangements
The School's Admissions Policy applies to all pupils within school and there is no discrimination of children or separate criteria for children with special educational needs.

Children with a specific disability are admitted to Woodcroft Primary School if provision can be made and the placement is appropriate. Decisions are made in consultation with the Local Education Authority (LEA). Our policies on SEND, Equal Opportunities and Behaviour ensure that all children are treated equally.

The school reserves the right to refuse admission of a child if the education of other children would be compromised by his/her attendance.

The co-ordination of day to day provision
Responsibility for the day to day operation of the school's policy is that of the SENCo, who is allocated approximately 4 days per week. (Mrs Sherwell also has wider Senior Leadership responsibilities)

The responsibilities of the SENCo include:

- Liaising with, advising and supporting fellow teachers and support staff
- Working closely with the Head Teacher to ensure the appropriate allocation of Learning Support Assistants (LSA) hours to specific classes and/or individual children, according to need
- Working closely with the Head Teacher and Administration Manager to maintain effective budgeting and spending to ensure best value for money
- Liaising with Governors and keeping the Governing Body informed of changes to SEND and associated legislation
- Gaining knowledge of diagnostic materials to assist in the assessment of children and the planning of relevant programmes of intervention and support
- Co-ordinating provision for children with special educational needs
- Overseeing and contributing to the maintenance of records of children with special educational needs
- Liaising with parents/carers as appropriate
- Liaising with outside agencies
- Contributing to the in-service training of teaching staff and learning support staff and, in conjunction with the Head Teacher, ensuring access to relevant training courses for LSAs

- Attending SENCo Circle meetings to share ideas and resources, and gain up to date information on new initiatives and legislation
- Attending SEND briefings and network meetings to keep up to date on new initiatives and legislation

- Completing paperwork for children put forward for statutory assessment and liaising with parents concerning their contribution as required

- Coordinating, attending and leading the Annual Reviews of children with EHCPs

- Coordinating, attending and, where appropriate, leading Transition Partnership Agreement (TPA) meetings for children who require extra support when transferring in to or out of our school.

Allocation of LSAs

LSAs are allocated to classrooms/small groups/individuals according to the levels of need. This need fluctuates from term to term, with some year groups and individuals needing more support than others at any one time. Every effort is made to ensure some class support for every class in the school, whilst also delivering 1:1 or small group programmes for those children with the greatest need. LSAs are timetabled to be available to support under a teacher's direction during literacy and maths lessons, according to the particular requirements at that time. The class teacher is responsible for devising a timetable and activities which utilise the skills of available LSAs for the greatest benefit of the children. Children needing 1:1 or small group support are timetabled to a named LSA in discussion with the SENCo. Other available class support times are the responsibility of the class teacher, as for literacy and maths.

The school considers it a priority to ensure that children with an EHC Plan have their entitlement to support honoured in full. Excellent working relationships with outside agencies facilitate efficient communication and support for the benefit of individual children.

Identification of pupils with Special Educational Needs

The SEND Code of Practice requires schools to make early identification of children with Special Educational Needs so that appropriate early support and intervention can be provided for them. Once identified, children will be supported as necessary to access a curriculum relevant to their needs.

At Woodcroft Primary School, teacher assessment is seen as an ongoing process, which aids the identification of strengths and weaknesses and provides a profile of the whole child. The rate of progress in learning is seen as an important factor in the identification of children with special educational needs and this is monitored regularly. The school staff collect information from parents/carers, previous educational settings, assessments and standardised tests, as well as observational evidence, to put together an accurate profile of an individual child's SEND requirements. A child's primary area of need and their barriers to learning are identified in order that the support available best meets their needs.

Initial identification of pupils with SEND takes place through:
(The purpose of identification is to work out what action the school needs to take, not to fit a child into a category)

1. A place on the special needs register of any previous school (where applicable)
2. National Foundation for Educational Research (NFER) group reading test
3. Dyslexia Screening test – in some instances
4. Behaviour records
5. Concern expressed by teacher/parent
6. Involvement of outside agencies – this may take the form of reports
7. An existing diagnosis

The SEND Code of Practice (2014) describes four broad areas of need (Individual children often have needs more than one of these areas, and their needs may change over time):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs

The following may have an impact on progress and attainment, but are not SEND:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Early Intervention (EI)
Most children's needs are met through a differentiated and varied curriculum, alongside varied teaching styles and approaches. Initial concerns about progress are discussed with parents/carers. The advice of the SENCo is sought. The teacher and the child discuss achievable targets, which they will review half termly.

SEND SUPPORT
When a child is causing on-going concerns and failing to make appropriate progress, provision that is 'additional to and different from' that usually available may be required. A child requiring this level of support has an Individual Education Plan (IEP) that Woodcroft Primary School calls a "Passport" at SEND SUPPORT level.

