

# **Woodhall School: Special Educational Needs Policy – reviewed November 2019**

To be read in conjunction with the **SEND Information Pack (School Offer)** currently on website.

## **1 Aims and Objectives**

The aims of this policy are:

- to ensure that all children have access to a broad, balanced and relevant education via the Early Learning Goals of the Foundation Stage and the National Curriculum
- to raise, recognise and celebrate the achievement of all pupils, including those with special educational needs
- to foster an environment that provides high quality provision to meet the special educational needs of each child
- to ensure that the special educational needs of the children are identified, assessed and provided for – with emphasis on a real collaboration between education, health and social services
- to ensure that the views, wishes and feelings of both parents and pupil are not only taken into account but supported as appropriate to ensure their full participation in decisions
- to describe the roles and responsibilities of all staff in providing for children with specific educational needs.

## **2 Educational Inclusion and equal opportunities**

Through appropriate curricular provision, we recognise that:

- children have different educational and behavioural needs
- children require different strategies for learning
- children need a range of different teaching approaches and experiences

Teachers respond to the children's needs by:

- providing support for children who need help with communication, language and literacy
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping children to work both independently and with other children
- helping individuals to manage their emotions, particularly trauma and stress and to take part in learning
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities

- appreciating the contribution of Teaching Assistants – in collaborating with the class teacher -- in monitoring progress, in assessment and in working with pupils with special educational needs.

### 3 **Special Educational Needs**

*‘Children have **special educational needs** if they have a learning difficulty or disability which calls for special educational provision to be made for them.’*

Children have a learning difficulty or a disability if they:

- a) have a significantly greater difficulty learning than the majority of children 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 children of the same age in mainstream schools.

*‘**Special education provision** is education or training provision that is additional to, or different from, that normally available to others of the same age.’*

In our school this is documented through the school Provision Map and, where greater detail is necessary, via Individual Education Plans (IEPs).

A pupil will not be regarded as having a learning difficulty solely because the language or form of language in the home is different from that in which the pupil will be taught. Nor will any child with an identified disability automatically be assumed to have a learning disability.

#### **Categories of SEN:**

- communication and interaction – speech, language and communication needs (SLCN)
- cognition and learning – severe learning difficulties (SLD), moderate learning difficulties (MLD), profound and multiple difficulties (PMLD) and specific learning difficulties (SpLD)
- social, emotional and mental health (SEMH) – immature social skills or behaviour/conduct disorders
- sensory and/or physical – visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD).

Our policy continues to take note of, and incorporate the requirements of, the most recent legislation (specifically Disability and Discrimination Acts, Sexual Discrimination Acts, Race Relations Acts and Equality Acts.) The Code of Practice (January 2015) advocates the Assess, Plan, Do and Review approach. In the first instance we envisage this as a school-based matter but it may move through to involve outside agencies in the event that continued and sustained efforts of good practice and reasonable adjustment at school level do not show the rate of progress that would be expected.

#### **Roles and Responsibilities:**

Woodhall deems that provision for pupils with special educational needs is a matter for the school as a whole.

We would **expect that the class teacher would:**

- **focus on outcomes for children:** Be clear about outcomes wanted from any SEN support
- **be responsible for meeting special educational needs:** employing strategic use of the SENCO to support the quality of teaching (and subsequently to evaluate the quality of that support)
- **have high aspirations for every pupil:** set clear progress targets for pupils and be clear about how the full range of resources are going to be used in support of these targets
- **involve parents in the planning and review process:** actively engage with parents, seek their views and provide regular updates on progress.

In our school the **Special Educational Needs Coordinator (SENCO):**

- manages the day to day operations of the policy
- coordinates the provision for, and manages the response to, children's special educational needs
- supports and advises colleagues, including liaison with Teaching Assistants and the Learning Mentor
- liaises with the relevant designated teacher where a looked after pupil has SEN
- advises on a graduated approach to provide SEN support
- maintains the school Provision Map and ensures that all parents/carers are informed of any SEN support their child receives
- contributes to and manages the oversight records of all children with special educational needs
- supports any school-based assessment and completes the documentation required by outside agencies for specific pupils
- acts as a link with external agencies and other support agencies throughout the whole spectrum of education and health in respect of SEND provision
- maintains close links with next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- acts as a further link with the parents – working in partnership with them to ensure that they, and their child, are appropriately involved with the SEN process and are fully aware of the Parent Partnership services offered by the Local Education Authority
- supports the monitoring and evaluation of SEND provision, and reports on such to the governing body
- liaises with the Head Teacher on expenditure, deployment of staff, timetable planning and other resources to meet pupil's needs effectively

- works with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with due regard to reasonable adjustments and access arrangements
- is designated by the Senior Leadership Team as the line manager for Teaching Assistants within Woodhall.

