

Woodcroft Primary School



Policy for SEND

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Audience: All staff

Date of issue: October 2017

WOODCROFT PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(This policy is to be read in conjunction with our policies on Inclusion, Behaviour, Access and Single Equality Plans)

MISSION STATEMENT

‘Together Towards Success’

Together We aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting, community where everyone feels valued.

‘Towards’ an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality: overcoming potential barriers to learning and setting suitable personal targets.

‘Success’ is expected of every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievement of themselves and others; both within the school and wider community.

INTRODUCTION

This policy is currently based on the Special Educational Needs and Disability (SEND) Code of Practice 2014.

The SEND Code of Practice 2014 defines SEND as:

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 they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if;

Special education provision is defined as educational provision which is additional to or otherwise different from, the educational provision made normally available for children of their age in schools.

The school provides a broad and balanced curriculum for all children. However, some children have barriers to learning that mean they have special needs and require action by the school. Children may have special needs either throughout or at any time during their school life. This SEND policy details how Woodcroft Primary School identifies and assesses pupils to ensure that the necessary provision is made for any pupil who has special educational needs. The school will always consider the principles of an inclusive education system in relation to all pupils with special educational needs.

Special Educational Needs may relate to one or more of the following areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health difficulties**
- **Sensory and /or Physical needs**
- **Medical conditions**

Some pupils with disabilities may have learning difficulties that call for special educational needs provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

AIMS AND OBJECTIVES

At Woodcroft Primary School in making provision for pupils with SEND, our aims and objectives are:

- To provide a rich, broad and balanced and suitably differentiated curriculum relevant to pupil's needs, through all staff sharing responsibility for pupils with SEND.
- To ensure the special educational needs of children are identified, assessed and provided for as early as possible
- To work in partnership with parents/carers, and pupils where appropriate in the decision making process which affect them
- Effectively monitor and assess children's needs and progress, and that the management and deployment of resources are designed to ensure that all pupil's needs are met
- To regularly review the interventions for each child to assess impact, the child's progress and considering the views of the child, class teacher, support staff and parent/carers.
- To ensure that all school staff, understand and fulfil their roles and responsibility in providing for pupil's with SEND
- To continue working effectively with all support agencies, professionals and network schools

Duties of the Governing Body

The Governing Body at Woodcroft Primary School will:

- *Agree with the School's general policy and approaches to meet pupils' educational needs for those with or without an EHC.*
- *Set up appropriate staffing and funding arrangements and oversee the Schools work.*
- *Ensure that the Head Teacher's objectives for leadership and management, pupil achievement and progress should all include SEND and will relate to priorities in the School Improvement Plan*
- *Ensure the members are up-to-date and knowledgeable about the School's SEND provision, including how funding, equipment and personnel are deployed*
- *Ensure that SEND provision is an integral part of the school improvement plan;*
- *Ensure that the quality of SEND provision is continually monitored*

Responsible persons:

- The responsible person for SEND is the Head Teacher
- The person co-ordinating the day to day provision of education for pupils with special educational needs is the SENCO. The SENCO will take the lead role in co-ordinating the support team, liaising and advising staff to enable children with SEND to access high quality teaching. This will involve training, monitoring and evaluating the effectiveness of interventions to support children with SEND. The SENCO will also work in collaboration with parents/carers and outside agencies.
- An identified Governor will liaise with Head Teacher and SENCO, monitoring to ensure that SEND provision meets the needs of the pupils.
- Woodcroft Primary School believes that provision for children with special educational needs is a matter for the school as a whole. All teachers are responsible for children with special educational needs. All staff share a commitment to inclusion and work within a partnership approach to inclusion. All staff must be aware of the school's procedures for identifying, assessing, monitoring and making provision for pupils with SEND. The SENCO together with teachers has responsibility for managing the work of teaching assistants.

