

POLICY FOR SPECIAL EDUCATIONAL NEEDS (SEN) AND
DISABILITIES

The object of the policy is to inform staff, governors and parents how the school provides the most effective provision for children with special educational needs (SEND).

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1. The School's SEN Co-ordinator (SENCo) is : Anya Chadwick

2. The General Admission Policy for School is as follows:

- a) Admission arrangements are as determined by the Local Authority (L.A)
- b) No child in the catchment area will be refused admission to school solely on grounds that he / she has special educational needs.
- c) Children outside the catchment area who have SEN for which this school can cater, will be considered for admission in year groups where the planned admission limit has not been achieved.

Woodland Grange strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy. Under Part 3 Section 39 of the Children and Families Act 2014, if a parent wishes to have their child with an Education Health Care plan educated in mainstream the LA must provide a place, unless the school is unsuitable for the age, ability, aptitude or special educational needs of the child concerned, or the attendance of the child would be incompatible with the provision of efficient education of other children or the efficient use of resources.

3. Facilities available:

- a) Toilets for disabled children and adults situated in the main building and the Hall.
- b) Classrooms are on one floor and there is now access to the hall and the main building, but not to four classrooms in mobiles or to the pre/after care mobile.

We very much value the contribution made by pupils with SEN to the school , and would like to discuss arrangements most suited to children with their parents before admitting any children with SEN to the school to enable us to meet their needs as fully as possible.

Specialised Staff

The SENCo regularly attends Special Educational Needs and Disability courses and disseminates information to colleagues. All staff have level 1 Autism training. The SENCo has level 3 Autism training and some Learning Support Assistants (L.S.A.s) have level 2 Autism training. Specific L.S.A.s and teaching staff members are able to use Makaton to support communication and language development and teaching staff have received training in making their classrooms and teaching Dyslexic friendly.

Where children have specific needs teachers attend relevant courses e.g how to best support children with hearing or visual impairment within the classroom. Training for staff is regularly updated.

The school is supported by outside agencies such as the following:

- Speech and language service
- Educational Psychology Department
- Occupational Therapy Service
- Hearing and Visual Impairment Service
- School Health Service
- Autism Outreach
- Physiotherapy Service
- Special School Outreach Service
- Special Needs Teaching Service

4. The provision for children with SEN is regularly checked by:

- The governor with a special interest in SEN
- The Head and SEN Co-ordinator (SENCO)
- Continuous assessment and review.

5. The Budget

The school has an annually delegated budget. Funding is allocated on the basis of pupil numbers, deprivation and top-up funding is received for some pupils. The SEN budget is identified each year for:

SENCO release
Staffing - Teacher and ancillary support
Equipment
Training and assessment.

Funding for children with Education Health Care plans is retained by the L.A. and allocated by the Families, Children and Young People's and Service (FCYPS).

6. Monitoring Budget

The budget is monitored regularly throughout the year by the Head teacher and the Governing Body, to ensure that the allocation for SEN is:

Being used to support the progress of children.

All programmes and support are monitored carefully by the staff, who do all they can to ensure that parents are fully involved and help in the monitoring of their child's progress.

7. Aims and Ethos

Woodland Grange Primary School has a commitment to:

a whole school approach to SEND whereby all who participate in the day to day life of the school recognise their collective responsibility for children who are experiencing difficulty in their learning and / or behaviour and children who have physical, sensory, emotional and communication difficulties . Our aim is to provide appropriate education that promotes high standards of achievement for all whilst fulfilling the potential of our learners. We want children to achieve their best and become confident individuals who live fulfilling lives We want them to make a successful transition to us from a previous school or from us to their next placement wherever that may be.

Woodland Grange strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad, balanced and stimulating curriculum for all pupils
- System for early identification of barriers to learning and participation
- High expectations and appropriate SMART targets for children
- Intervention programmes targeting specific needs

8. Identification and assessment

It is helpful to identify children with SEN as soon as possible. If a teacher has concerns about a child, he / she should follow the appropriate protocol as set out in their SEN file (identifying needs or areas of difficulty - completion of Initial Concerns Checklist) and bring this information to a discussion with the SEN Co-ordinator.

Definition

The Code of Practice for SEND

The current legal definition of special educational needs is as follows:

"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."

For the vast majority of children their needs will be met within school, with outside help if necessary. If a child has more complex SEN the L.A., in conjunction with the family, school and any relevant outside agencies, will arrange the provision for the child by means of an Education Health and Care Plan (EHCP).

The Graduated Approach

The school follows a staged process for identification, assessment and provision, in accordance with the SEND Code of Practice. We follow the assess, plan, do, review model that enables staff to closely monitor and individualise the teaching of children with SEND enabling the pupils to make the progress they are capable of. This approach recognises that there is a continuum of SEND and there is not always a forward progression through the stages. Where pupils' progress is not adequate, it will become necessary to provide **"special educational provision, namely provision different from or additional to that normally available.."**

STAGE 1- SEND support

The class teacher takes initial action and gathers information.

