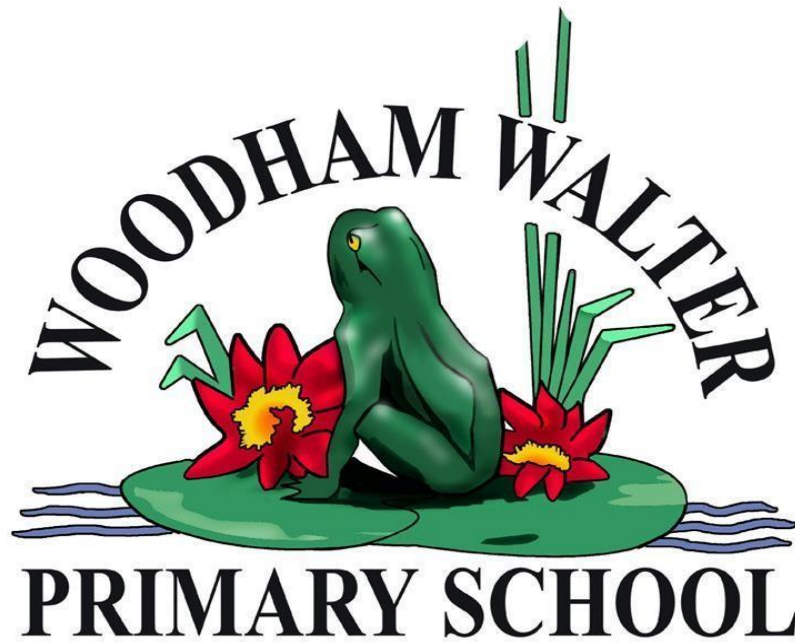


WOODHAM WALTER C OF E (VC) PRIMARY SCHOOL

EXCELLENCE FOR EVERYONE



"To know, value and nurture God's world and one another"

Special Educational Needs Policy

Approved by Governors: Summer 2023

To Be Reviewed: Summer 2024

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Pippa Edlin.

They will:

- Work with the executive headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the executive headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The executive headteacher

The executive headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, specific literacy difficulties, dyspraxia,
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Neurodivergent needs

Identifying pupils with SEN and assessing their needs

At Woodham Walter C. of E. Primary School we aim to provide a stable and caring environment in which children can:

Learn and develop academically, socially, spiritually and aesthetically, and achieve to their highest potential.

Develop a positive self-image.

Feel able to make a worthwhile contribution to the school and society in general.

Gain success.

Have access to a broad, balanced and differentiated curriculum.

- Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- Children have a learning difficulty if they:
- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post -16 institutions.
- Are under compulsory school age and fall within the definitions of the first two categories above or would do so if special educational provision was not made for them. (Section 312, Education Act 1996.)

All schools are required to identify and address the SEN of the pupils that they support. At Woodham Walter, we ensure that:

- We use our best endeavours to ensure that a child with SEN receives the support they need
- Children with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-coordinating SEN provision (SENCO)
- Inform parents when special educational provision is being provided
- Prepare and publish an SEN Information Report (see school website).

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When moving on to secondary school, pupils who are on the SEN register will receive extra transition visits and we will liaise with SENCOs from the school they are going to. When children move between classes and Key Stages those who are on the SEN register will be provided with a transition booklet, they may receive extra transition time with their new teacher and when transitioning between Key stages they will receive extra support to learn any new routines. IPRA funding may be applied for where appropriate to support transition between Key stages.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Quality First Teaching

Pupils operate broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other pupils.

Provision will include:

- The pupil should remain part of the mainstream teaching timetable for all activities.
- A consistent learning environment with established practices and routines.
- Consistency from all adults in the pupil's education including non-teaching staff.
- Provision is based on the 4 part cycle: Assess, Plan, Do, Review, through school monitoring systems.
- There are rigorous assessment, tracking and target setting systems for all pupils.
- Regular reviews take place to monitor pupil progress against expected outcomes as part of ongoing school assessment processes.
- Appropriate information from parents/carers is taken into account.

Additional Support

A pupil may be placed at “Additional Support” when:

- Progress with learning and development is at a very slow rate and additional support is needed to achieve this.
- Pupils are attaining at a level significantly below age-related expectations expected outcomes and there is evidence of an increasing gap between them and their peers.
- The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘*additional to*’ or ‘*different from*’ interventions.

In consultation with parents/carers, and individual plan will be written and reviewed regularly, detailing the extra provisions/interventions put in place.

Education, Health and Care Plans (previously named Statement of Educational Need)

Some children may have a high level of need and their needs can be characterised in the following way:

General

- Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support.
- Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions.
- Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more targeted and specialist intervention.

Specific

- Pupils are likely to have specific characteristics and levels of need in relation to one or more particular areas of need.

Where a child has an EHCP, it is essential that:

- Parent and pupil involvement is central to planning and review processes.
- Parents are fully aware and jointly engaged with how pupil progress is assessed and measured.
- Assessment informs daily teaching, and all staff working with a pupil are aware of, and are working towards agreed targets and using agreed intervention strategies consistently.
- Pupils have personalised provision plans and intervention strategies.
- Interventions as advised in the pupil's individual Provision plan/map or EHC Plan are in place
- There is ongoing review of pupil outcomes by school staff, which informs daily teaching
- Termly reviews of progress with pupil and parent/carer involvement take place.

We will also provide the interventions as suited to the child's needs where these are required.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

The school is committed to the training of all school staff, both in attending external training sessions, internally organized INSET and through a regular link with SENCAN. In-service training will reflect and respond to the needs of the school, of individual members of staff and the needs of the children. The SENCO will annually review the demands, strengths and weaknesses of the school's SEN provision which then inform the Co-coordinator's Action/Development Plan and/or the School Development Plan.

We have a team of teaching assistants and higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The school is currently working closely with the following outside agencies:

Local Authority Inclusion Team (Educational Psychologist, Inclusion Partner, Engagement Partner)

Speech and Language Therapist

Paediatric Consultant Doctor

School Nurse

School Doctor

Occupational Therapist (private and NHS)

Physiotherapist (private and NHS)

Social Services

Families in Focus

CAMHS

Services to support emotional and mental health wellbeing

- Early Intervention Team – Children's Support Services
- Play Therapist

The range of outside agencies involved with the school will reflect the range of needs being met within the school, and will vary accordingly.

A record of all outside agencies involved with each individual child can be found on their SEN Review and Provision Review forms. Parental consent is always requested and gained before contact between a child and outside agency can be made.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Please also refer to our accessibility plan.

Complaints about SEN provision

Should any parent or carer have a complaint about the provision made for their child, an appointment can be made to discuss the matter with the Head teacher and all parties concerned. However, if a problem should arise that cannot be resolved through discussion, the school has an approved complaints procedure and a copy is available in the office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Monitoring arrangements

The SEN school policy is drafted by the SENCO following discussion with the Executive Head teacher and Senior Leadership Team and presented to the Governing Body Curriculum Committee for final approval. The SENCO reports to the SEN Governor.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix 1

One Plan Template

SEND Provision Map for

Name:

Class:

Year:

Start date:

Review date:

Strengths:

Hopes and Aspirations

<u>Desired Outcomes</u>	<u>Assess</u>	<u>Plan</u>	<u>Do</u>		<u>Review</u>
	What can I do now?	What am I going to try to do better?	What will happen?	When will it happen and who will help me?	How did I do?
			-		
			-		
			-		
			-		
			-		