



SEND Policy

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Woodlands Park Primary school

Special Educational Needs and Disability Policy

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1.0 Purpose

1.1 School Context

Woodlands Park Primary School serves a diverse community, and we are pleased to welcome children from all faiths and backgrounds. We respect the unique contribution which every child can make to our community.

We have a shared vision that all children should be able to enjoy an inclusive education where they are valued for who they are and we are committed to providing the best start to life for all pupils in our care.

The school recognises that children have individual starting points from which they progress and they will attain different levels at different times; some will require an increased amount of support to achieve this progress.

Every teacher is a teacher of every pupil, including those with special educational needs and disabilities.

1.2 Aims

The objectives of the SEND Policy are to ensure that:

- Every child has equality of opportunity to make the best possible progress, raising the aspirations and expectations for all SEND pupils.
- There is a clear understanding of the graduated approach to support for all pupils.
- Stakeholders are aware of their roles and responsibilities in providing for pupils with SEND.
- There is effective communication with parents/carers and the child to ensure they are fully involved in decisions which affect their education.
- There is an effective partnership with external agencies as a means of providing further advice, guidance and support for the child.
- Training needs are identified in order to develop our practice within the guidance set out in the Code of Practice (2015).

2.0 Definitions

A pupil has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a **learning difficulty** or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Below is a glossary of frequently used SEND terms:

ADHD	Attention Deficit Hyperactive Disorder
AP	Alternative Provision
ASD	Autism Spectrum Disorder

CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CYPS	Children and Young People Services
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
GP	General Practitioner
HI	Hearing Impairment
IASS	Information, Advice and Support Service
IHCP	Individual Healthcare Plan
LA	Local Authority
LSA	Learning Support Assistant
MLD	Mild Learning Difficulty
MSI	Multi-Sensory Impairment
NHS	National Health Service
OT	Occupational Therapist
PBS	Positive Behaviour Support
PECS	Picture Exchange Communication System
PRU	Pupil Referral Unit
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
SMART	Specific, Measurable, Achievable, Realistic, Time Bound
SPD	Sensory Processing Disorder
TA	Teaching Assistant
VI	Visual Impairment

2.1 Areas of Need

The SEND Code of Practice sets out four broad areas of need:

1. Cognition and Learning

Children have difficulties which impact on learning across the curriculum, such as Moderate Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties. They may encounter more specific learning difficulties with literacy (Dyslexia), numeracy (Dyscalculia) or motor coordination (Dyspraxia).

2. Communication and Interaction Needs

Children may display difficulties in communicating with others, saying what they want to do, understanding what is said, or being able to understand social rules. This includes Autism and Speech, Communication and Learning Needs.

3. Social, Emotional and Mental Health Needs

This represents a radical change in guidance as it acknowledges mental health needs as SEND for the first time. These difficulties can manifest in many ways and behaviours may reflect underlying mental health difficulties, such as anxiety or depression, self-harm and eating disorders. Attachment disorder and Attention Deficit Hyperactivity Disorder also fall into this category.

4. Sensory and Physical Needs

Children are identified with a disability which hinders or prevents them from using their educational facilities. The CoP (DfE, 2015) states that these are often age-related and can fluctuate over time. This includes Hearing Impairment, Visual Impairment, Multi-Sensory Impairment and Physical Disabilities.

Please note, **EAL** is an additional need and not a special need. All EAL students will have specific linguistic needs but these should not be confused with Special Educational Needs. It also must not be assumed that when students make slow progress that their language status is the only reason; they may have learning difficulties.

3.0 Legislation and Guidance

This policy has been developed in compliance with the following statutory legislation:

- (a) Special Educational Needs and Disability Code of Practice (2015)
- (b) Part 3 of the Children and Families Act (2014) which sets out the schools' responsibilities for pupils with SEND.
- (c) Special Needs and Disability Regulations (2014) which sets out the schools' responsibilities in terms of EHCPs, SENDCOs and SEND Information Reports.
- (d) The Equality Act (2010) which defines disability, discrimination and 'reasonable adjustments'.

3.1 SEND Code of Practice

What does it contain?

- Details of legal requirements that we must follow without exception.
- Statutory guidance that we must follow by law unless a good reason not to.
- The duties of local authorities, health bodies, schools and colleges.

As a school, we are obligated to:

- Ensure all children with SEND engage in the activities of the school.
- Designate a teacher to be responsible for SEND (the SENDCo).
- Inform parents when making decisions on the SEND provisions a child receives.
- Prepare an information report and arrangements for the admission of disabled children.
- Identify children to be placed on the SEND register with provision mapping in place.
- Help staff identify and support children with SEND and support their training needs.

