

WOODCROFT PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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

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 2015.

The SEND Code of Practice 2015 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**
- **Sensory and /or Physical needs**

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 through early identification
- 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 ensure the management and deployment of resources are designed to meet pupil's needs
- To regularly review the interventions for each child to assess impact and progress, and ensure the views of the child, parents/carers, class teacher and support staff are included.
- To ensure that all school staff, understand and fulfil their roles and responsibility in providing for pupils 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 coordinating 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 provisions 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

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 any areas 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 be active in making 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 may include 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 the Learning Support Plan process celebrates the child's strengths as well as identifying areas of need
- Help the child to understand the agreed targets of any intervention and how they can apply these within 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, carrying out assessments using observations, pupil progress information and behaviour
- By children working significantly below their peers or failing to make expected rates 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, which are:

Cognition and Learning

Support for learning difficulties may be required when children and young people work significantly below or learn at a slower pace than their peers, even with appropriate differentiation. Identified 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 speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children who have an Autistic Spectrum Condition (ASC), are likely 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 learning are vulnerable, but this does not mean that all vulnerable learners have SEND. Only those children that have a learning difficulty which requires additional to or different from 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 an **assess, plan, do and review model**.

Assessment

We use a variety of assessments methods to give a clear understanding of the pupil's strengths and needs. The different assessments used give information to identify specific areas of needs and gaps in the pupil's learning and development. In addition, they clarify what barriers to learning there may be. Views of parents/carers and pupils (where applicable) and advice from outside agencies when needed are taken into consideration.

Plan

When specific areas of need or gaps to learning have been identified, planned additional or different provisions are targeted at these areas. Parent/carers are notified if their child needs SEN support. Individual 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. A date is set to check progress and evaluate support in school. Parents have the opportunity to contribute to learning plans online.

Intervention planning is shared online with class teachers and SENCo.

Do

All 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 or 1:1 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 received in the classroom.

An Inclusion Folder with any recommendations from outside agencies are kept in the classroom.

Online running records are shared with all staff involved with a child to show how they are managing with additional support 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 either within 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.

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.

If a child has an Educational Health Care Plan (EHCP), in addition to the support plan reviews, progress towards their Long and short term outcomes are discussed at the child's annual review in more detail.

Outside agencies include

- Autism Advisory team
- CAMHS in school
- CAMHS
- Educational Psychologist (EP)
- Speech and Language Therapy service (SLT) National Health
- 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 Coordinator
- School nurse
- Social Services
- Visual Impairment team
- IAT - Inclusion Advisory Team (Barnet)

Requesting an Education Health Care Plan (EHCP) assessment

School Request for a Statutory Assessment

If the school continues to be concerned about a child and advice has been sought, it may make a request for statutory assessment. Where a request for statutory assessment is made by the school to the Local Authority (LA) the child will have demonstrated significant cause for concern. The child's difficulties will be on-going and complex. The school will work in close co-operation with the parents. A range of written evidence will support the request to the LA who will decide whether a statement of special educational needs should be drawn up.

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 Teaching Assistants and is available for informal discussions during the day.
- The SENCo and teaching Assistants participate in Local Authority SEN training, SENJIT and outside specialist courses.
- The school provides staff training to meet current needs and develop knowledge
- 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 Headteacher 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 purchasing a wide range of resources to take into account the needs of all pupils with special needs.

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 follows the Barnet LA admissions policy. This is detailed in the school prospectus. The Local Authority SEN department informs us when parents/carers of a child with an EHCP want a place at our school. All other requests for places for children with SEN who do not have an EHCP 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,

WORKING WITH EXTERNAL SERVICES

Woodcroft Primary School can seek advice from external support services including the following:

The Educational Psychology Service.

Specialist teams for visual and hearing impairment, physical disability and autistic spectrum conditions.

Health Service, through the school nurse, Occupational and Physiotherapists

CAMHS

Social Services

Parent Support Advisor

Inclusion Advisory Team

Barnet SEN Department - allocated SEN caseworker

Woodcroft has a link Educational Psychologist who meets regularly with the SENCo and the Headteacher to plan for the needs of individuals and the school requirements as a whole.

The SENCo and High Level Teaching Assistant work closely with the Speech and Language Therapists.

LINKS WITH OTHER SCHOOLS

At Secondary transfer the SENCo and Year 6 teachers liaise with relevant staff from High School's to discuss all children's particular needs in order to ensure a smooth transfer for the pupils. When a pupil with an EHCP transfer to secondary school or special school, the SENCo invites a member of that school to attend their Year 6 Annual Review.

Links with previous schools, where possible, are made by the SENCO when pupils with SEN are admitted into Woodcroft Primary school.

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

SUCCESS CRITERIA

- Children with SEN will be identified as early as possible
- There are effective assessment and monitoring arrangements in place
- Appropriate provision is made for children with special educational needs
- 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 support in raising levels of achievement/attainment
- The staff take into account the wishes of the child in light of their age and understanding
- There is an effective partnership between pupils, parents/carers, school and outside agencies

POLICY REVIEW

The effective implementation of this policy will be reviewed annually.

Date of next review: November 2021