



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT AND POLICY**

**For Woodhall Primary School, part of the Unity Schools  
Partnership**

Date of Review:	February 2021
It was ratified by the Woodhall Primary School Local Governing Body on:	Thursday 25 <sup>th</sup> February 2021
Date of next Review:	February 2022

## **Introduction:**

At Woodhall Primary School, we are committed to promoting ambition and providing opportunities for everyone within a culture that is happy, supportive and safe. All talents are nurtured, all needs are met and all can flourish. To achieve this, however, we recognise that some children will, at some stage in their school life, require a more personalised approach to enable them to make progress, enjoy success and achieve.

To support children with specific needs we use a person-centred, collaborative, graduated approach. We use an 'Assess, Plan, Do, Review' cycle to ensure we give high quality and appropriate support. Our aim is for parents/ carers, children and school staff to work together to enable all children to enjoy success and flourish. Reasonable adjustments will be made so that children with special educational needs and disabilities can take part in every aspect of school life. Any adaptations to the curriculum are based on a child's individual needs with the goal of including them socially and academically. Any support or intervention put in place aims to overcome barriers to learning. To support this process, we use the Provision Guidance developed by Essex County Council to ensure that appropriate strategies are used at every stage. We also value our relationship with other local schools and work closely alongside other Unity Schools Partnership schools to further enhance our provision.

In meeting children's needs we are also required to work within the following Acts:

- The Special Educational Needs and Disability Code of Practice: 0-25 years (the "SEN Code of Practice)
- The Children and Families Act 2014
- The Specialist Educational Needs and Disability Act (2001)
- The Discrimination and Disability Act (12 2006)
- The Equality Act (2010)

The implementation of the SEN Code of Practice will be through this School Offer.

## **Finding out about our school:**

Parents and carers are welcome to visit our school. Our Special Educational Needs and Disabilities Co-ordinator is Mrs Stacey Banthorpe. Her contact details are as follows:

By phone: 01787 373661

By email: [sbanthorpe@woodhallprimary.co.uk](mailto:sbanthorpe@woodhallprimary.co.uk)

The school's governor for Special Educational Needs and Disabilities is Mrs Hazel Crane. She can be contacted via the school's main office, or by email: [hcrane@woodhallprimary.co.uk](mailto:hcrane@woodhallprimary.co.uk)

## **Admissions:**

We welcome children with special educational needs and disabilities. With support from the local authority, Unity Schools Partnership and parents/ carers, we aim to ensure that children are fully included into the life of our school. Our Admission Arrangements, which can be found on our school website, does not make any distinction between children with special educational needs and disabilities and other children; children are admitted regardless of aptitude or ability.

## **Partnerships:**

We aim to work collaboratively with parent/ carers, school staff, our children and outside agencies, in the following ways:

- We will work on jointly agreed targets and review progress together each term. Children who have identified needs will have termly IPR meetings, where a new SEND support plan will be written.
- We access support from other professionals when appropriate e.g. our Children and Families Support Manager, School Nurse, Educational Psychologist etc.

We can also signpost parents and carers to, and assist them in, receiving help from other services.

## **The Local Offer:**

The Local Authority has information on what is provided or is available in this area for schools and children with special educational needs and disabilities. This can be accessed at: <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

## **What are special educational needs?**

As stated in the SEN Code of Practice, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age. A disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## **Identifying behaviour as a need is no longer an acceptable way of describing SEND:**

Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will be able to recognise and identify. The following are areas of need that are not SEND but may impact on progress and attainment:

- Disability – the Code of Practice outlines the *reasonable adjustment* duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/ woman

## **How does the school identify, assess and make provision for children and young people with SEND?**

We aim to identify children with special educational needs as early as possible. This will be

done using a range of assessments, observations and gathering information from teachers, parents, staff and other relevant professionals.