4.0 Roles and Responsibilities

4.1 SENDCo

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school and to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 Teaching Assistants

- To support the individual needs of pupils identified as SEND across the school.
- To provide 1:1 support to pupils who are identified as needing 1:1 support through EHCPs.
- Liaising with teaching staff in providing support to pupils within the classroom.
- To provide personalised interventions for pupils within the classroom to allow them to access the curriculum.

- To offer interventions outside of the classroom that support the pupil's emotional regulation and access to the curriculum.
- To support the preparation of resources and interventions that support pupils within the classroom.

4.3 Class teachers

- Have responsibility for the progress and development of every pupil in their class.
- Keep up-to-date with SEND legislation.
- Follow the Graduated Approach.
- Work closely with parents and SEND pupils to ensure they are at the heart of the decision making process.
- Oversee Individual Learning Plans, ensuring they are shared with parents/carers and reviewed on a termly basis.
- Work closely with teaching assistants to plan and assess the impact of support and interventions.
- Work with the SENDCo to review each pupil's progress and decide on any changes to their provision.

4.4 Headteacher

- Hold overall responsibility for the provision and progress of learners with SEND.
- Work closely with the SENDCo and SEND governor to ensure the strategic development of the SEND policy and provision in the school.
- Ensure the SENDCo has the time and resources to carry out their role.
- Keep the Governing Body fully informed.

4.5 Governors

- Have an awareness of SEND issues at governing board meetings.
- Monitor the overall effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.6 Parents/Carers

- Work closely with and support the school.
- Share information with the class teacher and SENDCo.
- Keep staff fully informed of any needs that are not being met, or any changes of need.

- Be given the opportunity to liaise with professional agencies.
- Be involved in the target setting and evaluation process.
- Support their child at home with reference to their targets.

5.0 SEND at Woodlands Park

5.1 Inclusion

"It's about doing different things rather than doing things differently."

All pupils have access to a broad a balanced curriculum. We value the diversity of our pupils, of which SEND is a natural part. We set high expectations for all pupils regardless of their prior attainment. We aim to equip all children for life beyond Woodlands Park, taking on a whole-child approach. We are committed to empowering our children to express themselves and understand others so that they can confidently solve the problems of our ever-changing world and strengthen the well-being of the whole society. We do this by setting suitable learning challenges, responding to diverse needs and overcoming potential barriers to learning and assessment for all children.

5.2 Identification of Need:

At Woodlands Park, we recognise the importance of early identification in improving the long-term outcomes for children with SEND. This is supported by the whole-school process of monitoring the progress and development of all pupils. For some children, SEN can be recognised at an early age. However, for others children difficulties become evident only as they develop. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that this is done at an early stage. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. If there is on-going concern about a child's progress the teacher will work closely with the SENDCo to identify their needs. The parents and the child will be included in this process. Please note that slow progress and low attainment will not automatically mean that a pupil is recorded as having SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no additional need. When deciding whether SEND provision is required, we will draw on the following sources of information:

- Teacher assessment and observations of the pupil.
- Handovers and assessments from previous teachers/settings.
- The views and experience of the parents and the child.

- Advice from external support services, where applicable.

5.3 Graduated Approach

The Universal Offer at Woodlands Park is **Quality First Teaching (QFT)**. Making this ordinarily available to the whole class is likely to mean that fewer pupils will require SEN support.

Examples of QFT at Woodlands Park include:

- Effective lesson planning.
- Display posters and visual cues to remind children of important information.
- Clear instructions and manageable tasks, modelled by the adults in the room.
- Careful consideration of the learning environment, for example lighting, noise level, seating plans.
- Focused group work with teacher/teaching assistant.
- Labelled resources, readily available to all learners.
- Specific, positive feedback and praise.

Some children will require support that is different from this universal provision. This is called **'Targeted Support'**. If the support required is different from or additional to what is ordinarily offered by the school, at a more specialist level, the child will be placed on the SEND register at **SEND Support (SEN K)**.

In line with the SEND Code of Practice (2015), this triggers the Assess, Plan, Do and Review cycle. An Individual Plan is created and reviewed on a regular basis.

Assess- This is when we gather evidence, carry out observations, have conversations with staff and parents, speak to the child and identify their needs.

