



Woodhouses Voluntary
Primary School

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Voluntary Controlled C of E & Free Church Primary School

Woodhouses Voluntary School SEND POLICY



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SEND Policy

General Aims and Objectives of the School

- At Woodhouses we aim to create an environment where children learn together and to be educationally inclusive. By this we mean, one in which the teaching and learning, achievements, attitudes and well-being of every child matter.
- In order to achieve this we will actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with special educational needs (SEN) so that each child has the opportunity to develop their full potential.
- We aim to provide entitlement of access to a full and balanced curriculum, including the National Curriculum and where necessary, a modified National Curriculum.
- We actively encourage the involvement of staff, pupils and parents/carers in the education of children with SEN.
- We recognise that parents hold 'key' information and have a critical role to play in their child's education. We therefore aim to include parents in the development of Individual Education Plan (IEP) by liaising closely through structured consultation based on the Structured Conversation format.

What are Special Education needs (SEN)?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

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 are taught.

At some time in their school careers, all children may have SEN for example, social and domestic problems, medical problems, undue pressure from home or school. All of these

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can lead to temporary or even permanent learning difficulties. At Woodhouses, we believe early identification and action is the key to supporting the child.

There is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs and requirements, which may fall into at least one of the four areas, many children will have overlapping needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:

- **Communication and interaction** (eg. Speech and language difficulties, autistic spectrum disorders).
- **Cognition and learning** (eg. moderate, severe or profound learning difficulties characterised by low/very low attainment across the curriculum or specific learning difficulties where there is a mismatch in the child's potential and their actual performance in specific skill areas such as dyslexia or dyspraxia).
- **Social, emotional and Mental Health** (eg. Pupils who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, those with immature social skills; and those presenting challenging behaviours arising from other complex special needs).
- **Sensory and/or physical** eg. Profound and permanent deafness or visual impairment to lesser levels of loss, which may only be temporary (glue ear), physical impairments arising from physical, neurological or metabolic causes including cerebral palsy, spina bifida etc.

Roles and Responsibilities

SENCo

The SENCo is Miss Rigby. The following responsibilities for SEN apply:

- Facilitating the learning and well-being of children with a diversity of SEN
- Overseeing the day-to-day operation of the school's SEN Policy
- Co-ordinating provision for children with SEN
- Managing (SEN) teaching assistants
- Contributing to the in-service training of all staff
- Ensuring liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated



- Ensuring that appropriated Individual Education Plans are in place
- Commissioning and liaising with external agencies including the LEA's support, educational psychology services, health and social services and voluntary bodies
- Manage personalised learning approaches

The Head Teacher

The Head Teacher has the day-to-day responsibility for the management of all aspects of the school's work, including provision for children with SEN. The Head Teacher should keep the governing body fully informed and also work closely with the school's SENCo.

Governing Body

The Governing Body should, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The designated governor for Special Needs is **Mike Heaney**.

Class Teachers

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice, 2014)

All class teachers are responsible for the initial identification and assessment of SEN. The assessment process is a continuous cycle of planning, teaching and assessing and should be fourfold and focus on:

- The child's learning characteristics



- The learning environment
- The teaching style most appropriate to facilitate learning
- The task

Learning Support Assistants

Learning support assistants play an important role in supporting the class teacher in the delivery of a differentiated curriculum that allows accessibility for all. They should be involved in the development of the school's policy and be fully aware of the school's procedures for making SEN provision and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

Parental Roles

"The school has a duty to inform the child's parents/carer that special educational provision is being made for the child because the child has SEN" (*Section 317A, Educational Act 1996*).

Parents/carers will be consulted as soon as identification is made so that the curriculum can be planned for their child. Where necessary this should take place in consultation with other teachers, external support agencies and governors. Parents will be invited to the review of the Individual Education Plan and given copies of all IEP's.

Identification and review of pupil needs.

We are committed to the early identification and intervention of children who may have SEN.

