



## **Special Educational Needs and Disability Policy updated Sept 2021**

### **Woodside School Aim**

Our aim is to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.

### **Introduction**

This policy has been written to reflect the Special Educational Needs Code of Practice (Sept 2014), which in turn reflects the recommendations set out in the Children and Families Bill (2014).

Woodside School is a rural primary school that holds positive relationships and values at the core of its ethos. The school currently has 101 children on role, with 19% in the category of having special educational needs and disabilities (SEND). All children with SEND are valued, respected and equal members of the school, with inclusive practice being the norm. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. As a result of this the Governing Body, Head Teacher, Special Educational Needs and Disabilities Co-ordinator (SENDCO) and all other members of staff, have important responsibilities and have been consulted in the writing of this document.

Section 1.39 of the Special Educational Needs Code of Practice suggests that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.' It is the responsibility of local authorities and education providers to help this take place, especially in relation to:

- higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

At Woodside School we see that it is our responsibility to start this process at as early an age as possible to enable our learners to have the best outcomes in later life.

## **Roles and responsibilities**

### **Governors and Senior Leadership Team**

The Governing body, in co-operation with the head teacher and senior leadership team, determine the school's general policy and approach to provision for children with SEND. They establish the appropriate staffing and funding arrangements, and maintain a general oversight of the school's work. There is a link governor for SEND who more closely monitors the school's work with children with SEND, their progress, attainment and wellbeing.

### **The Role played pupils with SEND and Parents and Carers of Pupils with SEND**

In accordance with the SEND Code of Practice the school believes that the children should be at the centre of the process and should be involved in discussions about the support they need. It is also viewed that parents of children with SEND should be treated as equal partners, encouraged to share their knowledge and feedback to the school regarding provision. Parents will be supported and empowered to:

- Recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND code, including regular input in the provision process.
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

### **SENDCO, teaching staff and support staff**

The SENDCO has responsibility for the day-to-day management of all aspects of the provision for children with SEND. They are closely involved in the strategic development of the SEND policy and provision by:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with and advising fellow teachers
- managing teaching assistants who work specifically with SEND children
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- 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
- Ensuring that the governing body is kept fully informed about developments in SEND

All teaching and non-teaching staff are involved in the development of the school's SEND policy through consultation. They are aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. All teachers and teaching assistants have a duty and responsibility to ensure appropriate and suitable provision is offered children, to monitor and adapt that provision as and when necessary.

Staff training and development are considered key aspects to appropriate provision, and successful outcomes for children with SEND. Staff are given regular opportunities to undertake training to enable them to develop their knowledge and skills in a variety of areas. Where external training is not available, in-house training is offered. Staff have a variety of specialisms such as phonics, speech and language or behaviour support. These specialisms are used when and where appropriate, either for direct intervention with children, or for more general training or advisory input.

## Admission Arrangements

The headteacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

## Identification and Graduated Response

Current legislation requires an integrated approach to assessment and planning ensuring children, young people and families are central to and enabled to co-produce one single outcome focused plan. There is a single school-based category of 'special needs' which has replaced the former categories of *school action* and *school action plus*. Those who are deemed to have needs beyond this may be subject to a statutory assessment which may lead to the introduction of an Education Health Care Plan (EHCP).

If there is a concern with a child having special educational needs, the teacher discusses these concerns with parties such as the SENDCO and the class teaching assistant. These concerns may be due to a lack in academic progress, a social or emotional concern, or behavioural issues. In line with current best practice, early identification of needs is essential, followed by having an open conversation with the child and his/her parents or carers to discuss their needs and ways of providing support to meet specific and agreed outcomes. This approach also supports a **graduated approach** to both recording and monitoring progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and not working to help a child can be gathered and built upon. This information also helps to inform other agencies when additional input is required from them. This graduated approach and process will allow the school to build up a picture of needs and support that can be used in the statutory assessment

Process, if a decision is made that a child or young person needs the support of an Education, Health and Care Plan.

The stages of the graduated response are outlined below:

'Cause for Concern' – children are working below the other children and the teacher is becoming more aware of their needs. Hopefully with some focussed teaching children can then come off this list if not a 'My Plan' can be drawn up and interventions put in place to help them. If their needs change and the gap in their learning closes to come more in line with their peers, they may be taken off the register and placed on a cause for concern list to ensure they are still kept under focus.

'My Plan' – when a child is identified with special educational needs, whether they are to do with learning, emotional wellbeing, communication or in some other area, they may become subject to the category of 'my plan'. The class teacher consults with the parent/carer and the child themselves to complete a plan that identifies the needs, outcomes and actions needed to address those needs that have been identified.

