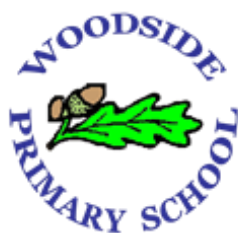


Woodside Primary School

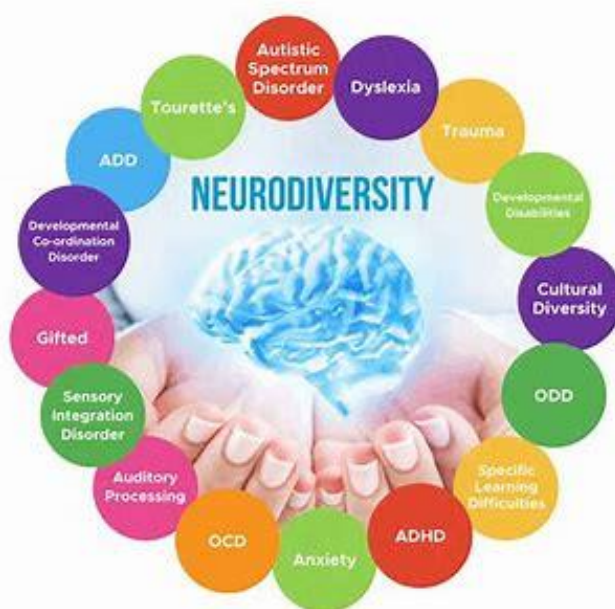


Additional Needs Policy

Welcome to Woodside Primary School. We are a small rural school with four mixed aged classes plus a pre-school. We enjoy close links with our community.

Introduction

All partners of Woodside are advocates of an inclusive learning culture, which embraces the neurodiversity and individual needs of all. Understanding the whole child and listening to the child's voice, is key to this atmosphere. We actively engage caregivers and other partners in developing a holistic understanding of a child's strengths and areas for development. It is from this information that together we plan a full and engaging curriculum to meet the universal needs of individuals, offering relevant targeted intervention or specialist teaching and learning where appropriate.



Our Aims:

- Ensure the rights of every child to access the fullness of life at Woodside
- Empower learning through a wide range of learning opportunities, strategies and approaches.
- Ensure the diverse needs of all children are identified early.
- Ensure early intervention to meet specific needs
- Ensure the positive well-being of children is central to their life at Woodside.
- Empower every child to develop the resilience and stamina needed for their next phase of development.

- Equip every child with the skills and understanding needed to become lifelong learners.
- Ensure transparency in decision-making and resource allocation.
- Continually review and seek to improve our practice.

Recognising the diverse needs of a child

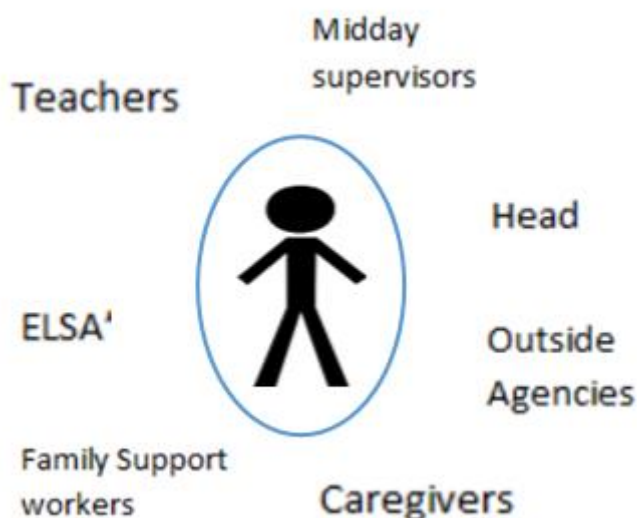
For most children their diverse needs can be empowered through the range of teaching and learning opportunities we offer to all children. This is referred to as universal provision and is achieved through Woodside's engaging and relevant spiral curriculum. For some children targeted intervention in specific areas will equip them to succeed within the spiral curriculum. For a few children a specialised level of teaching and learning, which may include an adaptation of the curriculum, will enable them to achieve their potential within the spiral curriculum. Early identification of a child's specific needs is vital to ensuring relevant teaching and learning opportunities are offered. A comprehensive picture of the whole child is developed, using information from the child and those who know the child, following a cycle of assess, plan, do, review.



