

# Woodcroft Academy



'Be wise, be wonderful

**Head of School: Mrs H Hewitt**

**Special Education Needs Policy**

**(SEN)**

**April 2020**

## Contents Page

- ❖ Section 1: School's values about SEND
- ❖ Section 2: Aims
- ❖ Section 3: Admission Arrangements
- ❖ Section 4: Identifying Special Educational Needs and Disability
- ❖ Section 5: A Graduated Approach to SEND
- ❖ Section 6: managing Pupils Needs on the SEND Register
- ❖ Section 7: Supporting pupils and families
- ❖ Section 8: Supporting pupils at school with medical conditions
- ❖ Section 9: Monitoring and evaluating SEND
- ❖ Section 10: Training and resources
- ❖ Section 11: Roles and responsibilities
- ❖ Section 12: Storing and managing information
- ❖ Section 13: Reviewing the policy
- ❖ Section 14: Dealing with complaints

### **1) SCHOOL'S VALUES ABOUT SEND:**

Woodcroft Academy values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Inclusion Team and Local Governing Committee will ensure that appropriate provision will be made for all pupils with SEND.

The SEND policy has been written by the school SENCO and shared with the inclusion governor and senior leadership team. It takes into consideration views from parental and pupil discussions. This document also reflects the new 2014 SEND Code of Practice, 0-25 guidance.

## 2) AIMS:

- To ensure that the needs of children are identified, assessed and provided for
- To raise the aspirations of and expectations for all pupils with SEN. To ensure all children are “safe, happy and learning”, giving them the experience of a caring, supportive school where learning is enjoyable.
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socio-economic.
- To ensure quality first teaching throughout the school and across the subject areas.
- To ensure that parents or carers are able to play their part in supporting their child's education.

## Objectives:

- To identify and provide for all pupils who have special educational needs and additional needs to ensure they meet their full potential and have access to the curriculum.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs with support and advice for all staff working with special educational needs pupils.
- provide a Special Educational Needs Co-ordinator(SENCo) who will work with the SEN Policy
- To provide and develop and maintain partnership and high levels of engagement with parents.
- To enable all children to develop skills and abilities in a safe and non-threatening environment, encouraging success and building self-esteem.

## 3) ADMISSION ARRANGEMENTS AND FACILITIES TO ENABLE INCLUSION:

- The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for within a mainstream setting.
- Disability (the Code of Practice 2014 outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN). There is wheelchair access throughout the school and 2 fully accessible toilets. One in the main entrance for pupils with mobility needs and one Circulation area by the ICT suite.

## 4) IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The definition of **Special Educational Need** is set out in section 156 of the Education Act 1993.

**Special Educational Need** - a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A pupil has SEN 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12)