WORKING IN PARTNERSHIP WITH PARENTS/CARERS

At Woodcroft Primary School will work in partnership with parents/carers recognising that they have knowledge and experience to contribute to the shared view of their child's needs.

We will:

- Inform parents when their child is first identified as having SEN
- Always ask for permission before referring their child to others for support
- Involve and consult with parents fully at all stages leading up to the School's decision to make a request for statutory assessment
- Focus on their child's strengths as well as area of additional need
- Ensure parents understand procedures, tools used, making them aware of how to access support and in making contributions towards their child's needs
- Value parent's contributions and respect validity of their concerns
- Support parents with the knowledge of their child's entitlement within the SEND framework
- Have access to information, advice and support during assessment and any related decision-making processes about SEN provision.
- Endeavour to respect the differing needs parents/carers themselves may have.

PUPIL PARTICIPATION

We encourage pupils to take responsibility and make decisions. Their views will be listened to and valued in every aspect of their education.

We will:

- Involve children with SEND in the development, discussion and review arrangements of their Learning Support Plans at a level appropriate to them. This includes setting targets
- Seek children's views as part of the statutory annual review process where possible
- Be sensitive to the level of understanding and feelings of the child and provide information in appropriate way
- Ensure that Learning Plan process celebrates the child's achievements as well as identifying areas of need
- Help the child to understand the agreed objectives of any intervention and how they can apply these to everyday classroom practice
- Consult children who may need individual support (equipment or learning aids)
- Ensure children are aware of the wider range of support services

IDENTIFICATION

At Woodcroft we operate a whole school approach to the management and provision of support for SEND. We believe that the earlier the identification and action to take place for the child who may have SEND, the more responsive the child is likely to be. Identification of children with SEND starts at entry level. We monitor progress and development of all children throughout the year. All children have access to high quality first teaching and differentiated work in class.

We aim to identify children who may have SEND, measuring the children's progress by referring to:

- Concerns raised by the class teacher, making assessments using observations, pupil progress information, levels of attainment using Target Tracker and behaviour
- By children working significantly slower than their peers or fails to make expected rate of progress, despite high quality teaching.
- Concerns raised by parents/carers
- Liaison with outside agencies
- Assessments by specialists
- Information from previous placements or LA

Pupils are identified in accordance with the four broad areas of SEND are:

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This could include conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people with a speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children with ASD, including Asperger's Syndrome and Autism, are like to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on their relationships with others.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which can manifest in many ways.

Concerns with SEMH are discussed with relevant staff such as Head Teacher, Deputy Head, Learning Mentor and SENCO. If SEMH is affecting the child's academic progress, then he/she will be given relevant support.

Sensory/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

There can be many reasons for pupils making less progress than their peers. These may include absences, attending lots of different schools or worries that distract them from learning. At Woodcroft we understand that children who experience these barriers to learn are vulnerable, but this does not mean that all vulnerable learners have SEND. Only those children that have a learning difficulty which requires additional special educational provision will be identified as having SEN.

The Graduated Approach

At Woodcroft Primary school we follow the model of action and intervention that is designed to help children towards independent learning and is the model laid out within the 'Special Educational Needs and Disability: Code of Practice 0-25 years' (January 2015).

We use the graduated approach described by the Code of Practice as a 'cycle through which decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs. The graduated approach involves **assess, plan, do** and **review**.

Assess

We use a variety of assessments to give a clear understanding of the pupil's strengths and needs. The different assessments are used to give information to enable the identity of specific areas of needs and gaps in the pupil's learning and development and to clarify what barriers to learning there may be. Views of parents/carers and pupil where applicable, advice from outside agencies are also taken into consideration.