- The class teacher initially differentiates for any children not making satisfactory progress within their class through quality first teaching. If there continues to be concerns a 'Cause for Concern' form may be completed and the class teacher will raise the child with the SENCO in order to establish any additional or different interventions that are required over and above the class differentiated activities. At this point the child will be accessing Wave 1 interventions. Parents will be invited to meet with the class teacher to discuss the causes for concern. The teacher will assess the child and complete an intervention monitoring form.



- If the child's needs are greater than his or her peers within the lower ability class group a provision map is allocated and highlighted showing what additional provision that child is receiving. At this point the child will be accessing Wave 1/2 interventions and may be added to the SEN Support list. Parents are kept fully informed as part of our regular parent meeting process or called in specifically to discuss their child's needs with the class teacher. At this stage the SENCO may provide the class teacher with support to pinpoint the child's needs.
- If adequate progress is not made after a substantial period of intervention and review, the SENCO will seek advice from outside agencies.

The child will now be accessing Wave 2/3 interventions and an Individual Education Plan may be deemed necessary to track progress more closely. Parents are kept fully informed at specific termly review meetings of the child's progress regarding his or her IEP targets.) The child is now added to the SEN Support Register.

- If a child is not making adequate progress as shown via regular teacher assessment, SENCO may access support from QEST and/or the Educational Psychologist via traded services. Also advice and support may be required from LEA services such as, Speech and Language, Occupational therapy, School Health Advisor and CAMHS.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Educational Health Care plan may be issued by the LEA.

Review:

- The SEN policy is subject to a regular cycle of monitoring evaluation and review.
- The SEN policy should also be read alongside the behaviour and motivation policy and equal opportunities policy as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments and LEA and SEN services.
- Progress is continually monitored using a range of assessments including:
- Termly 'Progress Review' meetings between Class teachers and the Head Teacher/Senior Leader, early years profiles, observations, short term planning



assessment, and assessment based on current and predicted National Curriculum level descriptors, and PIVATS.

- All information gained is used to support planning in order to aid progress.

Arrangements for Co-ordinating SEN Provision

Provision at SEN Support

- The teacher will develop an Individual Education Plan (IEP) in consultation with the pupil and parents/carer, setting short-term targets. The SENCO may be involved in the event that previous IEP's led by the teacher have not resulted in adequate progress.
- The IEP's will include the teaching/behaviour management strategies to be used, the provision to be put in place, when the plan is to be reviewed and success and/or exit criteria.
- Only what is extra and/or different to the usual classroom teaching arrangements will be recorded.
- IEP's will be reviewed termly.
- If the child does not make adequate progress at SEN Support, evidence is presented to external agencies with the agreement of the staff and parents. External agencies will then decide whether to become involved depending on the weight of the evidence presented.
- If after this stage adequate progress is not made, then at this stage school will start collating information to support an application for an EHC plan.



Statutory Assessment

If progress remains inadequate under the provision at SEN Support, the parents/carers/school may request that the LEA begin statutory assessment. Such assessment may lead to the LEA providing an EHC plan.

Provision for EHC Plan

- Children with an EHC plan will receive support as outlined in their Education Health Care Plan. This is not a set format as to how the child will be supported e.g. x number of LSA hours.
- The SENCo will draw up an IEP with targets in consultation with school staff, pupil, parents/carers and advice givers and a representative from the LEA.
- IEPs will be reviewed twice annually with parents, school staff and advice givers.
- There will be an annual review once a year to which pupils, parents/carers, school staff and advice givers will be invited. Written evidence will be sought well in advance and circulated to all those invited two weeks before the annual review.
- Annual reviews at transition to Year 7 will be held in the autumn term of Year 6 to enable the preparation of a smooth transition plan. Close liaison and visits with the Secondary School SENCO will be maintained throughout the spring and summer term.

Admissions

Children with SEN are admitted into school in accordance with the whole school admissions policy. This is in line with the LEA guidelines. The admissions policy operates a fair system where no child regardless of Special Educational Need, race, gender, ethnicity and background can be refused a place.

Specialist SEN Provision

The school has experience in supporting children with a variety of needs. School will seek appropriate support for pupils who need specialist advice where needed.

Facilities for vulnerable pupils, those with SEN or who are disabled.

Woodhouses is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There is a disabled toilet in Class 3 and at the entrance of school. There will be a risk assessment carried out if there are any admissions that require specific facilities.

Reviewed February 2016



Allocation of resources for vulnerable pupils, those with SEN or who are disabled.

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- Individual identified needs are also funded via the main school budget.
- Resources are developed and purchased according SEN pupils identified needs either by School or external agencies recommendations.
- Whole school interventions detailed in the SEN provision map.

Access to the curriculum, information and associated services.

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children through a Hinge Question (see teaching and learning policy) according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of LSAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEN staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and "buddy" systems.



- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEN

Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form eg. by reading aloud, large print etc.

Information about the school is available to all on the school's own website. Please see the School Information Report to look at what is on offer at Woodhouses.

Inclusion of vulnerable pupils, those with SEN or who are disabled.

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluating the success of the provision.

Evaluation procedures:

- The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The SENCO and SLT monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.
- SEN is part of our school self-evaluation arrangements.



- The policy is the subject of on-going review by the SENCo, the teaching and support staff. It is a termly agenda item on the full governors' meeting and there will be an annual report with governors. The named SEN Governor is presently Mike Heaney

Complaints Procedure

Complaints about the provision or organisation of SEN will be dealt with through the procedures outlined in the whole school complaints policy available from Mrs Bentham, the Head Teacher. Woodhouses adopted the Oldham LEA guidelines for this. Parents/carers are made aware of the Parent Pupil Service run by Oldham LEA.

In-service Training

In-service training in Special Educational Needs is identified and linked to the School Development Plan.

Professional development for staff:

We have regular staff meetings which SEN is on the agenda. We also have training and development for all staff at regular intervals in the year.

- Staff are also kept up to date with information and new legislation.
- The SENCOs attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN.
- The SENCO is currently working towards the National SENCo Qualification.

Links with Support Services

- Advice and support from outside agencies is available if requested by the school.
- We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals, e.g. the LEA, SEN



support services, health services, social services, etc.

Links with other agencies:

- The school is committed to involving parents/carers whenever it is practically possible.
- Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Partnership with parents

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a chronology of meetings and documentation.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Review meetings will be held termly. There are two parents evenings at which IEP targets can be discussed along with academic progress. Statement children will have a specific IEP review meeting during each term as one will be their Annual Review meeting.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.



Pupil participation:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.
- We encourage pupils to participate in their learning by individual target setting and increased awareness of their individual learning styles.

Transfer arrangements: between schools, key stages and classes

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.



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Links with Other Schools and Agencies

We welcome collaboration between our school and other schools and external agencies. We work in partnership with a range of external agencies eg. LEA, Health, Social Services, QEST, Speech and Language Therapists and Educational Psychologists etc. We follow LEA guidelines for transition of pupils from Year 6 to Year 7.

Links with other agencies and voluntary organisations

At Woodhouses we work collaboratively with other agencies including QEST, Educational Psychology Services, NHS, Social Services, local schools and any other organisation that will benefit the support and provision of children at Woodhouses.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This Policy has been equality impacted.

References:

DfES, (2001) Department for Education and Skills, *Revised Special Educational Needs Code of Practice*, London: DfES N:\Document\Policies\SEN Policy 29/11/2013

Acronyms:

IEP: Individual Education Plan

PIVATS: Performance Indicators for Value Added Target Setting

QEST: Quality and Effectiveness Support Team

SA: School Action

SAP: School Action Plus

SEND: Special Educational Needs and Disability



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