## Types of SEN

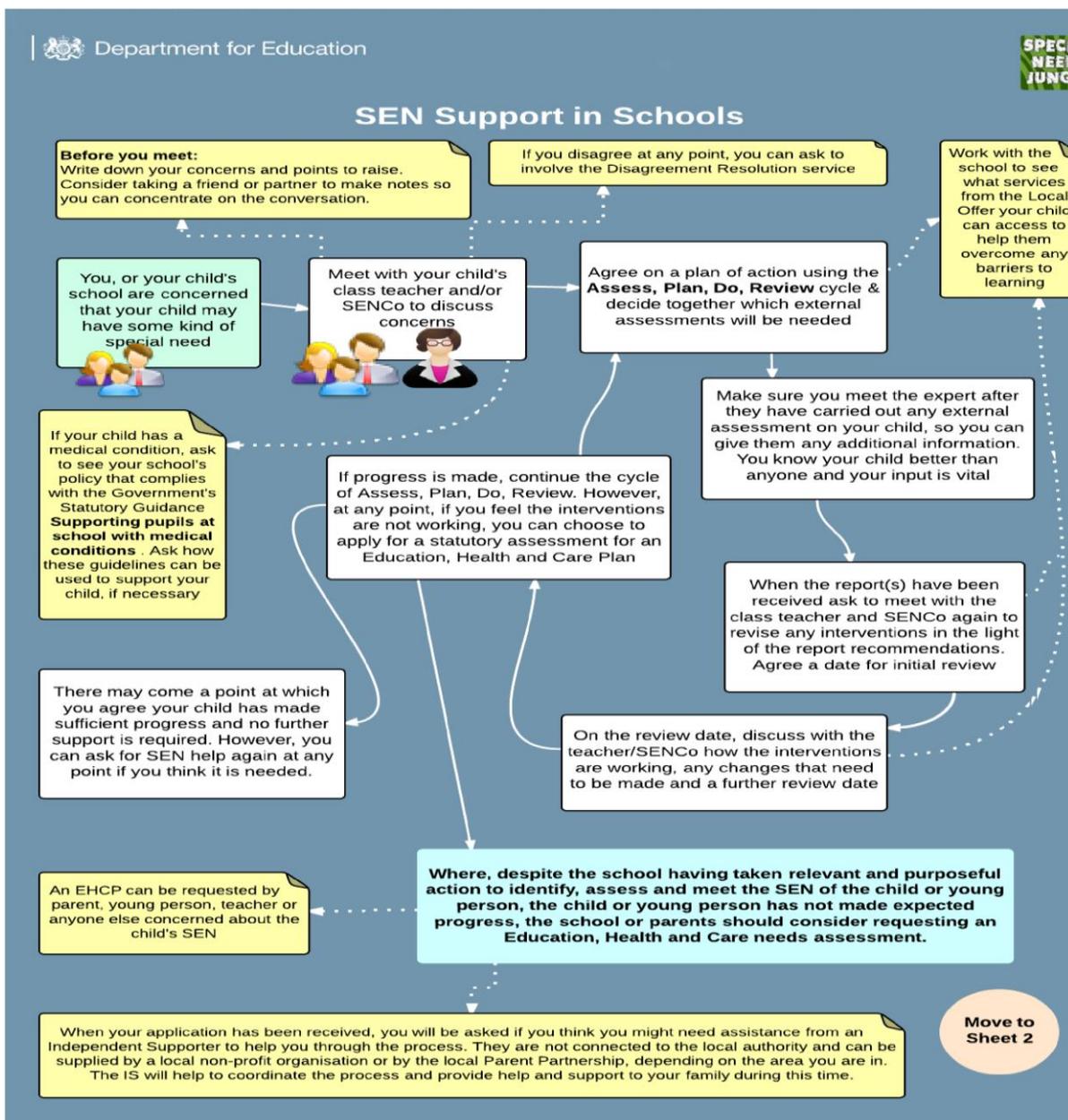
SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school.

## 5) A GRADUATED APPROACH TO SEN SUPPORT:

At Woodcroft we use the graduated approach to SEN support which follows the assess, plan, do and review cycle to identify and manage pupils with SEND. We have a robust system of identifying potential need and putting early support in place.



## Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Following on from formative assessments (tests), teachers identify which pupils are not making progress to reach their individual targets. Further assessment is then carried out to establish a clear analysis of a pupil's need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil's own voice, the views and experiences of parents/ carers and the individual's development in comparison with their peers.

## Plan

The first step in responding to a pupil's identified need is to ensure that high- quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot

compensate for a lack of quality first teaching. Following assessments the teacher needs to identify what changes or adaptations to quality first teaching, they may need to make. Once the specific areas of need and gaps in learning and development have been identified, additional or different intervention to be targeted at these key areas can be planned and delivered. All interventions are added to the school provision map and reviewed during half termly pupil progress meetings. Pupil Passports' are reviewed with parents/guardians each half term.

### Do

The class teacher is at the centre of the day to day responsibility for working with all pupils, including where interventions and targeted provision involves group work or one to one teaching away from the class. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

### Review

Interventions run for a specific length of time. At the end of this time any interventions or targeted provision outcomes are fully evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils' progress in relation to the targets set and/or reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention, identify where more evidence is located and detail what the next steps need to be.

Where pupils have an Education, Health and Care Plan (EHC) the impact of any interventions and progress towards targets in the plan are formally reviewed through a person centred review on an annual basis by everyone involved with the child.