Plan

When specific areas or gaps to learning have been identified, additional or different provision targeted at these areas are planned for. Parent/carers are notified if a pupil needs SEN support. Learning Support plans are drawn up. The support plan will include the following information:

- Pupil information

- General areas of concern
- Pupils' areas of strength
- Pupil Targets and desired outcomes
- Strategies and provision
- Key staff involved
- Parental and Pupil contributions
- Identified additional provisions

Learning Support plans are discussed with parents/carers. Targeted provisions are discussed with the pupil so they are aware of what their targets and outcomes are, pupils will have an input into how to meet their needs. A date is set to check progress and evaluate support in school is set. Parents have the opportunity to contribute to learning plans online.

Do

Class teachers provide high quality teaching appropriately differentiated for individual pupils. SEND support staff will give advice for differentiation in the class.

Targeted provision includes

- Support with differentiated work in class
- Small group work focusing on targeted areas of need
- Specific individual support from the school and external experts
- Support delivered by trained and skilled staff

Specific intervention/support programmes are timetabled and implemented with highly skilled staff. These programmes are monitored regularly.

Staff working with a pupil with SEND will be made aware of any teaching and learning strategies and approaches that are required.

The class teacher is responsible for all pupils on a daily basis and they will work closely with support staff and assess the impact of the support in the classroom.

An Inclusion Folder with the support plans, reports and recommendations from outside agencies are kept in the classroom in a locked filing cabinet.

Online running records are shared with all staff involved with a child to show how a child is coping with support work and to track the progress being made.

Review

Children's progress is continually monitored by the class teacher. Class teachers and teaching assistants work closely together and liaise regularly to discuss how the children are progressing with class and/or when working in small groups.

Learning support plans are working documents and are reviewed termly. The pupil's progress is evaluated and intervention is adjusted if necessary. Outcomes of targeted provision is discussed with parents/carers at a planned review meeting. Parents have the opportunity to review plans online.

If a child has an Educational Health Care Plan (EHCP), progress is discussed at the child's annual review in more detail.

The review gives information for the next step to supporting the child.

If a pupil continues to make less than expected progress, despite the evidence based support, the school may need to involve outside agencies.

Outside agencies include

- Autism Advisory team
- Barnet Primary Project
- CAMHS
- Educational Psychologist (EP)
- Speech and Language Therapy service (SLT) National Health/EIC
- Educational Welfare Officer (EWO)
- Hearing Impairment team
- High Incidence Support Team (HIST)
- Multi- Agency Safeguarding Hub (MASH)
- Occupational Therapy Service
- Paediatric services
- Physical disability team
- School Counsellor
- Family Support worker
- School nurse
- Social Services
- Visual Impairment team

Requesting an Education Health Care Plan (EHCP) assessment

Where a child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and provide provisions to meet his/her special educational needs, the parent/carer and school should consider requesting an Education Health Care needs assessment to the LA.

The school will provide

- Evidence of the child's academic attainment and rate of progress
- Information about the nature, extent and context of the child or young person's SEN
- Evidence where progress has been made, has only been as a result of extensive additional intervention and support over and above the ordinarily available
- Evidence of the child or young person's physical, emotional and social development and health needs (where appropriate), drawing on relevant evidence and reports from clinicians and other professionals, and what has been done to meet the recommendations by these other agencies.

EHC plans are legal documents to help raise the aspirations and outline the provision required to meet assessed needs to support the child in achieving their ambitions and full potential. It should specify how services will be delivered as part of the whole process and explain how best to achieve the outcomes sought across education, health and social care for the child and young person.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment will indicate ways in which the school can meet the child and young person's needs without an EHC plan. It will also include the views and wishes of the child's parents/carers.

If an EHCP is made, the LA will inform the Head Teacher who will ensure that the child's SEND are made known to all those that teach him/her.

Annual Review

At Woodcroft Primary School, all EHC plans will be reviewed annually. At any annual review the school will ensure parents, the child, LA and other professionals involved will consider the progress the child has made over the previous 12 months. It will also consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHCP.

Children with an EHCP will be given an earlier annual review in Year 5 to allow for careful consideration to be given to secondary transfer.

