

Wood End Primary School



SEND Policy *(Special Educational Needs and Disabilities)*

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| Committee with oversight of this policy | Curriculum & Achievement |
| Policy to be signed off by Full GB | Yes |
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Special Educational Needs & Disabilities Policy

Mission Statement

Wood End Primary School provides a world class education through which all children can develop their full potential, gain a sense of self-worth and prepare for adult life in a happy, secure and caring environment.

1. School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision if at all possible.

2. Aims and Objectives

Aims

2.1 This policy aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Inclusion Lead. The Inclusion Lead will work closely with staff to ensure that this policy is working effectively.

2.2 Quality first teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils. This is what is meant by special educational provision and at the school we will endeavour to ensure that provision is made for those who need it.

2.3 We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

2.4 The staff of the school will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

2.5 All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

2.6 Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – school, parents, pupils, children's services and all other agencies.

3. Objectives

3.1 The SEND Policy of the School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents of children with special educational needs, ensuring that regular meetings are held with parents to keep them fully informed of their child's progress

Special Educational Needs & Disabilities Policy

- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for SEND,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with an SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Use all assessment tools available to provide the necessary information and share this with parents
- Record minutes of meetings identifying the outcomes and future actions
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the School,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Trafford Council where applicable Identifying and supporting Special Educational Needs & Disabilities

4. Definition of SEND

4.1 Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated curriculum. The School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

4.2 Pupils must not be 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.

4.3 The School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents are informed by the school that SEND provision is being made for their child.

4.4 There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is, 'additional to or different from', the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

5. Roles and Responsibilities

5.1 The SEND team in the school consists of:

- SEND Governor

Special Educational Needs & Disabilities Policy

- Headteacher
- SENCO (Special educational needs coordinator)
- Teachers
- Learning Support Assistants

The role of the SENCO

5.2 The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head Teacher, Deputy Head and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Coordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

5.3 For effective coordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for pupils with SEND
- The commitment required by staff to keep the Inclusion Officer well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about pupils with SEND
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the Inclusion Officer to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to coordination, and how they can provide additional information when and if required

The role of the Governing Body

5.4 The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that pupils with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school SEND Policy including the allocation of resources from the school budget.

The role of the Teacher

5.5 Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Collaborating with the Inclusion Officer to decide the action required to assist the pupil to progress
- Working with the Inclusion Officer to collect all available information on the pupil

Special Educational Needs & Disabilities Policy

- In collaboration with the Inclusion Officer, develop provision plans for pupils with SEND
- Working with pupils with SEND on a daily basis to deliver targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the School's SEND policy.

The role of the Teaching Assistant or Learning Support Assistant

5.6 Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Working with the Inclusion Officer to collect all available information on the pupil
- In collaboration with the Inclusion Officer, develop provision plans for pupils with SEND
- Working with pupils with SEND on a daily basis to support achievement of targets.
- Offer in class support and/or small group interventions.

6. Areas of Special Educational Need

6.1 Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

a. Cognition and Learning;

6.2 Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

6.3 Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

6.4 Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

b. Social, Emotional and Mental Health Difficulties

6.5 Children 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. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

c. Communication and Interaction needs

Special Educational Needs & Disabilities Policy

6.6 Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or because they do not understand or use social rules of communication.

6.7 The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

d. Sensory and/or Physical needs

6.8 Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

6.9 Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deaf blind)
- Physical disability (PD)

7. A Graduated Response to SEND

Early Concerns

7.1 The progress made by all pupils is regularly monitored and reviewed and formal assessments take place once each term. The outcome of these assessments are discussed with the SENCo. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom.

7.2 How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the subject teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

7.3 Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's SENCo to assess if a pupil has a significant learning difficulty and agree appropriate support.

Special Educational Needs & Disabilities Policy

7.4 In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents.

7.5 When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Assess, Plan, Do and Review

7.6 Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

7.7 For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular half termly assessment and planning cycle for all pupils and will be recorded on the Additional Needs register.

7. Graduated Response

7.8 Assess

- In identifying a pupil as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The School and parents will meet, where appropriate, with other agencies including those from Health and Social Care to create and update the individual plan.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

7.9 Plan

Special Educational Needs & Disabilities Policy

- The teacher and the Inclusion Officer to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the [school provision plan](#) with a date to review the plan. The date for review will depend on the level of need present.
- The [provision plan](#) will clearly identify the areas of needs, the desired outcomes, the support and resources provided (including any teaching strategies or approaches that are required) and when the provision plan will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- Where appropriate, the [provision plan](#) will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

Through teacher consultations and teacher meets the parents will be informed that their child is having interventions to support their learning. Parents are able to request a meeting with the SENCO and also the targets we are aiming for in that intervention.

Termly SEN meetings happen with the teacher and SENCO to discuss the needs of the children and if the interventions are meeting their needs. If we feel that the interventions are not fulfilling their potential, we will invite the parents in to discuss the other support we can offer the child.

7.10 Do

- The teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO will support the teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- The teacher is responsible for the implementation of the plan and will contribute

7.11 Review

- There will be a review of the individual plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents.
- Parents will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the teacher, working with the Inclusion Officer, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents before involving a specialist or external agency.

7.12 Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents the pupil will be removed from the school's Additional Needs register.

Special Educational Needs & Disabilities Policy

8. Statutory Assessment of Needs (EHC)

8.1 Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the individual plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

8.3 Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so the School will hold annual review meetings and complete the appropriate paperwork for this process.

9. Monitoring and Evaluation of SEND

9.1 Regular monitoring of the quality of provision for all pupils including those with SEND follows the School's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

10. Supporting Pupils and Families

10.1 We value and accept the positive role and contribution parents can make. We make every effort to work in full cooperation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

10.2 In order that they play an active part in their child's development, the school endeavours to provide parents with the relevant information so they can reinforce learning in the home.

10.3 At the School we endeavour to support parents so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

10.4 The Inclusion Office is happy to meet with parents, without prior arrangement, whenever possible. Parents are encouraged to seek help and advice from Independent Information Advice and Support services, including Parent Partnership. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

11. Children in Care

11.1 When a child is in care, the carers are accorded the same rights and responsibilities as parents.

12. Pupil Voice

12.1 We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways. These views are welcome at any time but are specifically sought as part of their annual review and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Special Educational Needs & Disabilities Policy

13. Transition

13.1 A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way, liaising with previous/forwarding schools to provide continuity of high quality provision and reassurance to pupils and families. We will ensure pupils' records are forwarded to new school as a priority.

14. Training and Resources

14.1 Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate support staff to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required Continuing Professional Development (CPD) for Special Educational Needs and Disability
- The Inclusion Officer and other staff members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs.
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- External trainers/advisors are brought in periodically to address more specialist training needs such as dealing with speech therapy support or communication issues.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

14.2 Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents as a personal budget for them to commission their own provision for their child under certain conditions. Parents who would like to enquire further about using the personal budget should speak in the first instance to the Inclusion Officer.

15. SEND Information Report

15.1 The school will ensure that the SEND information is accessible on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

16. Accessibility

16.1 The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users as the School has a stairlift. The School works hard to develop accessibility and the school's accessibility plan detailing how this is being developed can be accessed from the school website.

17. Responding to Complaints

17.1 In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents and the school. This includes access to mediation before tribunal. Parents have a right to appeal to a SEND tribunal at any stage.