At Woodcroft we believe that parents and guardians should be kept fully informed about their child's progress. Parents with pupils are invited to attend assertive mentoring meetings to discuss the progress made and share individual targets to further improve learning. Parents may request additional information at any time regarding the progress of their child. In addition, Woodcroft offers a termly meeting for parents to discuss their child's progress with the class teacher.

Woodcroft operates an 'open door' policy so that parents/guardians can come and share successes or concerns, share information from specialist outside agencies, and collect information to help plan for their child's individual needs.

As part of our approach to learning and teaching for all pupils the teacher and child discuss their progress and attainment in one to one sessions. Each pupil is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing and mathematics. Behaviour for and attitude to learning are also discussed and appropriate targets set to develop these essential learning skills. Pupils evaluate their progress towards previous targets with their Pupil Passport document used to support the process.

In addition to one to one assertive mentoring target sheets, children with SEND have a Pupil Passport. This is a way for a pupil with SEND to have a voice, to share their strengths and what is important to them as an individual and to acknowledge and identify how they can be best

supported to achieve their outcomes. These are shared with parents and parental views can also be recorded within the Pupil Passport.

## **6) MANAGING PUPILS NEEDS ON THE SEN REGISTER:**

**The SEN register** - this is a list of names of all the children in the school identified as having a special educational need. It is kept by the SENCO/Headteacher, Class teachers and supply teachers are made aware of the register. It can also be viewed by staff electronically on SIMS or through the school provision map on the teacher server.

The SEN register is regularly updated and pupils are either added to it or removed from it. If a pupil has made accelerated progress and/ or is achieving age related expectations in all areas of the curriculum for 2 terms, it will be discussed at pupil progress meetings to remove them from the register.

## **7) SUPPORTING PUPILS AND FAMILIES:**

As part of the 2014 SEND Code of Practice all local authorities have to publish a local offer which outlines the provision which is available for children and young people in the local area. Staffordshire's local offer can be found using the following link: [https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?direct\\_orychannel=5](https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?direct_orychannel=5)

Woodcroft has also produced SEN information which outlines the provision available at school. This can be found on the school website.

If a child has been identified as having a special educational need, the intervention they have received will be reviewed regularly. If progress is still an issue the SENCO/HT will invite parents and the child to discuss this and whether other agencies should be involved to provide more specialist support and advice. They will be asked to complete an early help form.

- The agencies and professional services currently accessed by the school are:
- Local Support Team (a range of services)
- SENSS (Special Educational Needs Support Service)
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Behaviour Support
- Pupil Referral Unit

## **8) SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL NEEDS:**

Woodcroft recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have

special educational needs (SEN) and an Education, Health and Care Plan (EHCP) which brings together the needs for their health, social care needs, as well as special educational provision. The SEND Code of Practice (2014) is followed.

Individual healthcare plans are completed to specify the type and level of support required to meet the pupil's medical needs. Healthcare plans are used by school to:

- inform the appropriate staff about the individual needs of a pupil with a medical condition in their care - detail when and the how the pupil needs to take or administer their medication.
- identify common or important individual triggers at school that bring on symptoms and can cause emergencies. We use this information to help reduce the impact of triggers.
- ensure that medication is stored correctly and within its expiry date.
- ensure our local emergency care services have a timely and accurate summary of a pupils' current medical management and healthcare in the event of an emergency.
- where pupils also have SEN, their provision is planned and delivered in a co-ordinated way with a healthcare plan.

#### **9) MONITORING AND EVALUATING SEND:**

Woodcroft's Senior leadership Team regularly and carefully monitors and evaluates the quality of provision that we offer to all pupils. This is achieved through regular audits of pupils' books, teachers' planning, pupils' profiles and provision detailed in intervention/ provision maps. In addition termly quality of teaching involving lesson observations, book scrutiny, pupil voice and data analysis take place. External monitoring, for example the assessment from Dyslexia Friendly School and Basic Skills Quality Mark, also provide additional feedback. This monitoring and evaluation is fed back to the Local Governing Committee each term and a SEND annual evaluation report. These evaluations then form the basis of the next SEND action plan. This means that as a school, we are constantly evaluating and monitoring in order to promote an active process of continual review and thus improve the provision that we provide for all pupils.