- a) The class teacher identifies the child's SEND and discusses concerns about the child with the SEN Co-ordinator using the Initial Concerns Checklist proforma. If it is deemed appropriate the child is identified as needing to be placed on the SEN record.
- b) The Head teacher is informed.
- c) Discussion with parents takes place and concern is registered.
- d) The class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum and records targets on an individual education plan (I.E.P.)/ Targeted Plan/ Individual Provision Map. Parents are informed of these targets and a copy is signed by parents, class teacher and SENCo.
- e) A review date is set (e.g. termly or half-termly) when the class teacher reviews the child's progress against their targets with parents (and child if appropriate) and new ones are set with support from the SENCo. Where possible the child should be involved in their target setting.

STAGE 2 - SEND support plan

A child is moved to this stage if it is felt that the child has not made the necessary progression against the IEP targets/Targeted Plan/ Individual Provision Map and that the following external agencies need to be involved and /or if a formal assessment is likely:

- The Educational Psychology Service
- The Speech and Language Therapy Service
- The Hearing and Visually Impaired Service
- The Occupational Therapy Service
- The Physiotherapy Service
- Community Paediatric Service
- Autism Outreach
- Specialist Teaching Service

After discussion with parents and parental permission is obtained, the teacher and SEN Co-ordinator submit a referral form to appropriate support services or agencies and are subsequently supported by specialists from outside the school.

Specialists observe the child in school or at a clinic and generally submit a written report as well as give verbal feedback to staff and parents.

Additional or different strategies to those at SEND support are put into place and a new IEP/Targeted Plan/Individual Provision Map is reviewed and amended. The SEND support plan is regularly reviewed and updated to reflect the changing needs of the child. A one page profile is created to reflect the child's needs and to communicate what is important to them.

The Head teacher is informed.

STAGE 3 - Top Up Funding Request

School, with parental involvement, submit the top up funding request and the SEND support plan to the L.A. The L.A. consider the need for Top Up funding by reflecting on all the information submitted to them with the SEND support plan. The school will, at this stage, already have explored as many avenues as possible to support the child's needs in school and will be seeking the funding to continue this support until the end of the key stage. If Top Up Funding is granted the SEND support plan will continue to be regularly reviewed and a decision will be made with the family and school about the next steps towards the end of the key stage the child is in. If the child is continuing to require support and is not making progress despite the interventions in place it may be appropriate to apply for an EHCP.

STAGE 4 - Education Health and Care plan (EHCP)

The L.A. consider the request for an EHCP and if appropriate create an EHCP that reflects the child's individual needs. The EHCP is reviewed annually where the family and all professionals involved with the child are invited to a meeting at school to decide if the EHCP is still relevant, requires changing or is still appropriate in it's

current form. During the year the child's needs are reviewed within school alongside the IEP targets/ Targeted Plan/ Individual Provision Map to continue to promote work on the specific areas of difficulty the child has.

9. Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers are required to differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision includes:

- in-class support for small groups with a Teaching Assistant (TA)
- small group withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources
- individual work on IEP targets
- Wave 3 interventions (*e.g. Direct Phonics, Physical Programme*)

SEN record

A register of children in school with SEND is kept by the Head teacher and the SENCo.

A record folder for each child on the SEND register is kept by the SENCo and updated regularly. Class teachers have their own class SEN folder in which they keep current IEPs/ Targeted Plans/ Individual Provision Maps and relevant information in order to avoid too much duplication. This information is always available and is passed on to the next teacher.

Pupil involvement.

All children should be involved in making decisions where possible right from the start of their education. The ways in which the children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils.

At Woodland Grange we encourage pupils to contribute to their learning and personal development by involving them in target setting and by regularly completing questionnaires about their learning.

10. Children with Behaviour Problems.

The school has a policy on behaviour and discipline. Those children who do not conform to the school policy will be helped by means of a behaviour monitoring programme.

The school will also always liaise and work in partnership with parents to help these children.

11. School and Classroom Organisation

Strategies for classroom management need to be considered in order to make the curriculum and the resources accessible to all children. Steps may need to be taken to help children with SEND to organise themselves, for example use of a visual timetable.

The teacher also needs to consider any difficulties which might affect the position of the teacher or the child in the class, for example: a visually impaired child may not be able to see an object well with the light behind it or a hearing impaired child may need to sit to one side of the teacher. Close liaison with external agencies supporting these children help us to make informed decisions that best support the children.

The school fully understands the need to make reasonable adjustment to the environment to make learning accessible to all the children who attend.

12. Roles and Responsibilities

The class teacher is supported by various colleagues within school, including the SENCo.

SEN Co-ordinator

a) The SENCo is responsible to the Head teacher and the Governing Body for the overseeing and the day to day operation of the school's SEN policy and for ensuring that the policy continues to respond to the needs of the school and its pupils.

b) She advises and supports class teachers.