At this stage, parents are informed by the class teacher or SENCo that their child has been added to the Special Educational Needs Register. Targets are given on the Passport and are reviewed

regularly. Parents are kept informed of any changes and receive a copy of the current Passport. Parents are able to make appointments to see the class teacher or the SENCo.

If a child presents with more significant needs, or is not making sufficient progress with the targets that have been set and modified, they may be referred by the school, supported by parents, to an appropriate outside agency. Passport targets will reflect any recommendations made by such an agency. Parents will receive updated copies of Passports termly, for as long as their child remains on the SEND Register.

Statutory Assessment

Where a child has on-going significant difficulties and their needs are not being met through targeted SEND support then parents or the school can request that the Local Authority undertake an assessment for an Education and Health Care Plan (EHCP). This process is fully explained to parents/carers as and when it becomes necessary. The purpose of this assessment is to fully assess a child's Special Educational Needs and to decide whether an EHCP, which identifies outcomes and outlines the specialist provision to be put in place, is required. The application for an EHCP will combine information from a variety of sources, including:

- Parents
- Teachers
- SENCo
- The child themselves
- Social Care (where relevant)
- Health professionals (where relevant)

It is a statutory requirement that an EHCP is reviewed annually**.** Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education and health care plans

All children with an EHCP will have a Passport which contains targets based upon the long term objectives set out in the child's EHCP. These documents are reviewed at least termly and feed into the Annual Review of the EHCP. The SENCo works closely with the class teacher and any other relevant adult, e.g. LSA, to support this process.

The SENCo has an overview of all Passports and supports teachers with completion and target setting as necessary. S/he also has responsibility for collating evidence to be used to decide who is added to the SEND register. Passport targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Inclusion

It is our aim that all children with special educational needs will take part in the activities offered by the school, alongside children without such specific needs. Their access to a broad and balanced curriculum is ensured through careful planning, awareness of learning styles and

accurate differentiation, as well as careful allocation of resources and ongoing assessment. Specialist equipment may be used as required. There are opportunities for individual and group work with LSAs and class teachers.

Children experiencing emotional difficulties may be withdrawn from the classroom from time to time to allow them to calm down, to keep both themselves and others safe, to work through issues with an adult, or to work quietly in an alternative space. They will be reintegrated back into class as soon as possible. For visits outside of school, a child may be excluded from the visit if it is not possible to make arrangements to keep him/her and the other children safe; this decision will be made by the Head Teacher following a detailed risk assessment. However, every attempt will be made by the school to support all children to participate, where possible, in school trips.

Supporting pupils at school with medical conditions

Woodcroft Primary School recognises that children 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 complies with its duties under the Equality Act 2010. Some may also have special educational needs or a disability (SEND) and may have an Education, Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision.

*Details on Admission, Access Arrangements and Pupils with Medical Conditions can be found on the school website. *

Removal from the SEND Register

When a child is making expected progress, and is no longer identified as needing support that is additional to and different from the majority of other children, they will be taken off the SEND register. This decision will be made in conjunction with relevant school staff and parents. All records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored and, if it is felt that they again require additional support, may be put back on to the SEND Register.

Links with other schools

To ease the transfer of children with special educational needs both from and into Woodcroft Primary School, the school works hard to ensure the effective transfer of information between schools.

Close links have been made with the SENCos of the local secondary schools, and extra visits may be arranged for pupils with SEND in order to meet key staff and begin to acquaint themselves with their new school buildings. Meetings between the relevant staff of both schools ensure a detailed exchange of information about each pupil's needs.

The Year 5 Annual Review meeting for pupils with an EHCP is held during the summer term and makes recommendations as to the provision required at KS3, considering the best choice of schools for secondary transfer. The Year 6 Annual Review generally takes place during the Spring Term and the SENCos from the relevant schools are invited to this meeting. Where appropriate,

staff from Woodcroft Primary School are able to accompany parents when they visit prospective transfer schools.

The treatment of complaints from parents of children with SEND concerning the provision at the school

Parents with complaints are encouraged to use the following procedures:

1. To discuss their concerns with the class teacher in the first instance and then, if appropriate, with the SENCo.
2. If the problem is not resolved, the parent's concern should be passed to the Head Teacher.
3. If the parent is still unhappy, they can complain directly to the Governing Body. Their complaint must be in writing and may be given to the Clerk to the Governing Body – *** – or to the Assistant County Education Officer. The parent may present his/her case personally to a panel of Governors, or they may be accompanied by a friend who may present the case for the parent if s/he wishes.
4. The Governing Body will give their decision to the parents in writing and this will be sent to the Assistant County Education Officer. The parents may then put forward their case personally, with the support of another. The County Council will notify the parents of their decision in writing.
5. If the parents are still not satisfied, they may complain to the Secretary of State for Education.

This procedure is modelled on the Hampshire County Council Complaints Procedure.

Send Information Report

Our SEND Information report is available on our school website, and copies are available from the school office. This details the SEND provision at Woodcroft Primary School and contains a link to Hampshire County Council's Local Offer.