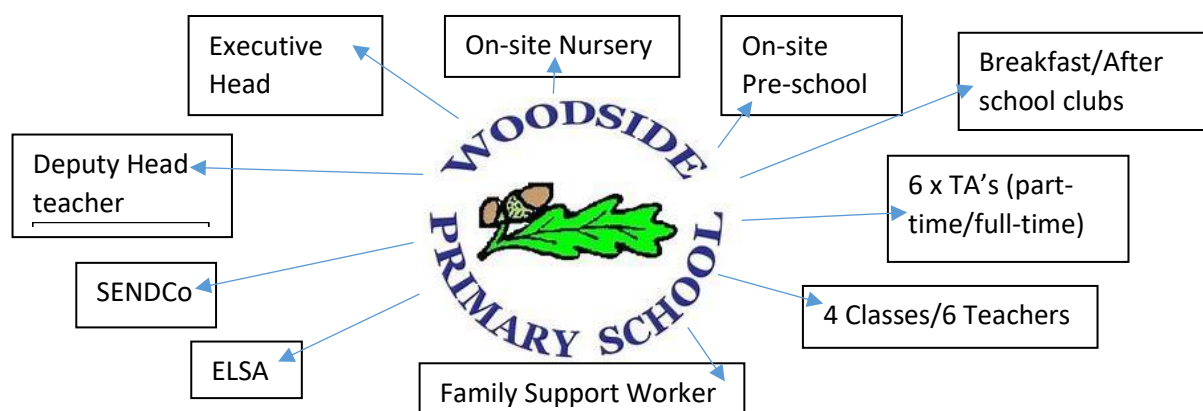
For the child whose diverse needs can be met within the universal offer their progress is planned and assessed by the class teacher, using the whole school's planning and assessment structures, which includes a My Profile. For those children whose specific needs require targeted provision their progress is planned and assessed by the class teaching team using an additional layer of provision, a My Plan. Some of this group of children may require input from outside agencies. The progress of this group of children is planned and assessed the class teaching team, school SENDCo and outside agencies using an additional layer of provision, a My Plan+/Assessment.

For the few children who require specialised provision their progressed in planned and assessed by the class teaching team, school SENDCo, outside agencies and the local authority, using an Education, Health and Care Plan.

The child is always at the centre of our work with parents/carers and outside agencies:



A closer look at the unique nature of Woodside's provision:



All staff engage in Continuing Professional Development (CPD). This can be in the form of courses run by external agencies or through training led by Woodside staff.

Areas of Teaching Assistant expertise:

Several of our Teaching Assistants have worked at Woodside for a long time and offer extensive experience within the year groups they work.

Collectively our Teaching Assistants offer the following areas of expertise.

Social Skills Emotional Literacy Dyslexia Gross Motor Skills Phonic Knowledge
Listening and Attention Skills Behaviour Management Developmental Coordination
Disorder Fine Motor Skills Early Reading ASD (Autistic Spectrum Differences)
Handwriting Early Writing

Roles and Responsibilities

When describing the roles and responsibilities of all partners in this policy, it is with specific reference to children receiving targeted intervention and specialised teaching to access the curriculum and achieve their potential.

The Governing Body should...

- Ensure the Head Teacher is accountable for educational performance by asking informed and relevant questions regarding the achievement and attainment of children.
- Ensure the Head Teacher is accountable by asking informed and relevant questions regarding the finances allocated to children.
- Ensure all staff are committed to working within the learning culture described in the Additional Needs Policy.
- Ensure carers and outside agencies are key contributors in the assess/plan/do/review cycle.
- Ensure the positive well-being of children is of paramount importance to all partners.
- Ensure procedures are established to listen, understand and respond to the voices of children and relevant partners.
- Ensure the SENDCo is appropriately qualified and/or experienced for the role.
- Ensure the workload and resources available to the SENDCo enable effective management.
- Ensure the rights of every child to access the fullness of life at Woodside, taking into account their safety, well-being and the available resources.
- Ensure a named person is identified as the SENDCo Governor, who has knowledge of the current SEND legislation and is able to access ongoing training and development. The current SENDCo Governor is Mrs A Davis.

The Head Teacher should...

- Ensure all staff hold 'ambitious expectations' (DfE 2020) for children.
- 'Use best endeavours' (DfE 2015) to ensure a culture and practises which enable children to access the fullness of life at HB and achieve their potential, taking into account their safety and available resources.
- Ensure the positive well-being of children is of paramount importance to all partners.
- Ensure carers and outside agencies are key contributors in the assess/plan/do/review cycle.
- Ensure that all teachers are aware of the importance of identifying children who require additional provision.
- Ensure school complies to its statutory duties in terms of the SEND Code of Practice (2015)
- Ensure the role of the SENDCo is carried out by a suitably qualified teacher.
- The Executive Head Teacher is Mrs M Davis, Executive Deputy Head Teacher is Mrs J Fawkes.

