Woodley C of E Primary School

Our Vision:

At Woodley C of E Primary School, each person is unique and accepted as a child of God. Through strong Christian values, and our BRIGHT attitudes to learning we inspire hearts and minds to create life-long learners, who have the skills, knowledge and understanding to shine brightly in the world.

Woodley CE Primary SEND Policy

Responsibility of:	Full Governing Body
Type of Policy:	Statutory
Reviewed:	November 2021
Date of Next Review:	November 2022

Chair of Governors:

Head Teacher:

Woodley CE Primary SEND Policy

The Department for Education (DfE) published the Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014 replacing the previous Code and was updated in January 2015. Our policy complies with the statutory requirements as set out in the SEND Code of Practice, 0-25, 2015.

Aims:

Our SEND policy and information report aims to:

- Set out how Woodley CE Primary School provides support and makes provision for pupils with special educational needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Show that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs.
- Describe the national requirements introduced by The Children and Families Act 2014 and it also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.
- Show how Woodley CE Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams.

Background

The Children and Families Act 2014

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Woodley CE Primary school we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEN,
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly.
- publish information on SEND funding and provision and monitor expenditure.
- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) *(see SEN Regulations 2014),*
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan.
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

1. **Meeting special educational needs in Woodley CE Primary School**

Definition of SEND:

The SEND Code of Practice, 2015, states that a child of compulsory school age or young person has SEND if they have

- a "significantly greater difficulty in learning than the majority of others the same age,"
  or
- "has a disability which prevents or hinders them from making use of educational facilities generally provided others of a same age in mainstream schools or mainstream post-16 institutions."

Although the needs of children often cross more than one "area of need", the CoP uses four main categories of need:

Communication and Interaction:

- SLCN (speech, language and communication needs),
- ASD (Autistic Spectrum Disorder)

Cognition and learning (children learn at a slower pace than their peers even with appropriate differentiation)

- MLD: moderate learning difficulty
- SLD: severe learning difficulty
- PNLD: profound and multiple learning difficulties
- SpLD: specific learning difficulties eg dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

- ADD: attention deficit disorder
- ADHD: attention deficit and hyperactivity disorder
- Attachment disorder
  Difficulties that may reflect underlying mental health conditions e.g. anxiety, depression, eating disorders

Sensory and/or physical needs

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability

2. Identifying pupils who have special education needs:

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school, we believe that all teachers are teachers of pupils who have special educational needs.

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, this includes those receiving additional support.

If a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. We ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCo
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is an area of concern we use a behaviour support plan which draws on analysis of Antecedents, Behaviour and Consequences
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved

- where assessment indicates that specialist services are required, we make referrals promptly and discuss at School Planning Meeting
- we draw up an IEP (Individual Educational Plan, see Appendix A)

3. Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve. Evidence shows that children make the most progress when their key adult work together. At school we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening to and hearing what parents/carers say
- identifying any outcomes to be achieved with parents
- informing parents of any outside intervention and share the process of decision making by providing clear information that relates to their child's education
- meeting with parents to review their child's progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where children and young people are 'looked after' by the local authority we have an additional role to ensure the safeguarding of these children. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly
- have an up to date Personal Education Plan (PEP) which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- normalise life experience wherever possible

4. Involving the children in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard

- involving children and young people in discussions about their learning, progress and how provision is made

For a child who has an EHCP, they are invited to share their views and pupil voice prior to the meeting. Their opinions and contributions are considered a very important part of the process. The child is supported by the adults to reflect on their thoughts and feelings about their progress in school and their future. These reflections are discussed as part of the meeting.

In addition where pupils have special educational needs we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include, written comments or drawings to express their views, talking to a preferred adult, friend or mentor
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' ie they will have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focussed and the outcomes reflect what is important to, and for, the pupil

5. Assessing and reviewing progress

At Woodley CE Primary School, we assess and review using information gained from formative and summative assessments. 'Non-Negotiables' assessments inform us when children have grasped the 'essential' skills for their age; teacher assessment assesses children with a numerical value, not a level and show who is emerging, expected or exceeding attainment in their learning e.g. Y1 and Y2 are assessed at being between 1.0 and 1.9; 1.0 being at one end of the scale showing understanding emerging, compared to a child over 1.7 who shows a "deeper" level of understanding.