The school recognises children with special educational needs or those with a learning difficulty or disability, using the definition in the SEN Code of Practice, which is as follows:

- They have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

The four categories of special educational need are:

1. Cognition and Learning
2. Communication and Interaction
3. Sensory and Physical
4. Social, Emotional and Mental Health

More detailed information on these categories can be found in the SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A diagnosis of a need or condition does not necessarily mean that a child has a special educational need, nor that they require additional provision; however, staff will be informed that a need has been identified.

Children with behavioural needs, English as an Additional Language or who progress slowly or have low attainment, may not necessarily have a special educational need. Children who have a disability do not necessarily have a special educational need.

### **Our arrangements for consulting with children with special educational needs and disabilities:**

Children will take part in discussions about their progress, welfare and achievements with teachers and Learning Support Assistants.

- Children will help to set targets and review progress in their SEND support plan (IPR)
- We aim to include children with special educational needs and disabilities in all areas of school life, and listen to their views
- We will make reasonable adjustments, whenever possible, to the curriculum, resources and school buildings, in order to include children with SEND
- We want all of our children to feel confident and to have high expectations so that they can achieve well

### **Assessment and provision – our Graduated Approach:**

At Woodhall Primary School, we use a graduated response as a tool to ensure children and young people with Special Educational Needs reach their full potential. This approach sets out expectations for the ways in which the settings should meet the needs of children and young people with SEND. This is as follows:

#### **1. Quality First Teaching (QFT)**

The majority of children's needs will be met in the classroom setting, by the class teacher,

through delivering high quality lessons with different levels of work tailored to meet the different levels of children working in the class. This is appropriate when children operate broadly within the expected range of abilities for their age.

## **2. Quality First Teaching with additional strategies (Q+)**

If children's progress or development occurs at a somewhat slower pace than that of children the same age, the class teacher will use the 'Essex Provision Guidance' and the 'Pathways for children with SEND' document to identify further strategies, note starting levels, and provide suitably differentiated work. The class teacher will also record the effectiveness of these additional strategies. If a class teacher, child or parent/ carer has a concern that, despite adjustments to high quality teaching (QFT), progress is still not being made, the SEND Coordinator will be consulted. Having been assessed and/ or observed, further adjustments will be made to QFT and class based interventions.

## **3. SEN Support**

If progress with learning and development is:

- at a very slow rate and additional support is needed to achieve this
- is at a level significantly below age-related expectations
- not achieving expected outcomes and there is evidence of an increasing gap between themselves and their peers

then 'additional to' or 'different from' interventions will be put in place. In order to do this, assessments and observations will be carried out by the SEND Coordinator. Previous assessments and evidence will also be reviewed and a decision to provide an SEN support plan will be decided.