- c) She takes a leading role in managing provision of pupils at SEND support, SEND support plan and EHCP level and in assessing and monitoring their progress.
- d) She updates and oversees the records of all pupils with SEND.
- e) She works with the teachers and parents of children with SEND ensuring they remain informed and involved at each stage of the assessment process and secure permission for the involvement of external support agencies.
- f) She liaises with external agencies including the Educational Psychology Service; other support agencies; medical and social services; and voluntary bodies.
- g) She disseminates information relating to current thinking and provision in SEND and leads school based INSET.
- h) She supports special needs teaching (Learning Support Assistants - L.S.As) and teaching support staff who work with children with SEND.
- i) She liaises with the Governing Body, in order to support it in performing its statutory role in SEND.

SEND Teaching and support staff.

Additional hours teaching or support staff may be allocated to the school when a child is in receipt of an EHCP. Teaching Assistant support is sometimes provided during the period of formal assessment. The school may provide extra support in class if the budget allows.

SEND Learning Support Assistants also work within the classroom to support children who have SEND. They work under the direction of the class teacher and the SENCo, providing individual and small group support.

The Governing Body has specific statutory responsibility for SEND. It is responsible for developing the school's policy on SEND and for reporting annually to parents on the effectiveness of this policy.

The Governing Body's Policy for SEND In Service training.

The governors of Woodland Grange Primary School support and invest in the professional development of all the staff. Funding is allocated to training every year according to the needs of individuals and the school.

13. Governors criteria for evaluating the success of education provided for pupils with SEND

1. The maintenance of accurate, up to date records by the SENCo and other staff.
2. Evidence from monitoring classroom practice by senior management/ SENCo.
3. Analysis of pupil tracking data and test results, which show value added for individual children.
4. Value added data for pupils on the school's SEND Record.
5. Monitoring of procedures and practice by designated SEND Governor.
6. Governors annual report to parents
7. School's Improvement Plan.

14. Working with Parents

We are committed to close and open liaisons with parents and to developing home/school partnerships to support all children but especially those who have SEND issues.

Parental involvement and support is sought at the earliest opportunity when concerns are first identified. In general, concerns regarding a child's progress will initially be expressed to parents by the child's class teacher through parent's evenings or informal discussion. Parents are encouraged to provide pertinent information to build a comprehensive picture of the whole child.

When it is felt that a child should be placed on the SEND record, the SENCo communicates to parents the nature of their child's difficulties and ensures they remain informed of: their child's progress; any provision made within school; and of each stage of the assessment process. They are invited to regular meetings to set up the child's I.E.P/ Targeted Plan/ Individual Provision Map and subsequent review meetings. Parental permission is required prior to referring children to external support agencies and intervention from such services is communicated to parents promptly.

Parents have access to records detailing their child's SEND, held by the SENCo and are reassured that all information is confidential and available only to those who have direct, regular contact with the child.

15. Links and Liaison with Other Schools

Woodland Grange is linked with local schools in the Oadby, Houghton and Thurnby Development Group. SEND is discussed regularly at development group meetings. A self-help group for SEND co-ordinators is envisaged as being an important link between schools and support for the individuals.

Policy for changing Schools

Contact is made with schools, to which children may feed, well ahead in order to plan for effective transition. All relevant records will be passed promptly to the receiving school. Before transferring to the local secondary schools, the children are invited to visit the school with other SEND children (prior to visiting with their peer group). The SENCo from the secondary school will try to visit the children at Woodland Grange as well as making themselves available to meet with parents should they need to.

16. Arrangements for Considering Complaints

Complaints relating to provision will follow the school's normal complaints procedure (a copy of which can be requested and is also available on the schools website). Reference should be made to the Governor's Complaints Procedure.

Parents may find it helpful to seek advice first from the L.A's SENDIASS (Special Educational Needs Disability Independent Advice and Support Service).

17. External Support (working with)

The school has a named school nurse within the Area Health Authority to whom reference is made in accordance with the Staged Procedure for assessment. Similarly, contact is made with Social Services as appropriate. We also work with the following services provided centrally by the Local Authority and the Health Authority;

(i) Educational Psychology Service

Jenny Gallagher is at present the link psychologist for Woodland Grange.

- a) She contributes to the assessment of a child undergoing formal assessment.
- b) Is responsible for the provision of the Education Psychology Advice within an ECHP.
- c) Liaises with parents.
- d) Attends annual reviews if available or appropriate.
- e) Has access to specialist support and advice (e.g. advice for children with severe emotional and behavioural difficulties)

(ii) CAMHS - at Westcotes House

(iii) Special Needs Teaching Service

Staff specialising in supporting pupils with :
Hearing impairment, learning difficulties, visual impairment and specific learning difficulties e.g. Dyslexia and Autism.

(iv) Others

Early Years Team
SEN Assessment Service
Speech and Language Therapy Department
Occupational Therapy Department
Physiotherapy Services.
Autism Outreach
Special School Outreach

18. Criteria for Evaluating the Success of the Policy

It will be seen to be successful if the policy leads to effective provision for pupils.

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