Woodside Primary School

SEND Policy

Woodside is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We believe that all children have an equal right to a full and rounded education which enables them to achieve their potential.

This policy is a statement of the aims, principles and strategies used in making provision for pupils with special educational needs based on the SEND Code of Practice (January 2015).

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2020

Statement of Intent

This policy outlines the framework for Woodside to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities. Woodside therefore intends to work with the Halton Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010: advice for schools DfE February 2013
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 (2015)
- Supporting Children with Medical Conditions (2015)
- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2018)
- Schools SEN Information Report Regulations (2014)

Definitions

The law states that a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Areas of special educational need

Woodside will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Sensory and/or physical.
- Social, mental and emotional health. (Woodside has a seven place resource base for children who have been identified with SEMH)

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and/or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- To ensure that the school has a special educational needs co-ordinator (SENDCo)
- Appoint a designated teacher for ‘looked after’ children.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school’s SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.

- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- The named link governor for SEND is **Judith Hughes**.

The Headteacher has a responsibility to:

- 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 SENDCo 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 SEND most frequently encountered.

The SEND Coordinator (SENDCo) must:

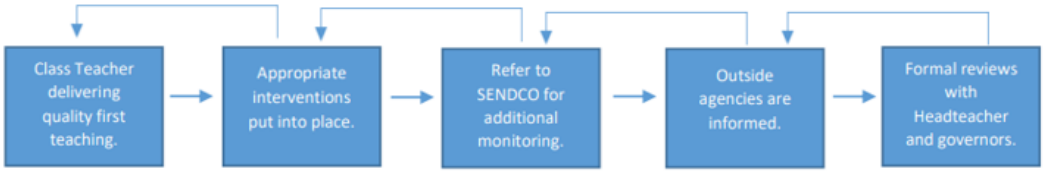
- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans. .
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.
- The named SENDCo at Woodside is Mrs Chelsea Percival, who is also the current designated teacher for looked after children.

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo 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.

The class teacher is in the key position to observe responses and to recognise the child who is experiencing difficulties in learning, adapting or integrating and to try out different approaches or to differentiate the curriculum to help meet the child's needs. Progress in learning for all children is the responsibility of the class teacher.



Arrangements for inclusion

In line with central inclusion principles from the National Curriculum, teaching staff will attempt to set suitable learning challenges for children and will respond to all pupils' diverse prior experiences and learning needs. Teachers and teaching assistants will attempt to accommodate children's different styles and rates of learning. Teachers will ensure they deliver a high quality of educational opportunity through the curriculum and will adapt their teaching styles where possible to meet the needs of individual children.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

Joint Commissioning Planning and Delivery

Woodside will collaborate with other agencies within the local authority to exercise its duty of care to work together with these providers in order to achieve the best possible outcomes for these children. These include:

- Early identification/recognition
- How families and pupils will be able to access services
- How transition will be managed from key stage 1 to key stage 2 and key stage 2 to key stage 3.
- Improved educational progress and outcomes for young people with SEND.
- Collaborating with early years providers to identify those children with SEND before school entry.

Local offer

Woodside will cooperate with the local authority and local partners in the development and review of the local offer. Halton Local Authority's Local Offer can be found at www.halton.gov.uk.

Identification

To identify pupils with SEND, Woodside will:

- Assess each pupil's current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the intervention:
- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Graduated approach (Plan, do and review)

The school is committed to early identification in order to meet the needs of children with SEND. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments. Teachers will then consult the SENDCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

• 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.
• Fails to make progress with wider development or social and emotional needs.
• Fails to make progress in self-help, social and personal skills.

Woodside will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the SENCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

Special Educational Needs (SEN) Support

The interventions can be implemented through SEN Support where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum and support from speech and language.

The SENDCo, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Assessment

- Woodside, in consultation with the pupil's parents, request a statutory assessment of SEND.
- The school will respond to any request from the local authority for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan if a pupil's need significantly change.
- The School will work co-operatively with the local authority when reviewing it.

Admissions

Pupils with special educational needs will be admitted to Windmill Hill Primary School in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. For any student who needs require additional support during internal annual transition suitable support will be put into place. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Training and resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer

information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities. The school uses funding to provide external professional advice and support for individual pupils in line with their EHC Plans and in relation to needs. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCO. The SENDCO will keep abreast of current research and thinking on SEND matters. The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) or consultation with individual members of staff. External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. Funding is deployed in the budget to meet the cost of:

- additional staff support
- providing intervention work for individuals and small groups
- purchasing materials and resources
- training for staff
- provision of external specialists and advice, where required

Reviewing the policy

This policy will be reviewed annually by SENDCO, Head, staff members and governors.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCO.
- Should the problem be with the SENDCO, contact the Headteacher.
- Discuss the problem with the Headteacher.
- The Headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA.
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

Data and Record Keeping

- Maintain an accurate and up to date record of pupils with SEND.
- Record details of SEND provision on a provision map.
- Ensure that Support plans are completed by teachers and shared with parents.

Review

Review Date – September 2025

To be reviewed - This policy will be reviewed in September 2026 or in line with any change in legislation or DfE guidance.

Headteacher: Richard Collings

SEND Lead: Chelsea Percival

Chair of Governors: Emma Speake