### **If a child meets the criteria for SEN support:**

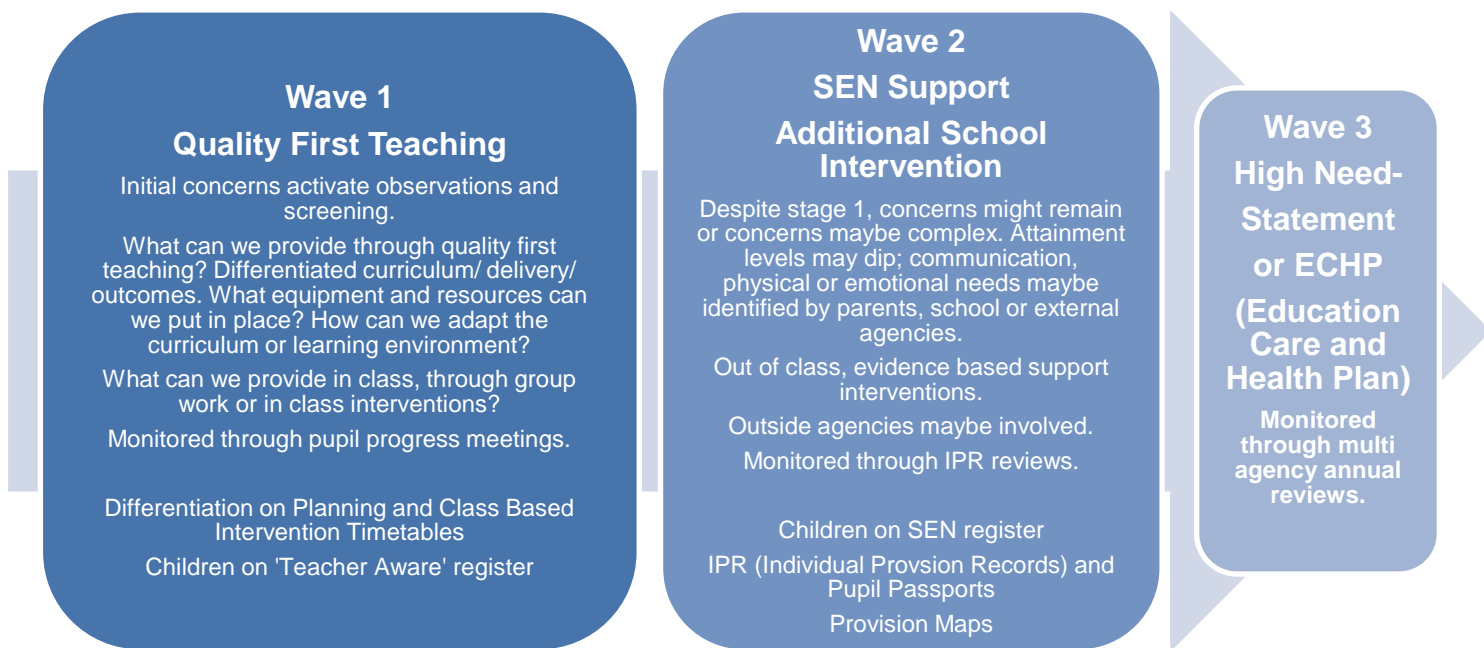
- The parent/carer will be invited to a person-centred planning meeting with the class teacher and SEND Co-ordinator
- The child will be involved in the process of target setting, recognising strengths and areas for development
- A SEND support plan (IPR) will be drawn up. The first page sets out what we all like and admire about the child, their strengths, how they will help themselves and what is important for them. The Plan then sets out the Desired Outcomes for the child and how we will all work together to achieve them. It will also list any other professionals to be involved.
- The SEND support plan will be reviewed each term until the child no longer needs the support. Provision will also be recorded on Provision Map. Any potential school training needs will also be identified and planned for
- The school offers a range of additional interventions to support children's learning and development, focused group work in or out of class, with the class teacher, LSA or SEND Co-ordinator, specific programmes, one to one support or therapeutic support. Other professionals may be involved where appropriate.

#### 4. High Needs Support

If, despite adjustments over time and the implementation of an SEND support plan, there is still concern about progress, and/or the child meets the criteria for an Education and Healthcare Plan (EHP), an application will be made to the Statutory Assessment Service.

We will always endeavour to make appropriate provision within our budget. Outside agencies may be consulted or commissioned as appropriate.

The diagram below sets out our Graduated Approach:



#### **Evaluating the effectiveness of the provision made for children and young people with special educational needs:**

Provision is reviewed every half term when progress meetings are held, involving the class teacher, the SEND Coordinator and the head teacher. Feedback on the support provided for individuals and groups is examined and the success of interventions are tracked. Adjustments to provision, interventions, support and the involvement of outside agencies will be made if deemed appropriate. Progress of groups is tracked through the school's range of assessments, including PiXL assessments.

SEND support reviews are held each term and are run by the class teacher with support from the SEND Coordinator, if appropriate. Reviews also involve the child and their parents/ carers, with everyone at the meeting taking an active part in creating joint desired outcomes which are prioritised over the next term.