Plan- This is when we decide what we are going to do for the child. A plan is created to record specific targets for the child. The child and their parents are at the heart of the process. We set targets that are Specific, Measurable, Achievable, Relevant and Time-Bound (SMART). We use Provision Map to create our plans.

Do- We carry out the agreed actions within a timely and effective manner.

Review- We assess the impact the support has had on the child's progress. We decide if the targets are suitable and we change the provision if necessary. Reviews happen at least once a term (the review period is to be agreed with the class teacher and SENDCo).

Here are some examples of the internal provision in place for our pupils:

- ESLA
- Pre-teaching
- Social skills groups

Where a child and family would benefit from co-ordinated support from more than one agency, an **Early Help referral** may be used to identify additional needs and prevent such needs escalating.

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they can maintain their progress with QFT, they may be **removed from the SEND Register**.

However, if they do not make progress and their needs are complex and long-term, they may need a greater level of support than that provided by the school at a SEND Support level. This could be because the child:

- continues to make very little or no progress in specific areas over a long period despite high quality intervention.
- continues working at a level substantially below that expected of a child of a similar age (usually at least 3 years' difference).
- has social, emotional and mental health difficulties which interfere with the child' learning and/or safety of others, despite having an individualised behaviour support plan in place.
- has sensory or physical needs and requires specialist equipment or regular visits by a specialist service.
- has ongoing communication difficulties that impede the development of social relationships and cause substantial barriers to their learning.

Consideration will be given to requesting an **education, health and care needs assessment** from the Local Authority. The criteria for applying for an **EHCP** are set by the local authority. A request can be made by the school or by the parents.

Paperwork is submitted to the SEN Panel, who decide whether an assessment will be granted or not. If an assessment is granted, the Local Authority will request formal advice from all of the professionals involved with the child. Please note, this process does not guarantee an EHCP. Not all draft EHCPs are issued as final agreed documents and this is up to the Local Authority SEN Panel.

The entire EHCP process has to be completed within 20 weeks. Once a final EHCP is issued, a copy is sent to parents and the school. The purpose of an EHCP is to specify the arrangements for setting short-term targets at school level. The panel will specify what additional funding, if any, is to be provided to the school to deliver the plan along with the advice as to how this might be used. The targets are reviewed as a minimum every 12 months.

If a pupil makes sufficient progress, an EHCP may be discontinued by the Local Authority. Please note, the purpose of an EHCP is not to provide one-to-one support for a child.

6.0 Support

6.1 External Agencies

We work alongside the following external agencies: Educational Psychology Service, CAMHS, Shine Autism Team, Occupational Therapy, Speech and Language Therapists, Physiotherapists, Play Therapists. After referrals have been made, we follow the recommendations suggested in the report. Parents must ensure that reports are shared with the SENDCo, particularly if the assessment has been arranged on a private basis, so that relevant information can be used to help plan the way forward in school.

6.2 Training

Training needs are identified in response to the needs of pupils currently on the SEND register. School staff have access to continuous professional development and the SENDCo leads regular INSET training. Our staff have expertise in ASD, Speech and Language, ELSA and Attachment. The SENDCo attends network meetings to share good practice with colleagues and keeps up to date with SEND developments.

6.3 Transition

We foster close relationships with other schools to ensure that our pupils are able to transfer successfully. The SENDCo attends transition meetings to share relevant information with other settings about our SEND pupils.

Transition arrangements are put in place between year groups to facilitate smooth transitions. We make use of pupil passports and transition packs, as well as facilitating meetings between the child and their new teacher/s.

When a child progresses through the school, information is shared with the next teacher. All SEND information is kept in a central place and the SENDCo will meet with staff to discuss the children joining their class. Parents/carers are encouraged to meet with the new teacher to foster a new working partnership.

Transfer to a new setting is facilitated by sending on the child's records and the offer of phone contact if the receiving SENDCo needs to clarify any information.

7.0 Evaluation

7.1 Monitoring of SEND

We evaluate the effectiveness of our SEND provision through:

- Individual Learning Plans monitored by the class teacher and SENDCo.
- Reviews of the Learning Plan.
- Termly evaluation of interventions.
- The views of parents, pupils and staff.
- Annual Reviews of EHCPs.
- Pupil Progress Meetings and lesson observations.
- The Headteacher's termly report to the governing board.

7.2 Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision at Woodlands Park to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. All complaints are dealt with promptly under the belief that these matters must be resolved as soon as possible in the best interests of the child.

7.3 Review of the Policy

This policy will be reviewed by the SENDCo on a yearly basis. It will also be updated if any information changes during the year. It will be approved by the governing body.