Procedures for requesting and maintaining a EHCP are followed as detailed in the 'Special Educational Needs and Disability: Code of Practice 0-25 years' (January 2015)

Record Keeping

The SENCO will have the responsibility for ensuring that the records of pupils with SEN are properly kept and available when needed.

The pupil's records will contain information relating to:

- Academic progress using school tracking system
- School's communication with parents/carers
- Medical information
- Individual Learning Support plans
- Outside Agency reports
- Assessments carried out

In line with 'The Education (pupil information) Regulations 2000', the school will provide full pupils records to any receiving school, even if the school does not lodge a request. Such records will include all information held by the SENCO.

English as an Additional Language

The identification and assessment of the special needs of children whose first language is not English will be considered within the context of their home, culture and community. Woodcroft will make full use of any sources of advice relevant to the ethnic group concerned.

INSET AND STAFF DEVELOPMENT

The school promotes individual professional development for teachers and teaching assistants and recognises the importance of training in special needs, inclusion and disability equality.

- The SENCO meets regularly with class teachers and teaching assistants and is available for informal discussions during the day.
- The SENCO, class teachers and teaching Assistants participate in Local Authority SEN training and outside specialist courses.
- The school provides staff training to meet current needs and develop knowledge in relation SEN
- The Educational Psychologist provides training and advice to teaching and non- teaching staff at whole school INSET, or to relevant staff as a group or on an individual basis.
- We keep training needs under review. All TA's discuss their individual training needs at their performance management review meeting annually with the SENCO.

RESOURCES

- The Head teacher and the SENCO meet annually to discuss the allocation of teaching and non teaching staff for SEN provision within the school.
- The SENCO will be responsible for ensuring that children with SEN will be taken into consideration when purchasing resources,
- Subject Leaders will be responsible for ensuring that all children, including those with special educational needs are taken into account when purchasing resources to support their subjects.

ADMISSION POLICY

The school follow the Barnet LA admissions policy. This is detailed in the school prospectus. The Local Authority SEN department inform us when parents/carers of a child with a statement want a place at our school. All other requests for places for children with SEN who do have a statement are dealt with using the Local Authority admission criteria for allocating places for all children.

COMPLAINTS PROCEDURE

Should a parent or carer have a complaint regarding the school's support of their child's special educational needs, they are requested to use the following procedure:

1. Make an appointment to see the pupil's class teacher.
2. If the complaint is not resolved, make an appointment to see the SENCO.
3. If the complaint is not resolved, then make an appointment to see the Deputy or Head teacher.
4. If the complaint is not resolved, then contact the Governor with responsibility for Special Educational needs either in person or by letter via the school office.
5. If the complaint is not resolved then write to the Barnet Education Department,

LINKS WITH OTHER SCHOOLS

At Secondary transfer meetings the SENCO can support the Year 6 class teachers when liaising with relevant staff at the new School to discuss all children's' particular needs in order to ensure a smooth transfer for the pupils. When pupils with EHCPs transfer to secondary school or special school, the SENCO invites a member of that school to attend the Annual Review.

Links with pupil's previous schools, where possible, are made by the SENCO when pupils with SEN are admitted into school.

Links with Special Schools are made to obtain specific strategies where the needs for outside support have been identified.

SUCCESS CRITERIA

- All children's needs are met
- Children with SEN will be identified as early as possible
- There are effective assessment and monitoring arrangements in place
- Appropriate provision is made to meet the needs of children with SEN
- The school regularly reviews interventions to assess their impact, child's progress and views of the child, their teachers and their parents/carers
- Children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- Staff work collaboratively to remove barriers to learning and raise levels of achievement
- There is an effective partnership in co-production meetings between pupils, parents/carers, school and outside agencies
- The school co-operates closely between all other agencies concerned and a multi-disciplinary approach is used to support the child

POLICY REVIEW

The effective implementation of this policy will be reviewed annually.

The governors will review this policy every three years, or sooner if necessary, or in response to changes in national SEN policy.

Date of next review: October 2018