Staff receive regular updates on SEN reforms and practice through Professional Development Meetings and several in house training sessions are arranged each year to include speech, language and communication for all, interventions, 1:1 support for provision, phonics, and child protection. The SENCO/HT meets regularly with new members of staff to discuss her role and the whole school approach to providing high quality provision for children with a special educational need. Teaching assistants receive regular training on specific areas current to their role.

## 11) ROLES AND RESPONSIBILITIES:

### Governors

The Local Governing Committee has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the schools approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

The Governors with responsibility for SEN is Mrs J. Pettitt. The SENCO meets with the SEN governor termly to discuss relevant SEN issues and to update the governors on recent government changes/reforms within SEN. The SENCO also submits information to the Local Governing Committee and information regarding the progress of SEN pupils.

### The Head of School

The Head of School has responsibility for the day to day management of provision for all children including children with SEN. She will keep the Local Governing Committee informed regarding the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, and use of involvement with parents, outside support services and agencies and resource allocation. The Head of School is also the designated Child Protection officer and responsible for Pupil Premium/looked after children funding.

### The SEN Co-ordinator

The SENCO has a fundamental role to play in providing for the SEN child's needs. It is the SENCO's responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEN is employed correctly and to monitor and evaluate the school's provision.

The SENCO will also:

- Work within the guidance provided in the SEND Code of Practice 2014 □ Ensure the school's SEN Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- Ensure evidence and information from education and health care is collated and stored appropriately.
- Ensure Single Service Referral Form/CAFs are complete as appropriate and that the school's SEN records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor and ensure that the aims and objectives of existing Education and Health Care Plans being met.
- Provide advice and guidance for members of staff and parents where required.

- Purchase or liaise with subject co-ordinators to ensure adequate and appropriate resources are available to cater for special needs children within school.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Have involvement in the induction with new staff to inform them of School's SEN processes.
- Attend INSET to keep up to date on current issues.
- Monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
- Review the support/teaching assistant timetable regularly with Senior leaders in line with current pupil needs.

### **SEN Teaching Assistants**

SEN Teaching Assistants may be either employed by school or the LA and have a crucial role to play in SEN provision within school. They deliver programs of work to children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve SEN Teaching Assistants in the planning process. SEN Teaching Assistants are informed of learning objectives for each activity, the needs of individual children, and their targets as identified through the process of assess, plan, do, review.

It is the responsibility of the SEN Teaching Assistants to provide feedback to the class teacher on the progress of individual children against their specific targets and learning opportunities.

### **Class Teachers**

A whole school approach is fundamental to the schools policy for children with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff on identifying, assessing and providing appropriate provision to meet a child's needs.

### **Partnership with Parents**

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND through pre-admission Early Years Forums, liaison with the SENCO and recognition of the importance of the parental role ensures the school involves parents in partnership from the start of school life.

It is important that parents and school work together to ensure that all children have the opportunities to fulfil high expectations. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information regarding external influences which may be affecting their child. A child's strengths will always be discussed as well as their difficulties. Parents are asked to contribute to the child's learning/behaviour targets at home.

## **12) STORAGE AND MANAGING INFORMATION**

Information collected about a child's SEND will be treated as confidential and stored by the SENCO. Information will only be communicated to appropriate persons with the knowledge

and agreement of the child's parents, the Head teacher or the SENCO once an Early Help form is completed with the family.

Confidential information regarding a child's SEND is kept in the SENCO's file in the locked cupboard. The file and confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.

The file contains past and current reports/documents for individual children as well as current targets that the children are working towards. The class teacher should keep all other assertive mentoring targets and parents will be given copies of these half termly.

### **13) REVIEWING THE POLICY**

This policy will be reviewed annually in line with the 2014 Code of Practice by the SENCO, SEND/Inclusion Governor and SLT. All stakeholders will have contributed to this policy through parental/pupil voice.

### **14) COMPLAINTS**

If parents of a child with SEN have a complaint they should arrange a meeting with the SENCO and Headteacher who will aim to resolve the issue. More complex issues may be referred to the Parent Partnership service. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Local Governing Committee.