#### **4 The role of the governing body**

The governors ensure that all teachers are aware of the importance of providing for children with special educational needs. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governor charged with specific responsibility for SEN meets with SENCO on a regular basis and reviews provision.

The governing body has decided that children with special educational needs will be admitted into school in line with the school's agreed Admissions Policy which takes into account the [Special educational needs and disability code of practice: 0 to 25 years \(January 2015\)](#), the Children & Families Act 2014 and the requirements of the most recent Disability and Discrimination Acts, Sexual Discrimination Acts, Race Relations Acts and Equality Acts.

The governing body supports the promotion of the principles of the Government publication 'Every Child Matters' for all its pupils ensuring that they are safe, healthy, have the opportunity to enjoy life and achieve success, have the prospect of achieving economic well-being and the chance to make a positive contribution to society.

#### **5 Allocation of resources**

The school's **SEND Information pack (School Offer)** details the range of provision offered by the school.

The school is expected to meet the needs of the majority of its children with special educational needs from within its delegated budget. In exceptional circumstances the school may apply for Exceptional Needs Funding. This application is considered at a Local Panel meeting and, if deemed appropriate, it may be moved forward to a further District Panel meeting where additional funding may be awarded for a specific length of time.

Woodhall recognises that children at school who have medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some of these children may have SEN and an Education Health and Care Plan. Any special educational provision would be delivered under the **SEND Code of Practice: 0 to 25 (January 2015)**. Any staff who work with children with identified medical conditions will have relevant training to ensure that they are effectively supported to ensure the children's full access to education.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

#### **6 Assessment**

School recognises that teachers are responsible and accountable for the progress and development of the pupils in their class. Where a pupil is not making adequate progress, early identification is vital to enable teachers, SENCO and parents to work together to problem solve, plan support and initiate teaching strategies appropriate for the individual pupil.

The **SEND Code of Practice: 0 to 25 (January 2015)** states that adequate progress can be defined in a number of ways, for example, as progress that:

- closes the attainment gap between pupils and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline
- matches or betters the child's previous rate of progress.

Where pupils continue to make inadequate progress despite high quality teaching targeted at areas of weakness, the class teacher, in collaboration with the SENCO will assess whether the child has a significant learning difficulty.

The school uses the **Graduated Approach Model (Assess, Plan, Do, Review cycle)** to **respond to children's special educational needs**. It is a model appropriate to both the Foundation Stage and the Primary Phase settings.

#### **Monitoring:**

- Teachers regularly observe and **assess** the progress of all children in the class, ensuring that differentiated planning offers a range of tasks that meet the needs of all the children. Where expected progress is not made, or specific barriers to learning are identified, the class teacher discusses additional strategies with the SENCO. This may be at the half-termly Pupil Progress Meetings (PPMs) where the Provision Map is also monitored and reviewed.
- Once identified, the pupil's needs will be addressed through **planned** strategies put in place by the class teacher. These may be supported and **delivered** by the Teaching Assistants allocated to each class.
- These strategies will be recorded on the Provision Map and **reviewed** to determine success and effectiveness. Should they fail to deliver the designated target, full consideration will be given to ways in which they can be adapted or further developed.
- At Parents' Consultations, parents are fully involved in discussions about their child's learning and are actively encouraged to discuss that learning with the child at home. Here, too, any additional support may be outlined and targets agreed.

#### **SEN Support:**

- If strategies identify additional barriers to learning or if – after the **assessment** and review phase – the progress has not been sufficient to meet the agreed targets, then the child may be offered interventions that are additional to the school's usual differentiated curriculum.
- This will be discussed in detail following the Pupil Progress Meetings (PPMs) by the class teacher and the SENCO who will support the class teacher to **plan** appropriate interventions.
- These interventions may include an opportunity to participate in small group support **delivered** as part of the extended provision for the class or it may be **delivered** by specialist Teaching Assistants (TAs) outside the classroom.
- These interventions are regularly **reviewed** against the agreed targets for progress by the class teacher, TAs, SENCO at the PPMs.

