



WOODTHORPE COMMUNITY PRIMARY SCHOOL SEND POLICY 2020.21

Approved by: Full Governing Body

Date: October 20

Last reviewed on: October 2019

Next review due by: September 2021

Special Educational Needs Policy

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) code of practice: 0 – 25 years (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice: 0 – 25 years (June 2014)
- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been created by Jay Oliver (SENDCO)

Mission Statement

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

- Dave Smith – Head teacher/ Designated Safeguard Lead
- Karen Bister- Deputy Head teacher/Deputy Designated Safeguard Lead/Inclusion Lead
- Jay Oliver – Special Educational Needs Coordinator (SENCO)
- Zoe Wilson - (Area SENCO/Advisory capacity)
- Elliot Townsend- Teacher

SEND Governor- Lisa Eyre

Philosophy

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the local area to ensure that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Objectives

1. To identify and provide for pupils who have special educational needs
2. To work within the guidance provide in the SEND Code of Practice.
3. To provide a broad and balanced curriculum
4. To promote self-worth by encouraging independent learning
5. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
6. To provide an Inclusion Team, which comprises of the Head Teacher (DSL) Deputy Head Teacher (Inclusion Lead and DDSL), Assistant Headteacher (Intervention Lead), Special Educational Needs Co-ordinator (SENCO) and Area SENCO (in an advisory capacity)
7. To provide support and advice for all staff working with special educational needs pupils
8. To ensure consistency of approach between schools in the way that we support pupils who have additional needs.

Definition of SEND

The Children and Families Act 2014 (section 20) identifies that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her. a) Has a significantly greater difficulty in learning than the majority of students of the same age, or
b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

Woodthorpe Primary School identify this statement to mean a child or young person has special educational needs if they require provision and support which is additional to or different from differentiated curriculum plans.

Students 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.

2: Aim

Provision at Woodthorpe Primary School is characterised by

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of pupil's progress
- focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all pupils with SEN
- close working relationships with outside professionals
- class teachers retain responsibility for pupils with SEN and their provision
- smooth transition for all pupils with SEN

3: Identifying Special Educational Needs

The school uses the graduated approach as outlined in the SEND Code of Practice. To help with this process information is collated from a variety of sources which is then used to plan the next steps. For example:

- teacher assessments
- advice and support from external agencies such as Speech and Language Therapy, Autism Team, Early Years Inclusion Service

At Woodthorpe Primary we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child. School will refer to the Sheffield Support Grid to identify the level of need that a child/young person is presenting with and the appropriate support that could be put into place.

Liaison with feeder settings/schools

Local secondary schools are contacted throughout the year in preparation for your child transitioning onto their next stage of education. Relevant information is shared, including any advice or information which has been gathered from outside professionals. Where necessary the SENCO may attend transitional review meetings to aid your child's smooth transition into secondary education. Relevant information is disseminated to teaching staff before transfer.

Individual diagnostic assessments (Learning Support Assessment, Speech and Language Assessment, Educational Psychology Assessment)

The decision to put a child forward for an individual diagnostic assessment will be taken at an inclusion meeting or through discussion with the Inclusion Lead, SENCO and parents/carers. These assessments will be considered after thorough assessments have been made by the class teacher, SENCO and intervention lead.

These assessments will be completed by one of the following adults, depending on the nature of the assessment:

- Learning Support Teacher
- Speech and Language
- Educational Psychologist
- SENCO
- Intervention Lead

Inclusion Meetings

Inclusion meetings are held weekly with the Inclusion Team and on a termly basis with the Inclusion Team and class teacher. Where there are initial concerns raised about a child's progress, the class teacher will bring evidence to support these concerns. This will be in the form of:

- Class Context Sheet
- Assessments made by class teacher/ outcome of intervention
- Samples of Learning
- Examples of the provision which has already been tried

The next steps to accelerate progress will be planned with the class teacher and Inclusion Team

INDIVIDUAL CLASS TEACHERS MAY RAISE A CONCERN WITH THE SENCO AT ANYTIME. THE SENCO WILL BRING THIS CONCERN TO THE NEXT INCLUSION TEAM MEETING FOR DISCUSSION

Referrals by parents or carers within school

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.

All parental referrals are acted upon.

The four broad areas of categories of need, as identified by the SEND Code of Practice are:

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.
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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.

Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD),
- profound and multiple learning difficulties (PMLD),

Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

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.

These behaviours may reflect underlying mental health difficulties such as:

- anxiety or depression,
- self-harming
- substance misuse
- eating disorders.

Other children and young people may have disorders such as:

- attention deficit disorder,
- attention deficit hyperactive disorder or
- attachment disorder.

Sensory and/or physical needs

Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability

Other factors may impact on progress and attainment but may not be an SEN. These will need considerations making for and include;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/woman

4: A Graduated Approach to SEN Support

A graduated approach to SEN support is adopted for pupils identified as having SEN. A level and type of support is provided to enable the pupil to make expected progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff, and is supported by the Sheffield Support Grid.

