

# Woodford Primary School



## SEND Policy

This policy was reviewed by the Local Advisory Board of Woodford Primary School on

Signed ..... Dated .....  
Chair of Governors

Signed ..... Dated .....  
Head Teacher

Signed ..... Dated January 2023  
C Lewis

## **Rationale**

At Woodford Primary School we believe that children have Special Educational needs or disabilities if they have a learning difficulty that is significant and enduring, differing from children in the same age.

The DFE Special Educational Needs and Disability Code of Practice (2015) defines SEN as

*'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'*

(SEN Code of Practice p.82)

The Code of Practice categorises four areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical difficulties

## **Assess, Plan, Do Review and The Graduated Approach**

The school's continuing assessment of all children provides information about areas where a child is not progressing satisfactorily. This is known as a assess, plan, do and review.

ASSESS Teachers assess children as part of their daily teaching.

PLAN If a need is identified they plan an appropriate intervention or adaptation to support the need.

DO The intervention is implemented.

REVIEW The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary.

This cycle of assessment and targeted interventions is ongoing and underpinned by high quality teaching.

Each teacher has responsibility for providing a broad, balanced high quality teaching to ALL pupils and SEN pupils have an entitlement to the same through high quality provision. A graduated approach recognises that there is a continuum of SEN and further specialist support may be needed.

If a teacher finds that after class teaching, interventions and adaptations further support and advise is needed the teachers are required to complete a 'raising concern' form. This will clearly set out the child's needs, support already offered and a desired outcome. The SENCO will discuss this with teachers and observe

the child in class and this may lead to the conclusion that the pupil requires additional support. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- narrows the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.
- progress from a baseline, that is in line with progress rates with peers (starting point may be different.)
- matches or betters the child's previous rate of progress.
- ensures access to the full curriculum.
- shows an improvement in self-help, social or personal skills
- shows improvements in the child's behaviour.

The triggers for intervention will be a concern, underpinned by evidence, about a child who despite receiving adapted support learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which have not been improved by the behaviour management techniques usually employed in the school
- 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.

### **Nature of intervention**

The SENCO and the child's class teacher with pupil and parent decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment

## **Learning plans**

Using the software Edukey, an individual plan is created for the child, and sets out the strategies employed to enable the child to progress. The plan also includes information about:

- the child's strengths and areas for development
- desired outcomes
- the short-term targets set for the child
- the teaching strategies to be used
- regular reviews of short term targets
- parent and pupil voice

## **Partnership with parents/carers**

Coproduction plays a key role in enabling children and young people with SEN to achieve their potential. We actively encourage an open dialogue, both formal and informal, with both parents and children, and value the contributions they make. Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The plan will be reviewed regularly and shared three times a year with parents and pupils, and the school will provide an annual report on the child's progress. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## **Partnership with other agencies**

If appropriate, a request for support from external services is likely to follow a discussion between the SENCO, colleagues, parents, and child.

External support services, will usually see the child so that they can advise teachers on targets and accompanying strategies, provide more specialist assessments to inform planning, the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *additional support* will be that, despite receiving individualised support tracked through a Target Plan, the child:

- 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 English and Mathematics 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 additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## **Education, Health and Care Plans (EHCP)**

Where a request for a statutory assessment is made by Woodford Primary School to Plymouth LEA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence, which may include:

- Learning plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in English and Mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- reports from other professionals such as health, social services or education welfare service.
- Evidence of a Team Around Me (TAM) meeting which provides desired outcomes and reviews.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement. **A Statutory Education, Health and Care Plan** will include:

- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with EHCs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the EHC need. These targets will be set out in a learning plan and or a TAM (multi agency support plan) and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the learning plan will continue to be the responsibility of the class teacher.

All EHCPs will be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

## **The role of the SENCOs**

The SEN Coordinator (SENCO) responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
  
- monitoring and tracking targets and progress of all children with special educational needs
  
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

## **SEN Information Report**

The school will ensure that the SEND information report is assessable on the school website.

### **The Role of the Governing Body:**

The governing body (in co-operation with the Headteacher) determines our general policy and approach to provision for children with Special Educational Needs, establishes the appropriate staffing and funding arrangements, and maintains a general oversight.

**Mrs Elaine Brown is the special educational needs governors.**

### **Relationship to other policies**

This policy should be read in conjunction with Curriculum, Equal Opportunities, Teaching and Learning, Monitoring and Assessment, Equality, Access, Behavior and Homework policies

### **Complaints procedure**

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

**Date of Policy: January 2023**

**Review Date January 2024**

<b>Version &amp; Date</b>		<b>Action/Notes</b>	<b>Review</b>
1.0	March 2017	Reviewed by C Lewis and L Whish	Annually
2.0	March 2017	Reviewed by LA / SEND Audit	March 2021
3.0	March 2018	Reviewed by C Lewis and L Whish	Annually
4.0	Feb 2022	Reviewed by C Lewis and taken to Governors Jan 23	January 2024