Pupils with severe or profound and multiple learning difficulties will be assessed on the engagement model where children are not engaged in subject specific study. The Pre-Key Stage standards are used for statutory assessment at the end of KS1 and KS2 for pupils working below the standard of the national curriculum assessments and engaged in subject-specific study.

We acknowledge that for all children their learning should be planned for according to their individual needs, but also offering aspiration regardless of any obstacle or disability. For some children there is the need to work at a different stage of learning, hence 'stage' not

'age' expectations. Children that have significantly greater difficulty in learning still work towards the milestones that are appropriate for them at their stage of learning.

Alongside our expectations of their progress, the SENCo may additionally use reading and maths assessments to provide a broader picture of a child's progress. Where difficulties in literacy occur, we use a Dyslexia screener for diagnostic results. This can only be used once a child is over the age of 8. We also draw on more specialised assessments from external agencies and professionals when appropriate.

Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

We follow the 'Plan, Assess, Do, Review' cycle. Individual Educational Plans (IEPs see Appendix A) are drawn up when we consider an additional focus will help children achieve certain short-term targets; when the outcomes are achieved the pupil may no longer require further support.

If more support is required then another IEP with different aims can be set up; this is written with input from those adults working with the pupil and in discussion with parents and reviewed termly. SMART targets are set: specific, measurable, agreed upon, realistic and time based.

The children are made aware of their targets as the adults working alongside them help to set the targets in child friendly language. They help the pupil to recognise when they are succeeding and achieving the targets. Parents and teachers meet to review this at a termly pre-arranged meeting.

Managing the SEND Register

Once a pupil has been added to the school's SEND Register under the category: 'SEN Support' then an individual provision plan is drawn up (IEP) by the class teacher in consultation with the SENCo and parents/carers. This allows for monitoring for short term outcomes which are reviewed termly with the parents/carers and pupils. If a child does not make the expected progress then advice may be sought from external professionals.

We have allocated Educational Psychologist Support and can request additional support from the Learning Support Service, Behaviour Support and Health Services, including Speech and Language therapy. We prioritise children dependent on their individual need.

If a child has made significant progress it may be decided they can be removed from the SEN register, in consultation with professionals and parents; however, their progress would

continue to be monitored closely by the class teacher, SENCo and SLT at termly pupil progress meetings.

Education Health Care Plans: If a child is not making the expected progress or achieving at a considerably lower level than expected for national age expectations then it may be decided to request a statutory assessment of their need. Evidence is collated and then following the consideration of this an EHCP may be issued by the Local Authority. Once issued it would be reviewed annually.

6. Preparing for transition

Transition is ever present in our planning for pupils as we are highly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.

We aim for our children to cope with the new challenges the new year ahead will bring; coping with resilience and having 'brave' attitudes to learning is a vision we have for all our children at each stage of their learning.

Our bespoke PSHE scheme covers transitions at the end of each year to prepare all children for changes ahead. For children with special educational needs, we provide extra visits, time to talk with new staff/settings and transition booklets. Adults working with children with special educational needs help support a child in familiarising them with the new classroom location and will plan activities to help the child become accustomed to the new classroom and teacher.

For children making the transition to secondary school, parents are encouraged to share their concerns with the class teacher and SENCo. Early opportunities to visit the receiving school are encouraged. The SENCo will discuss concerns with the parents and ensure a successful handover to the secondary SENCo.

7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

At Woodley C of E, we provide educational experiences based on the child's stage of development, rather than their age. In English and maths, the children access work from the year group which they have been currently assessed as working at. Our wider curriculum is spiral based, and teachers plan for work on Threshold Concepts which can be pitched at the correct developmental stage for the child. Learning environments are adapted as and when

needed. Adaptations can include safe spaces, individual work stations, seating arrangements etc.