- Parents will be asked to offer their views and opinions: normally this will be at Parent Consultations, but it will be earlier if circumstances warrant immediate intervention.
- Currently such children will be documented via an Individual Education Plan (IEP), carefully written after discussion with parents and pupil, and detailing short-term targets and strategies to support their achievement. These children may also be placed on the school's SEND Register.
- Where the needs of the child are too significant, or interventions have not had the desired effect, there may be a need to make further **assessments** and **plan** for 1:1 interventions that more intensively address the learning needs of the child.
- 1:1 interventions are carefully **planned** by the teacher in conjunction with the TA or specialist teacher providing the support.
- As these 1:1 sessions proceed, feedback ensures that any strategies and support systems learned are transferred back into the main classroom.
- Progress from these interventions is **reviewed** by the Class Teacher, the member of staff delivering the intervention and the SENCO. If this graduated support and intervention does not deliver sufficient progress for the child to resume education within the high quality learning and differentiation of the main classroom, then it is likely that the Class Teacher and SENCO will engage parents in specific discussions regarding the need for Outside Agency support.

Information and suggestions from these Outside Agency specialists will inform another cycle of **Assess, Plan, Do and Review**.

#### **Education, Health and Care Plans:**

Where the special educational needs provision required to meet the child's needs cannot reasonably be provided from within the resources normally available, Woodhall, working in partnership with parents, will apply for an Education, Health and Care Plan.

## **7 Access to the Curriculum**

All children have an entitlement to access a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and importance of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff at Woodhall aim to provide effective opportunities for every pupil to have high expectations (see **Teaching and Learning Policy**). Target setting is used for all pupils. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and we use assessment appropriately to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy (see **Equality Statement** and **Disability Equality Scheme**). Wherever possible, we do not withdraw children from the classroom situation. There are times though, when to maximise learning, we ask the children to work in small groups, or in a 1:1 situation outside the classroom. Alongside this, Woodhall ensures that all pupils are encouraged to engage in the extra-curricular activities offered by the school.

All our children are supported to behave and respond appropriately within any learning situation (see **Behaviour Policy**) so that they may enjoy achievement and success within a positive atmosphere.

The school has an **Accessibility Plan** and we work closely with parents of children with disabilities or medical conditions to ensure that we have strategies in place to enable access to both the building and learning environment.

## **8 Partnership with parents**

The school prospectus contains details of our policy for special educational needs, and brief details of the arrangements made for these children within our school. School has also posted its **SEND Information Pack (School Offer)** on the website. The Governors' Annual Report to parents contains an evaluation of the policy in action. A named governor takes a special interest in the special educational needs aspect of our work and is always willing to talk to parents.

At all stages of the Graduated Approach, the school works with the parents ensuring that they are fully informed and involved, that their wishes and feelings are taken into account and that, with access to as much information as possible, they feel fully involved in decision making. We encourage parents to make an active contribution to their child's education throughout. We have termly meetings with parents to share the progress of each child with special educational needs. Woodhall is sensitive to the need to provide translations and interpreters.

Parents have a responsibility to communicate regularly with the school. Parents are encouraged to speak about issues that may be causing concern. The SENCO and Head Teacher are always available (by appointment) to see parents. Any expression of dissatisfaction is dealt with as soon as possible in accordance with the complaints procedure.

## **9 Monitoring and Evaluation**

Woodhall School has high expectations that pupils with special educational needs will make progress. The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by subject leaders, SENCO and by the Senior Leadership Team
- analysis of pupil tracking data and test results for individual pupils and cohorts at PPMs
- analysis of value added data for pupils receiving interventions or on the SEN Register
- termly monitoring of procedures and practice by the SEN Governor
- school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the School Development Plan, which is used for overall planning and monitoring SEND provision within the school
- visits from Local Education Authority personnel and Ofsted Inspection arrangements
- feedback from parents and staff, informal and formal, following meetings to produce Provision Plans, and targets, revise provision and celebrate success.

The Governors review the policy annually to consider the effectiveness of the school's work on behalf of pupils with special educational needs, and considers any amendments in light of annual review findings.

Signed: S. Raithatha (Special Educational Needs Coordinator)

Review Date: 21<sup>st</sup> November 2019

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