

## **Woodmancote Primary School**

### **Special Educational Needs Policy**

Date of Policy: October 2015

Date of Review : October 2016

Date of Review- October 2017

This policy was written by the SENCo of Woodmancote Primary School with the SEN Governor in liaison with the SLT, all staff, parents of pupils with SEND and our local Primary Schools cluster..

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### **Our Vision**

Our school vision for all children is:-

#### **Belong**

A school where children are encouraged to develop a sense of belonging to both a thriving local community and a national and international community where responsibility goes hand in hand with discovering who they are and where they fit in the world.

#### **Aspire**

A school where children are encouraged to see the world as full of endless opportunities to develop skills and knowledge that enables them to lead full and meaningful lives.

#### **Achieve**

A school that aspires to give all children the very best start to their academic lives through a stimulating, supportive and challenging curriculum.

#### **Compliance**

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

- Equality Act 2010: advice for schools DofE Feb 2013
- SEND Code of Practice 0 – 25 (25 July 2014)
- Schools SEN Information Report Regulations (2014)
- Gloucestershire Guidance for Professionals Working with Children and Young People (0-25 yrs) with Additional Needs including Special Educational Needs and Disabilities.
- The National Curriculum in England Key Stage 1 and 2 Sept 2013
- Safer Guidance Working Practise
- Teachers Standards 2012

- All policies referred to in this document

## **Aim**

Woodmancote Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

All staff and governors are committed to ensuring that all our children, including those identified as having special educational needs, receive a curriculum relevant to their needs and ability. This curriculum should still fulfil the requirements of the National Curriculum whilst having regard to the Code of Practice.

We recognise that a minority of children, at both ends of the learning spectrum, require more specialised provision. It is important that special educational needs are identified and addressed as early as possible.

This policy, however, is in response to those children identified in the 2014 Special Educational Needs Code of Practice as part of the Children and Families Bill.

- a) a significantly greater difficulty in learning than the majority of children of his/her age
- b) a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided (see Disability Discrimination Duties)

As such, provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The Governing Body, Headteacher, SENCO and all other members of staff have important responsibilities.

## **Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN policy
5. To provide support and advice for all staff working with special educational needs pupils

## **Identifying Special Educational Needs**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Woodmancote, we recognise the importance of early identification of SEN. Early intervention and response improves the long term outcomes for pupils. We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEN.

### **Broad areas of need**

The Code of Practice describes four areas of special educational needs and provision:

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

#### **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.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Sensory and/or physical needs**

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 are factors which may impact on progress and attainment but would not alone be considered as Special Educational Needs.

These may include:

- Disability ( the Code of practice outlines "reasonable adjustment" duty for all settings and schools under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **A Graduated Approach to SEN Support**

At Woodmancote School we support a graduated approach to both recording and monitoring progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and not working to help a child is gathered and built upon. This information also helps to inform other agencies when additional input is required from them.

All teachers at Woodmancote Primary 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.

The Code of Practice is clear in stressing that special educational provision is underpinned by high quality teaching. Personalised and differentiated approaches are available to all children at Woodmancote School and those with special educational needs will also benefit from these approaches.

In Gloucestershire these are referred to as **Universal** approaches. For some children these approaches will not be sufficient to meet their special educational needs and they will require more focussed and targeted support and intervention. These are referred to as **Targeted** approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as **Specialist** approaches.

Provision at a Targeted or Specialist level for children who have been identified as having special educational needs should not be seen as a substitute for high quality teaching. We follow the Assess, Plan, Do, Review cycle as described in the SEND identification flow chart in Appendix 1.

## **Managing Pupils Needs on the SEN Register**

The process for managing pupils on the SEN register is described in the Monitoring Flow chart in Appendix 2.

## **Criteria for Exiting the SEN Register**

Where children have made sufficient progress that they have 'closed the gap', they will be removed from the SEN register and progress will be monitored by the class teacher. See the Monitoring Flow chart in Appendix 2

## **Supporting Pupils and Families**

The Gloucestershire Local offer gives information in a single place, which can help you find and understand what services you and your family can expect from a range of local agencies including statutory entitlement.

The school's Local Offer can be found on the school's website

The SEN Information report which gives more detailed information about the SEN process can be found on the school's website.

When special arrangements are needed for SEN children to access statutory assessments, the relevant teacher (Year 2 and 6 ) in conjunction with the SENCo, Deputy Head or Head Teacher follow current guidelines.

## **Admissions and Transfers**

The majority of our pupils are admitted to school in the September after the child's fourth birthday in accordance with LA procedures. We operate a system of part-time placements for the first few weeks. An appropriate pattern of admission can be arranged by mutual agreement for children known to have SEN. We do not use SEN as a criterion for refusing a placement. see Admissions Policy on web site

Arrangements for transfer to secondary school of pupils with EHC plans, begin in Year 5 with discussions with the parents and outside agencies. Early visits to the schools are encouraged in order that decisions can begin to take place. A Transfer Review meeting is held in February of Year 5 when the SENCO from the chosen secondary school is invited to attend. Discussions about the needs of all children transferring to secondary school who are on the SEN register are had with SENCo of the receiving school to enable a smooth transfer for the pupils.

Children transferring to this school from another school, who are already identified as having Special Educational Needs, are automatically included on the Woodmancote SEN Register. A full term is allowed for settling in before a review is convened. During that time the class teacher follows, as closely as possible, the existing IEP/My Plan.

Within school every effort is made to ensure a smooth transfer of information about children with SEN needs between each year group. At the end of the school year, the teacher will update My Plans for children at a meeting with the parents, as well as discussing the needs of the child with their next teacher.

## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils 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 will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In Woodmancote School pupils with specific medical needs have an individual Care Plan which is shared with relevant staff.

The school's policy on managing the medical conditions of pupils can be found the 'Medical conditions policy'

## **Monitoring and Evaluation of SEND**

Teachers are regularly monitoring the performance of all children within their class. At three key points ( November, March and June) in the year pupil progress meetings are held following assessments. Class teachers meet with SLT and the governing body to discuss the progress of all children including SEN.

Teachers approach the SENCo about children who are causing concern at any point through the year, and their needs are identified with the help of the SEND identification flow chart in Appendix 1 and where necessary the children are added to the SEN register.

Those children already identified as being SEN have their targets monitored every half term using the Assess, Plan Do Review format, recording progress on our Evaluation of Impact forms. A more formal review of My Plan targets is made at the assessment windows three year which includes a meeting with parents.

### **Training and Resources**

As a maintained school, SEN funding is delegated to the school in the annual budget Training needs of staff are established through an auditing process and performance management. Their needs are met through training delivered by the SENCo and staff with experience in specific areas. Where appropriate Advisory teachers or EPs may deliver training.

Where appropriate, staff including TAs, are encouraged to attend training organised by the LA and other external agencies such as partnership groups.( Pittville and Balcarras Schools) The SENCo regularly attends the LAs SENCo cluster meetings in order to keep up to date with local and national updates in SEND.

The SENCo attends training courses where appropriate.

### **Roles and Responsibility**

#### **SEN Governor**

The SEN Governor will inform the Governing Body on all aspects of SEN in the school to ensure that SEN work is valued and well supported in the school. SEN Governors will need to carry out these responsibilities in a number of ways:

- informing themselves about SEN systems and practices in school through meetings and school visits
- ensuring that the progress of learners with SEN is closely monitored through reviewing and understanding internal and external data
- understanding how the notional (delegated) SEN budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- understanding the national and local context of SEN support
- using their school visits to inform themselves about the work the SENCO is leading
- ensuring that the views of pupils and parent/carers in relation to the SEN provision that is being made, are sought
- building a trusting and supportive relationship with their SENCO
- putting together an annual report on SEN with input from SENCO and Governing Body Committee (if relevant) which is published on the website and updated annually.

#### **SENCo**

The SENCo works closely with the Headteacher and all other staff and is involved in the strategic development of SEN policy and provision. The SENCo has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils on the SEN register, in order to raise the achievement of children with SEN.

Key responsibilities are:

- contributing to the strategic development of SEND provision;
- overseeing the day to day operation (and periodic review) of the school's SEND policy;

- coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND;
- ensuring the full inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- liaising with and advising other teachers the effective deployment and performance management of learning support staff
- maintaining detailed records of the provision made for children and young people with SEND
- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies
- deploying the SEN budget and reporting on how it is spent
- reporting on the progress of children and young people with SEND

### **Teaching Assistants**

All TAs work with the Headteacher /SENCo /Class Teachers in providing support for all children within their class or year group including those with SEN under the direction of the class teacher.

TA's who are working 1:1 with those children with a Statement or EHC are responsible for the care and delivery of special programmes for that child as advised by Advisory teachers, SENCo and the class teacher.

Along with the teacher, all TA's are responsible for maintaining records of the children they work with using the Intervention Folder and attending reviews and meetings as requested. They are line managed by the SENCo and performance management is carried out by a number of UPS teachers.

### **Designated Member of Staff with specific Safeguarding Responsibility**

The school has a Designated Safeguarding Lead (DSL), Mr Tucker, as well as a deputy DSL, Mrs Sarah Badham. Members of the SLT, Mr Hoyle, Mr Evans and Mrs Greening have also received extended safeguarding training. Any concerns about safeguarding or child protection should be made to these members of staff, or Mrs Clare Spiller, the Governor with responsibility for safeguarding.

### **Member of Staff responsible for managing Pupil Premium Grant /Children in Care funding**

Mr Gary Tucker Headteacher

### **Member of Staff responsible for managing meeting medical needs of pupils.**

Mr Gary Tucker Headteacher

### **Storing and Managing Information**

SEN documents relating to individual children are stored by the class teacher in the Intervention folder within the classroom as these are working documents. Each child has an individual personal file which may contain copies of reports, letters and reports from outside professionals and important information relevant to the individual child. These are stored in filing cabinets within the classroom accessible to school staff only. More sensitive documentation relating to safeguarding concerns is kept in a locked cabinet in the head teacher's office. see Information Policy on web site

**Review of the SEN policy**

This Policy will be reviewed annually

**Accessibility**

Please see the Disability Discrimination Duties Policy and Accessibility Policy and Plan

**Dealing with complaints**

Should anyone have cause for complaint, it is important that this is brought to the attention of the SENCO. A complaint will be given immediate attention and the parents can expect a response within seven working days. Details for contacting Partnership with Parents and an outline of their services are in the parents' copy of 'Provision for Children with SEN..

The school follows the procedures set out in the Complaints Policy.

The Parent Partnership Service aims to help parents and professionals to work together in partnership. They can arrange an independent Disagreement Resolution Service which is available free of charge if there is a disagreement that those involved cannot resolve.

**Bullying**

Please see the Anti-Bullying policy and Behaviour Policy.

**Appendices**

SEND identification flow chart - Appendix 1.

Monitoring Flow chart - Appendix 2

Local Offer – Appendix 3