The SENDCo should...

- Ensure school complies with its statutory duties in terms of the SEND Code of Practice (2015) and Equality Act 2010: Advice for schools.
- Ensure the rights of every child to access the fullness of life at Woodside, taking into account their safety, well-being and the available resources.
- Be involved in the school's decision-making at strategic and individual levels.

- Be accountable to the Head Teacher and Governors.
 - Coordinate the additional provision for children, which brings all partners together to maximise outcomes for children.
 - Monitor the effectiveness of provision in terms of attainment and progress.
- Attend regularly relevant meetings and training to ensure national and local SEND knowledge and understanding is up to date and relevant.
- Attend relevant courses to ensure specific SEND knowledge and understanding is up to date and fresh,
 - Inspire high aspirations from all partners to improve outcomes for children.
 - Ensure quality provision to enable all children to achieve their potential.
 - Develop effective working relationships with carers, which fosters respect to achieve positive outcomes for provision.
 - Develop positive relationships with children.
 - Ensure the positive well-being of children is of paramount importance.
 - Ensure all decisions for individual children have the voice of the children themselves together with the insights of carers
 - Develop professional and effective relationships with all outside agencies.
 - Ensure collection of information from all partners - education, health and social care - to optimise outcomes.
 - Develop professional relationships with the teaching team, which fosters collaboration to achieve positive outcomes for provision.
 - Ensure the teaching team understand and feel empowered to offer well-founded provision for children.
 - Contribute to the professional development of the teaching team to offer effective provision for children.
 - Ensure smooth transitions for children between key stages (transition leaflets)
 - Ensure all planning for provision is considered in relation to its contribution to prepare a child for adulthood.
 - Ensure the records of children are maintained by all partners.
 - The current SENDCo is Mrs C Jeavons

The teaching team should:

- Be committed to working within the learning culture described in the Additional Needs Policy.
- Ensure the rights of every child to access the fullness of life at Woodside, taking into account their safety and the available resources.
- Ensure the positive well-being of children is of paramount importance in the classroom.
- Develop effective working relationships with carers, which fosters respect to achieve positive outcomes for provision.
- Develop positive relationships with children.
- Develop professional relationships with all staff at Woodside to ensure proactive dialogue regarding children.
- Be proactive in using information and advice from all partners to inform practice and provision.
- Ensure early identification of children who may require additional provision.
- Ensure children experience Quality First Teaching with 'ambitious expectations' (DfE 2020) for children.



- Ensure children are offered a wide range of learning activities, strategies and approaches to enable them to flourish.
- Ensure quality provision using the assess/plan/do/review cycle. My Plans/+ reviewed termly or more if appropriate such as with younger children or children whose needs require an immediate change of provision.
- Be accountable to the Governors/Head Teacher/SENDCo for the attainment and progress made by children.
- Maintain relevant records from children.

Useful information:

Admissions:

To ensure our inclusive learning culture, which embraces the diversity of all who attend, work and visit our school we actively engage in the Accessibility Plan and Disability Equality Scheme. As a voluntary controlled school, the Gloucester County Council is our admissions authority. We follow their procedures.



Transition Arrangements

Any changes in a child's education can be a difficult time for all involved; this is particularly true for a child who requires targeted or specialist provision. During any transition phase the child and relevant partners will be involved with planning and monitoring a smooth transition from one learning environment to another.

Complaints Procedure

We continually reflect on the fullness of life at Woodside Primary. We strive to ensure communication between all partners is of a high standard. If, however, a concern should occur then please contact the following people, starting with your child's Class Teacher.

1. Discuss the matter with your child's Class Teacher
2. Speak to the school's SENDCo - Mrs Jeavons
3. If not resolved, contact the school's Executive Deputy Head Teacher Mrs Fawkes or the Executive Head, Mrs Davis
4. If not resolved, write to the SEN Governor - Mrs Alison Davis

For further details please refer to our Complaints Procedure, which can be found on the school website.

Financial Information

The school receives funding for each pupil. The Governors, Head Teacher and teaching staff are involved in the consultation process, which decides how this funding is allocated.

Element 1: Core Funding: This is the core budget for each school and is used to make provision for ALL pupils.

Element 2: Additional Support Funding: This is an additional funding given to support children with additional needs. This is based on the level of development achieved at the end of Early Years Foundation Stage.

Date of policy: Sept 2023: This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), This

policy was formulated after consultation with staff, parents and governors. The policy will be reviewed annually.