

SEN Policy

and Information Report

Woodthorpe Community Primary



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. SEN information report.....	5
6. Monitoring arrangements	9
7. Links with other policies and documents	9

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

Learning together we will...

Understand and accept the rights and responsibilities of being citizens of the future

Be able to adapt to new challenges and offer **enterprising** solutions

Be **active** contributors to the wider community

Be **ambitious** and take **pride** in our achievements

Achieve high standards in all areas of the curriculum

Develop ourselves as **courageous**, **self motivated**, **independent** and **collaborative** learners

Value and care for others in the local community and the wider world

Achieve our full potential as well rounded individuals

We will discover, value and enjoy our diverse society

...Learning together

Inclusion Team (2018)

Dave Smith – Head teacher/ Designated Safeguard Lead

- Karen Bister- Deputy Head teacher/Dept Designated Safeguard Lead/Inclusion Lead
- Jay Oliver – SENCO
- Ruth Mather- Assistant Head teacher/Intervention Manager
- Claire Daley- EWO
- Karen Newton- Pastoral Assistant

2. Legislation and guidance

Definitions and Philosophy (Section 20- Children's and Families Act 2014)

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 them. 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 provided 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 do so if special educational provision was not made for them.

Children 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. The code of practice describes the four broad areas of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

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

The role of SENCO will be overseen by the Inclusion Leader who is – Karen Bister

4.1 The SENCO

The SENCO is Jay Oliver,

They will:

- Work with the Inclusion Leader, 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 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 is David Parkin, he 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher, Mr David Smith 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

5.1 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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 may include progress in areas other than attainment, for example, social needs.

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.

5.3 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.

5.4 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.

5.5 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.

The SENCO will:

- Speak to the parent to gain consent to share information
- Organise a transition meeting with the parent, SENCO and relevant professional from the other school

Where a meeting is not appropriate the SENCO will speak with the relevant professional at the new setting to share the information

5.6 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.

We will also provide the following interventions:

- Switch On
- Working Memory Project
- Dough Disco
- Lego Therapy
- Fischer Family Trust Intervention
- LEAP/VIP
- Friends
- 1st Class at Number

We always take into consideration the necessary advice from professionals and will aim provide the necessary interventions for the child

5.7 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.

5.8 Additional support for learning

We have 18 teaching assistants who are trained to deliver interventions named above.

Teaching assistants will support pupils on a 1:1 basis when a clear assessment of their needs has demonstrated that 1:1 intervention is the most appropriate method to meet the child's needs. This will be reviewed regularly.

Teaching assistants will support pupils in small groups when a clear assessment of their needs has demonstrated that a group intervention is the most appropriate method to meet the child's needs. This will be reviewed regularly.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language
- Early Years Inclusion
- Fusion Learning Support
- Inclusion Centre
- Ryegate Children's Hospital
- Educational Psychology Team
- Autism Team
- Visual Impairment Team
- Hearing Impairment Team

5.9 Expertise and training of staff

Our SENCO has a PGCE in SEN and has been working in this role for a year. She has 18 years of teaching experience.

They are allocated 4x ½ days a week to manage SEN provision.

We have a team of 7 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in the interventions identified above.

5.10 Securing equipment and facilities

Woodthorpe School, will adapt current equipment and facilities on recommendation from professionals, who work with a child with SEND, this includes

- Working with occupational therapists to adapt tables, and provide suitable chairs.
- Providing laptops and tablets for individual use in school, if needed
- Specialist writing and reading material, e.g. pencil grips, coloured writing paper, raised writing frames, coloured overlays
- Visual Aids
- We have a disabled toilet and a lift
- We are a wheelchair friendly school

5.11 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 (Child Centered Plans)
- Reviewing the impact of interventions after 6 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

5.12 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) to Hollowford and Thornbridge

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.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any after school club to promote teamwork/building friendships etc.
- Pupils with SEN are monitored closely and have access to pastoral support when required

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Our school liaises with other agencies in order to sources the best possible advice and provision for children with SEN. These agencies include:

- **Early Years Inclusion**
- **Speech and Language**
- **Inclusion Centre**
- **Social Care**
- **MAST**
- **SEND Team**
- **Fusion Learning Support**

Advice from these agencies will be reflected on the child's CCP (Child Centred Plan)

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to The Inclusion Leader in the first instance and then if necessary to the Headteacher. This is in line with the school's complaints policy

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

5.16 Contact details of support services for parents of pupils with SEN

- **Sheffield SEND Team:** 273 6394(ed-sensupportteam@sheffield.gov.uk)
- **Speech and Language Team (Mainstream):** 226 2333
- **Early Years Inclusion Team:** 273 6411
- **Autism Team:** 273 6412
- **SENDIASS (formerly Parent Partnership Service). SENDIASS (Special Educational Needs and Disabilities, Advice and Support Service) on 0114 273 6009.**

Should parents need any information, or details of support services, then please contact the SENCO, Jay Oliver (239 9167)

5.17 Contact details for raising concerns

Jay Oliver- SENCO
Karen Bister- (Inclusion Leader/ Deputy Head teacher)
Dave Smith - Head teacher

Tel: 0114 2399167

5.18 The local authority local offer

Further information for parents is available through the SEND Local Offer resource. This is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sheffield that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Details can be found at:
www.sheffielddirectory.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Jay Oliver SENCO **every year**. It will also be updated if any changes to the information are made during the year.

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