Wave 1 - Quality First Teaching by all teaching staff

Teachers 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.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Wave 2

Wave 2 is initiated where pupils have failed to make adequate progress as identified by the Inclusion Team through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support will be agreed and the pupil will be entered onto the schools SEN register.

Provision from within the schools resources are identified to help meet the student's needs. Interventions may include;

- additional learning programmes for English and Maths
- Pastoral Support
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate

When a child is placed on the SEND register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. These review cycle will follow the **assess, plan, do and review** cycle

ASSESS

SEND students may be identified through the teachers' observations and assessment, SEND areas of need, standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies.

PLAN

Where it is decided to provide a pupil with SEND Support, the parents **must** be notified. The teacher and the Inclusion Manager should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

DO

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The Inclusion Manager should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

REVIEW PROCESS

Provision Maps are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). If a pupil has a One Page Profile, an Individual Education Plan (IEP) or My Plan, in place these will also be reviewed and updated at these times.

Wave 3

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

My Plans

If a pupil's needs fall in band 3 or above on the Sheffield Support Grid it may be appropriate to complete a My Plan which would collate all of the child's strengths and needs and also plan outcomes and support to help the pupil to progress. It may also be appropriate in some cases to complete a My Plan for a child where there are particular concerns or anxieties around their progress. These anxieties may come from home, school or another agency supporting the young person.

Students with an Education, Health and Care Plan will have short, medium and long term outcomes which have a broader focus of progression. These will be underpinned by short term targets which have been established after consultation with the parents/carers and the individual student. These targets will be set out in the support plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHCP's will be reviewed annually with the Annual review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets

- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Statutory assessments/Education, Health and Care plans

If a pupil fails to make expected progress and this causes a significant cause for concern, the school and/or the parents may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan.

The SENCO is responsible, on a daily basis, for providing support and monitoring and ensuring that pupils with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

Local Offer

Woodthorpe Primary will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at www.sheffield.gov.uk/localoffer, searching for the school's name.

5: Criteria for exiting the SEN register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further additional support and may exit the SEN register. Further additional support can be requested again at any point.

All children who have been identified as having an SEN at any point in their school careers are recorded on the schools SEND list, which is kept updated by the SENCO and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current pupils have. This information is also shared with the identified secondary school.

6: Supporting Families

School have liaised with the Local Authority to produce a Local Offer entry for Woodthorpe Primary School. This can be found in the Sheffield Directory at www.sheffielddirectory.org.uk

It is the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found at www.woodthorpeprimary.co.uk

Woodthorpe Primary endeavours to support pupils with SEN through signposting families to other agencies and services that may be of help e.g. Multi-Agency Support Team (MAST) , Family Fund, Short Break Grants, support groups, training opportunities as appropriate.

Admissions

Woodthorpe Primary will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.

- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Access arrangements

Woodthorpe Primary School follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

7: 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 an 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 is followed.

8: Training and Resources

- The SENCOs from each school across the Outwood Family of Schools meet regularly to discuss and plan for the current and future needs of children with SEN. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

9: Roles and Responsibilities

The Role of the Governing Body

The governing body, in cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

- ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- has regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEN.
- ensures that parents are notified of a decision by the school that SEN provision is being made for the child

The Role of the Headteacher

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The Role of the SENCO

- Be a qualified teacher.
- Completed the SENCO Qualification
- In collaboration with the Headteacher, the SENCO, and governing body, determines the strategic development of the SEND policy and provision at Woodthorpe Primary with the ultimate aim of raising the achievement of pupils with SEND need.
- Collaborating with SENCOs across the Outwood FoS
- Contributing to the continuing development and training of school staff
- Overseeing the review and implementation of EHCPs, My Plans and records for all SEND students.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND students.
- Organising and maintaining the records of all SEND students.
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all feeder schools when SEND pupils leave the school.
- Contributing to the continuing development and training of school staff.

- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

The Role of the Class Teacher

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the Inclusion Leader and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Update intervention records termly.
- Update Support Plan termly and hand to parents/SENCO.
- Complete pupil progress record sheets before Pupil Progress Meetings
- Identify individual children not making progress and inform Inclusion Team.
- Update TA timetables, class provision map and IEP'S (where appropriate) after PPM.
- Ensure any changes to timetables/updated IEP's etc. are given to the Inclusion leader

10: Reviewing the Policy

This policy will be reviewed annually

11: Complaints

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, an appointment to discuss the complaint with the SENCO/ Headteacher will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.
5. At any time the parent may seek help from the SENDIAS (see below).

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.

A copy of the 'Special Educational Needs code of practice: 0-25 years', published by the Department for Children, Schools and Families, is available in school for reference.

Contact details for SENDIAS - Sheffield SEN & Disability Information Advice and Support
Floor 6,
North Wing, Moorfoot
City Centre
Sheffield
S1 4PL
Telephone: 0114 273 6009
E Mail: ssendias@sheffield.gov.uk

12: Appendices

Further information about the new Code of Practice can be found at
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Further information about the Sheffield Local Offer can be found at
www.sheffielddirectory.org.uk/localoffer

Please refer to the SEND Information Report on the School Website