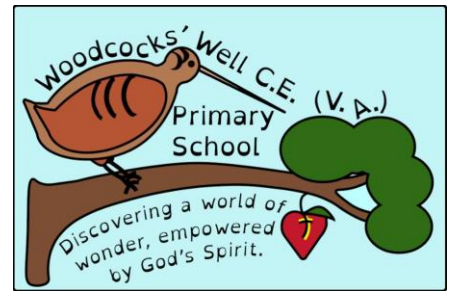


SEND Policy

- Amendments to policy: May 2024
- Policy effective from: September 2019
- Review date: September 2025
- Full Governing Body



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.

1 Introduction

1.1 Woodcocks' Well CE (VA) Primary School 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 quality first 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 SEND Code of Practice of 2014 shapes this policy. How Woodcocks' Well personalises its 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/or as having medical needs, 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;
- ensuring that the emotional wellbeing of children is made a priority to identify and support;
- to ensure that all children are taught using effective and appropriate quality-first teaching strategies.

4 Special educational needs

4.1 Children who have an additional learning need, that calls for special provision to be made are classed as special educational needs. All children may have special needs at some time in their lives.

Children have an additional learning need if:

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

- In light of the SEN Code of Practice of 2014 and the Cheshire East Toolkit of 2017, the broad areas of need are recognised in this school as:
 1. **Communication and Interaction** including speech, language and communication needs and Autistic Spectrum Condition (ASC)
 2. **Cognition and Learning** including; moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties e.g. Dyslexia, Dyscalculia and Dyspraxia
 3. **Social, Emotional and Mental Health** including children that appear to be withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour and those who have Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder
 4. **Sensory and/or Physical Needs** including Visual Impairment, Hearing Impairment, Multi-sensory impairment, physical disability or a medical condition.

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 an additional need, 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. If external agencies are contacted, parents will be notified and their consent sought.

4.4 **The levels of need in this school are those identified by Cheshire East in the SEND Toolkit:**

1. First Concerns - This is how most children (unless they have Complex needs) will enter the school's SEN register. These are children that teachers and/or the SENCO and/or Headteacher have identified as having emerging difficulties and needing additional support that goes beyond that which other children in the school require. These children will receive up to 6 hours of additional support. These children will have a First Concerns Profile which will be reviewed every term. Class-based interventions will be facilitated and their progress data will be reviewed half-termly.

2. SEN Support - These are the children that need more support than that of a 'First Concerns' level. They have been identified as having special educational needs requiring provision that is additional and different from the other mainstream children that are making good progress. On average, they may receive more than 6 hours of additional support. Each 'SEN Support' child will have a SEN Support Plan, which will be reviewed every term. This will include SMART targets and relevant intervention details that we will implement to support them to make further progress. Their progress data will be reviewed half-termly. Where necessary, external agencies (Educational Psychologist, Cheshire East Autism Team or Speech and Language Therapy) may be sought with the consent of the parents.

3. Complex - These are the children who have been identified as having significant and complex difficulties and we will start the process of an Education, Health and Care (EHC) Needs Assessment or we

may already have an Education and Health Care Plan in place. These children will have an individual provision map which will be reviewed by the teacher and SENCO every term and also an annual EHCP review with all parties involved. Their progress data will be reviewed half-termly.

4.6 If our discussions or reviews identify that support is needed from outside services and agencies, 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 paperwork. The new strategies in the paperwork will, wherever possible, be implemented within the child's normal classroom setting.

4.7 If the child continues to demonstrate significant cause for concern and they have complex needs, parents will be consulted and the SENCO will complete an EHC needs assessment to apply to the council for an Educational Health and Care Plan.

4.8 In our school, the **SENCO and assistant:**

- 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;
- reviews the paperwork that class teachers complete for those children with SEN;
- oversees the records of all children with special educational needs;
- coordinates all relevant meetings, documents and other matters that are required for a child that has been identified as having complex needs;
- acts as the link with parents with the support of the headteacher;
- acts as the link with external agencies and other support agencies;
- starts the transition process to a specialist setting, where appropriate, for those children with complex needs who require this for their secondary school placement;
- monitors and evaluates the special educational needs provision, and reports to the governing body with the support of the headteacher;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- monitors wellbeing and mental health utilising ELSA, Nurture Group etc where appropriate and escalating to the EHCYPS Team if needed.
- contributes to the professional development of all staff.

4.9 In our school, **Class Teachers:**

- ensure that quality first teaching underpins all of their practice;
- raise concerns about a child's development and progress at the earliest, possible opportunity with the SENCO and headteacher;
- complete relevant First Concerns or SEN Support paperwork with the support of the SENCO in the first instance and at review dates;
- have an input in the completion of EHC needs assessments for pupils in their class, where necessary;
- liaise with parents and ensure that they are updated of their child's progress, or needs where necessary;
- complete paperwork required by external agencies, where appropriate;
- ensure that a class provision map is updated and reviewed every half term and adjusted if interventions are failing to have a positive impact;
- assess children on the SEN register, in their class, half-termly and make this available to the SENCO and headteacher;

- support Teaching Assistants with intervention planning and ensure that these are delivered consistently and effectively, related to the child's SMART targets and any recommendations from professional agencies;
- ensure that recommendations made for the benefit of a child's progress by other parties are introduced, where appropriate.

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 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 to assess and work alongside the child.

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 Cheshire East paperwork, 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 website contains 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 personal targets. All children on the SEN register will complete, with support where necessary, a Pupil Passport which will ensure that their views

and feelings are taken into account when planning and delivering their provision. 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: S Beckett (Head Teacher)

Signed: S Beckett (SENCO)

Signed: M Lawless (SEN Governor)

Date: February 2023

Review Date: February 2024