#### **Criteria for exiting the SEND support:**

A child will exit SEND support if, via the Graduated Approach, they are deemed to have made good progress and attainment in line with their peers. Any intervention or support put in place will have been deemed successful. All parties, including the school, parents, child and outside agencies (if involved), must be in agreement with the decision. After exiting the register, children will continue to be assessed and reviewed through standard class assessment procedures and pupil progress meetings.

### **Information about how equipment and facilities to support children and young people with special educational needs will be secured:**

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources will be secured from a range of sources in order to meet specific needs.

We are also mindful of the need to be accessible to children and adults. The school is on one level with an accessible toilet.

### **How children and young people with special educational needs are enabled to engage in activities with children and young people in the school who do not have special educational needs:**

Woodhall Primary school is an inclusive environment. Any reasonable adjustment will be made to enable children with specific needs to take part in activities available for children who do not have a specific need. Each case would be reviewed individually and adapted appropriately.

### **Support for improving emotional and social development:**

The school offers a broad range of pastoral support in order to meet the needs of children's emotional and social wellbeing. In addition to having the opportunity to share their views at termly review meetings, children can also access a range of nurture groups, have supported play times and make use of therapies such as Emotional Literacy Support Assistants (ELSA) and Thrive practitioners.

In addition, Woodhall Primary School have a thrive-based ARC unit which aims to support children with specific social, emotional and mental health needs (SEMH). Please see our ARC unit policy for further details.

### **How the governing body ensures the needs of children with special educational needs and disabilities are met:**

The school's local governing body (LGB) regards SEND, along with safeguarding, equality and welfare as an explicit duty of the school so that the needs of all children are effectively met.

To support this duty they will:

- Determine the general policy and approach to provision for children with special educational needs and/ or disabilities
- Establish appropriate staffing and funding arrangements
- Maintain a general oversight of the school's work
- Report annually on the school's SEND policy.

In addition, governors regularly meet with the school's SEND Coordinator to monitor the school's SEND provision. At termly LGB meetings they ask probing questions to ensure all teachers are aware of the importance of providing for children with additional needs and that funds and resources are being used effectively and allocated appropriately. The SEND Coordinator also provides a termly report to the local governing body.

The school's local governing body also reviews this policy annually.

### **School arrangements for children transferring between stages of education:**

The school is aware that periods of transition can be difficult for children with special educational needs. This can be within our school or, indeed, when transitioning to a new school. We offer additional support if necessary during these periods including:

- Information booklets / social stories, including pictures of their new class or school
- Additional transition work with County Inclusive Support Service (CISS) or a HLTA, where a child can express their concerns and write questions that they want to find out the answers to
- Meetings between the current teacher, new teacher, SEND Coordinator, parents and child to discuss how to support the child's needs
- When necessary, additional transition visits can be made to the new school
- Additional meetings with the SEND Coordinators from both schools

Information is shared with the receiving school confidentially through the school secure computer systems, while children's files are delivered by hand.

More information on transition arrangements can be found in our transition policy.

### **Arrangements for responding to complaints from parents/ carers of children with SEND concerning the provision made at the school:**

We encourage parents/ carers to raise any questions or concerns with us at an early stage, in order that issues can be resolved quickly and informally. We will try to achieve a mutual understanding and agreement about all matters relating to an individual child.

If a parent/ carer feels that a significant concern has not been sufficiently resolved, having raised the issue first with their child's class teacher and/ or the SEND Coordinator, they should address the matter in writing to/ or meet with the headteacher. On receipt of a complaint the school's Complaints Procedure will, where necessary, be followed.

A copy of the school's Complaint Policy is available on the school's website.



**The Role of the SEND Coordinator:**

The Special Educational Needs and Disabilities Co-ordinator's [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND where necessary.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 children as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.
- Managing a range of resources, both human and material, to enable appropriate provision to be made for children with SEND.
- Applying for and managing the Higher Tariff Needs audit.