



"In Our School There Is A World Of Wonder"



In our church school we are committed to ensuring that children feel safe, secure and happy in a climate of trust so that they learn to love themselves and understand and respect the views and needs of others.

We promise to provide a creative and nurturing environment in which children are encouraged to aspire to always do their best.

Policy for Special Educational Needs & Disability

- 1 Introduction
- 1.1 Woodcocks' Well CE PS provides a broad and balanced curriculum for all our children. The National Curriculum is our starting point for planning what meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. We deliver first quality teaching to every child who enters our doors as a pupil. Some children have barriers to learning that mean they have additional needs and require particular action by the school.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.3 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision.
The Special Educational Needs and Disability Regulations which came into force in September 2014 also shape this policy. How Woodcocks' Well personalises it's provision for pupils with additional needs is specifically exemplified in our 'Local Offer' which can be viewed on our school website and should be read in conjunction with this document. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.



2 Aims and objectives

2.1 The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- to work effectively with outside agencies to benefit the individual child.

3 Educational inclusion

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different developmental ,educational and behavioural needs and aspirations;
- require different teaching styles / strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- planning differentiation to access the curriculum.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. **All** children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.



- 4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices.
- The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.
- 4.4 We will record, in a School Focus Plan (SFP), the strategies used to support the child. The SFP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place half termly.
- 4.5 If the SFP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new SFP. The new strategies in the SFP will, wherever possible, be implemented within the child's normal classroom setting.
- 4.6 If the child continues to demonstrate significant cause for concern, either a request for statutory assessment for an Education Health and Care Plan (EHCP) will be made to the LA. A range of written evidence about the child will support the request.
- 4.7 In our school, the SENCO:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as the link with parents;
 - acts as the link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision, and reports to the governing body;
 - manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
 - contributes to the professional development of all staff.

5 The role of the governing body

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.



- 5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- 5.4 The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1 The headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process of assessment and review.
- 7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 With parental consent, other professionals may be needed to help assess and work alongside the child. These could be External Agencies such as Speech Therapy, Occupational Therapy, Behaviour Team, Physiotherapy or Educational Psychologists who may be consulted at this time and may have some input into assessing the child's needs.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of teaching strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use regular assessment to inform the next stage of learning.
- 8.3 Regular School Focussed Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.



9 Partnership with parents

- 9.1 Woodcocks' Well works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home–school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 9.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a particular interest in special needs and is always willing to talk to parents.
- 9.3 We have regular meetings to share the progress of the children with their parents. Parental consent is given for any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- 9.4 At all stages of the special needs process, the school keeps parents informed and involved. We take accounts of the wishes, feelings and knowledge of parents at all stages.

10 Pupil participation

- 10.1 At Woodcocks' Well, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2 Children are actively involved at an appropriate level in setting targets. Children are encouraged to make judgements about their own performance against their SFP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and review

- 11.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Signed:

Head Teacher

Signed:

Governor

Date: January 2016

Review Date: January 2018