'My Plan +' – if it is the case that needs have been identified that require assessment and intervention from different agencies, a multi-agency framework will be put in place to ensure that all assessments and support can be brought together into one single plan. This will help the child and their family to experience a more coordinated approach, creating a 'team around the child'. Information from the 'my plan +' will then be used, if appropriate, to aid in the compiling of an Education, Health Care Plan (EHCP).

Education, Health Care Plan – some children with significant educational, social or behavioural needs may require a higher level of support through a statutory Education, Health Care Plan. This plan may

entitle the child to extra support or consideration during formal assessments etc. but this will vary from case to case.

### **The SEND Register**

If a child becomes subject to one of the plans mentioned above, they will then be placed on the SEND register. This is a register of any children who require support for special educational needs. It sets out what their area of need is, and any other information that helps ensure that child is acknowledged as having special educational needs. The child will remain on the register for as long as they are deemed to have SEND. If their needs change and the gap in their learning closes to come more in line with their peers, they may be taken off the register and placed on a cause for concern list to ensure they are still kept under focus. If their needs do not change, or become more complex, by the time they leave the school then a full transition process will take place with their new setting to ensure their needs are still correctly catered for.

The 4 part cycle of 'assess, plan, do, review' will inform any decisions about whether a child is placed on the SEND register, and at what stage of the plan process – my plan, my plan +, or EHCP – they are on. Similarly, the same cycle will be used to decide if they can be removed from the register.

### **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEN are taught, for most of the time, with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from, and the support of, the SENDCO, teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes. This may take the form of small group interventions or additional support in tests and examinations.

The school acknowledges that its practices make a difference. Because of this the SENDCO and class teachers regularly review issues related to pupils with SEN, such as classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

### **Working with outside agencies**

The school is supported in its work by the Education Psychology Service, ATS (Advisory Teacher Service), Behaviour Support Team, School Nurse and paediatrician, The Education Welfare Officer and Social Services. There are also a number of other agencies which can be called upon to give advice and offer assessment and intervention should a particular child need it. These agencies are liaised with very closely and have the common aim of building a 'team around the child'.

### **Support for Medical Conditions**

Should a child with a medical condition join the school, or develop a medical condition whilst at the school, then full consideration to that child's needs and welfare would be taken into consideration. Where necessary, staff would be trained in how to assist or support the child, how to administer medication, or how to offer the therapy the child needs within a school context. All staff would be made

aware, where appropriate, of the child's needs and consideration would be given to ensure the child was cared for correctly.

### **Information storage and management**

All information pertaining to the needs of a child with SEND would be considered sensitive and kept in a secure location. Any information which would be required to ensure the child had any barriers to learning removed; their health and wellbeing managed correctly; their safety and the safety of others addressed; or which was deemed to be appropriate to share with teaching and support staff, may be shared as appropriate.

### **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. Evidence to support this is gathered from the following:

- Analysis of the attainment and achievement of different groups of pupils with SEND
- Regular observations of teaching by Head teacher or SENDCO
- Success rates in respect of My Plan/My Plan+ or EHCP targets
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the governing body/SEN governor
- Mapping of provision given to SEN children and their impact
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between SENDCO, class teachers & Teaching assistants

### **Evaluation**

The aim of our school's provision for SEN children is to allow them to make the maximum progress possible. The implementation of clear and effective assessment procedures is vital to the evaluation of our policy.

Other criteria include:-

- Good record keeping
- Maintenance of SEN register
- Record of visits and contacts with support services and agencies
- Meetings with parents
- Setting yearly targets
- Clear links to School Improvement Plan
- Effective inclusion of SEND children
- Staff awareness of SEND procedures adopted in our school

### **Arrangements for Dealing with Complaints from Parents**

If any parent or carer wishes to express concern about the provision being made for their child they should do so firstly to the class teacher. If at any stage the parent feels their concern has not been addressed they should then refer it to the SENDCO or Head teacher. If a problem remains then the Governors of the school will become involved.

### **School Offer**

For further information on the **school offer** please refer to the school website.

The head teacher and designated safeguarding lead is Mrs M Davis. The family worker and deputy safeguarding lead is Mrs G Matthews. The chair of governors and SEND governor is Mrs A Davis. The SENDCO is Mrs C Jeavons. All parties can be contacted through the school email address: [admin@woodside.gloucs.sch.uk](mailto:admin@woodside.gloucs.sch.uk)