Woodley C of E Primary School local offer:

https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=LyAqLa4EfAE

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed via:

http://www.wokingham.gov.uk/our-local-offer/

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, '*SEN Support*' can be found on the Local Offer page.

8. **The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured**

Our staff has access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Our SENCO: Mrs Emma Blakely

Qualifications: BA (hons) Philosophy, Early Years PGCE, (currently undertaking NASENCO)

The role of our SENCO

The legislation requires that:

- the SENCO must be a qualified teacher working at the school
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been a SENCO at their current or any other school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination **within three years of appointment**

- a National Award must be a postgraduate course accredited by a recognised higher education provider
- schools should satisfy themselves that the chosen course will meet these requirements and equip the SENCO to fulfil the duties outlined in the CoP. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- determining the strategic development of SEND policy and provision in the school with the head teacher and governing body
- day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a supporting role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for SEND with external agencies, especially the local authority and its support services
- liaising with potential education settings to ensure a pupil and their parents/carers experience a smooth transition
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date

As a school, we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing 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.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

10. Inclusive practice

We ensure that **all** our pupils, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part e.g. an allocation of additional adult support available to support the child in an after-school club, school funded places for children who also fall under the Pupil Premium category.

11. The social and emotional development of our pupils

We treat the social and emotional development of our pupils very seriously and when required can offer additional pastoral support from our Nurture assistant. Woodley C of E Primary school practices 'Therapeutic Thinking' as recommended by our Educational Psychologist.

We are aware that nationally bullying is a major issue for children and young people with SEND. We support the children to develop their understanding on taking measure to prevent bullying, this might be learning in assembly times and in whole class circle time. Our PSHE policy further explains the topics discussed for all ages (please refer to the school Behaviour policy). Class teachers at our school treat each child fairly and enforce the classroom code consistently. The teachers show respect and understanding to each child.

The pupils are given the opportunity to have their voices heard through the school council. Children with EHCPs are given the chance to have their opinions fully heard in their Annual Reviews. Classes have 'wobble boxes' to allow children to anonymously raise concerns with an adult if they need to.

12. Working with other professionals and practitioners

At Woodley C of E, we are committed to working with other professionals to maximise the impact of our interventions. At times, we may call upon external professionals to support our children and their needs e.g. an Educational Psychologist. In order to do this, we:

- listen to parents to ensure they know which services we use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEN to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with all services in a timely and professional way
- meet with the school nurse, speech and language therapist, behaviour support teachers, occupational therapists and refer to the local Parenting team
- meet with our Educational Psychologist for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision

13. Dealing with complaints

The school works, whenever possible, in partnership with parents to ensure a collaborative approach to meeting a child's needs. Any complaints are taken seriously and are heard through the school's complaints policy.

Parents should initially take up concerns first with the class teacher, SENCo or Deputy/Head teacher to resolve the issue before making any formal complaint.

Details of the Complaints Policy can be found on the school website.

Additional information

Supporting children with medical conditions

We recognise that there are children with medical conditions that should be fully supported so that children have full access to education. There are several members of staff with first aid training and all staff trained in use of Epipens and inhalers.

Please refer to the "Managing Medical Conditions Policy" on the school website.

Appendix A: IEP (Individual Educational Plan)

Appendix B: How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

Exception Needs Funding

Wokingham has developed an Exceptional Needs funding model which can provide the additional resources to meet learning needs in mainstream settings. Woodley CE Primary school is part of a cluster of schools who discuss individual cases where the schools feels that the support needs for that pupil are exceptional. We also use our cluster meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document *'Exceptional needs funding: Procedures and guidance'*

When would school 'refer to the Local Authority'?

'*Referring a child to the local authority*' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These 'needs assessments may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral, all local authorities are expected to consider

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- made provision which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluated.