



Woodfall Primary School

Special Educational Needs & Disability (SEND) Policy

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In Consultation With		
Date Agreed	Name	Position
	Helen Hough	Headteacher
	Duncan Haworth	Chair of Governors
Date for Review:		

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1.0 Introduction

Woodfall Primary School values the abilities and achievements of all its pupils and is committed to providing, for every pupil, the best possible environment for learning. We recognise that many pupils have special needs at some time during their school life. This policy should be read in conjunction with the school's Behaviour and Curriculum policies.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

At Woodfall we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and can contribute to all aspects of the school.

Woodfall Primary School will pay due regard to the Special Needs Code of Practice (September 2014) when carrying out duties towards all pupils with special education needs, and will ensure that parents and carers are kept well informed about SEN provision for their child.

2.0 Aims

At Woodfall Primary School we will ensure that:

- all pupils have equality of access to a broad and balanced curriculum which is differentiated appropriate to their needs and ability
- pupils requiring special provision are identified as early as possible
- pupils identified with special needs take as full a part as possible in all school activities
- parents of pupils with special needs are kept fully informed of their child's progress and attainment
- pupils are involved, where possible, in decisions affecting their provision
- a variety of teaching strategies are used, maximising accessibility for all children.

3.0 Definition of Special Educational Needs

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.*

(Special educational needs and disability code of practice: 0 to 25 years - January 2015)

This may be identified through progress that:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools. Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

There are four broad areas of special educational need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.
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4.0 Identification, Assessment and Provision

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN Coordinator (SENCO), will ensure that those pupils requiring different or additional support are identified at an early stage.

5.0 Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by regular teacher observation/assessment
- Evidence gathered from Pupil Progress meetings
- Comparisons with age related expectations
- Pupil progress information from SIMs
- Records from previous settings/schools
- Information from parents
- Standardised screening or assessment tools
- Identification/ advice from external agencies

As a result of these the school will:

- Provide a differentiated and appropriate curriculum
- Identify the support needed within the class
- Assess learning difficulties
- Ensure regular feedback on pupil progress through ongoing observations and assessments
- Ensure appropriate targets are set and learning experiences enable pupils to meet targets set
- Involve parents/carers in a home-school learning approach
- Broker support and advice from external agencies.

Quality first teaching is the provision that all children have in class. Through rigorous monitoring and assessment, training and resources, Woodfall Primary School ensures that all children receive quality first teaching (known as Wave 1).

As part of Woodfall Primary School's assessment cycle, vulnerable children are identified. These are children who are:

- Not making adequate progress
- Working below age related expectations
- Not on track to meet their end of year targets
- Not on track to meet their end of key stage targets

Staff, in conjunction with the SENCo, identify difficulties in learning and put in place a range of measures to address these and bring children 'back on track'. These measures are described as Wave 2. Some of these children may have a SEN profile completed which outlines their areas of difficulty and their strengths. (See Appendix A). Wave 2 support will be recorded on Provision Maps.

Wave 2 provision could be:

- Additional support in class from the class teacher, providing a differentiated curriculum
- In class support for groups of pupils by a Teaching Assistant
- Periods of withdrawal to work with a Teaching Assistant using either a published support programme or a bespoke programme
- Additional in class activities/resources pertinent to need
- Increased use of technology (computer programmes)
- Peer support/buddy systems
- Differentiated homework and support advice for parents/carers.

6.0 Graduated Response

The SEN Code of Practice advocates a graduated response to meeting pupils' needs using an assess, plan do and review cycle. If teachers continue to have concerns following Wave 2 support, children will have an SEN profile written (see Appendix A). At this point, parents/carers will work with the school to set appropriate short term targets and the children will be added to the SEN register at school. This is known as School Support/SEN Support.

7.0 School Support/ SEN Support

School support/ EN support is characterised by interventions that are additional to or different from the normal differentiated curriculum known as Wave 3. School support intervention is triggered when despite receiving differentiated teaching and support, pupils:

- Continue to make little or no progress
- Demonstrate difficulty in developing literacy/numeracy skills
- Show persistent social, emotional and/or mental health difficulties which are not affected by the school's support strategies
- Have sensory/physical problems, and make limited progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make limited or no progress despite receiving a differentiated curriculum.

8.0 Pupil Profiles

Pupils receiving School Support/SEN Support will have a pupil profile. The profile will contain some or all of the following:

- Pupil information
- Attainment and progress data
- Short term targets
- Provision and tracking
- Any external agency support .

9.0 External Support Services

Parental consent will always be sought when the school seeks external support. External support services will require access to pupils' records in order to understand the strategies employed by the school. The specialist may work directly with the pupil and may provide or ask for further assessments. Advice from external support will be incorporated in the child's targets. Strategies advised may be implemented by the class teacher, teaching assistant or involve other adults. Where appropriate, the school may request direct support/intervention from a specialist/teacher.

10.0 Additional Funding

Some pupils with SEN require additional funding in order to provide them with the level of support required to make progress. If this is the case, the SENCO, with class teachers and parents, will complete the paperwork required for additional Pupil Funding (known as Element 3 top up funding). This must show that school is already providing at least 15 hours of support weekly from the budget (known as Element 2 funding). The Local Authority will decide whether Additional Funding is needed. Where top up funding is allocated, the school must meet the requirements set by the Local Authority. This funding is reviewed annually.

11.0 Statutory Assessment

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. This statutory assessment may result in an Education and Health Care Plan (EHC). Prior to this, children may have been given a Statement of Special Educational Needs.

A statement of Special Educational Needs and EHC are legal documents and the school must ensure that the requirements set out in them are met. From September 2014, existing statements may be transferred to EHC's over a three year period following a review process.

12.0 Tracking pupils with SEN

All children with SEN are tracked using SIMs pupil tracker. Additionally, some children may have this information added to their SEN Profile. During termly pupil progress meetings all children with SEN will be discussed and their progress monitored. The SENCo will carry out observations on a rota basis of all children on the SEN register both in class and when receiving intervention support.

13.0 Allocation of Resources

The Governing Body will ensure that resources are allocated to support appropriate provision for all pupils and to meet the objectives set out in the policy. The school will receive additional funding directly from the Local Authority for children with a Statement of Educational Needs, an Education, Health and Care plan or in receipt of Element 3 top up funding.

14.0 Partnership with Parents and Pupils

Woodfall Primary School believes in developing strong partnerships with parents and recognises that by working together home and school can help children with SEN achieve their potential.

The school considers parents of children with SEN valued partners in this process and will keep them fully informed and seek their views at every stage.

Woodfall Primary School will signpost additional support for families outside of school where possible and will guide parents to the Local Offer website for Cheshire West and Chester when deemed necessary.

Pupil's views are always sought and they are a part of the target setting process. Pupils receiving additional funding are included in the annual review process to the best of their ability.

15.0 Role of the Class Teacher

Class teachers will:

- Differentiate teaching to include all pupils
- Assess and monitor progress of all pupils, creating action plans for those that are 'vulnerable'
- Identify pupils with SEN and gather supporting evidence
- Ensure additional provision for pupils with SEN is planned and implemented
- Ensure paperwork is kept up to date (SEN Profiles, SIMs data)
- Liaise with the SENCO
- Develop strong, supportive relationships with parents/carers
- Set appropriate targets
- Gather the views of pupils with SEN
- Be involved in the development of the SEN policy.

16.0 Role of the SENCO

The SENCO works closely with staff to ensure the school fulfils the aims in this policy. The SENCO works with the Headteacher and Governing Body to determine the strategic development of the policy.

Responsibilities include:

- Coordinating provision for pupil with SEN
- Liaising with and giving advice to teachers and teaching assistants
- Overseeing pupil records
- Liaising with parents
- Contributing to INSET and supporting CPD
- Liaising with external agencies and support services
- Reporting to the Headteacher and Governing Body
- Liaising with the Governor responsible for SEN.

17.0 The Governing Body

The Governing Body, with regard to the SEN code of Practice, will ensure that:

- Provision of a high standard is made for SEN pupils
- Those involved with teaching and supporting pupils with a statement are kept fully informed

- SEN pupils are fully involved in school activities
- They are involved in developing and reviewing the SEN policy
- Parents are informed about the Policy
- There is an appointed SEN Governor
- The SEN report is updated annually and available on the school's website

The Governor with responsibility for SEN will meet with the SENCO each term and report their findings/discussions to the full governing body. The Governing Body will review data regarding progress and attainment of pupils with SEN to monitor the success of the policy.