



Special Educational Needs and Disability Policy

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1. Introduction

We believe that ‘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.’

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream school
- Special educational provision means:
- educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age (Part 3 of the Children and Families Act 2014)

When organising ‘special educational provision’ at Woodloes Primary School, we believe it is important that we provide children with Special Educational Needs and/or Disabilities (SEND) with a broad and balanced academic and social curriculum with regular access to all subjects and areas of learning. All children irrespective of SEND should be fully included in all aspects of school life.

We believe teachers are responsible for children's learning and that children with SEND should be included as much as possible within their class and not be routinely segregated from their class teachers and peers. In addition, we promote the effective use of Learning Support Assistants (LSAs) to support all children to overcome barriers to learning and increase participation, particularly those children with SEND.

2.1 Aims

Our SEND policy aims to:

- Set out how our school will support and educate pupils with SEND
- Explain the roles and responsibilities of everyone involved in educating pupils with SEND

2.2 Objectives

- To identify pupils with SEND as early as possible and ensure that their needs are met, enabling every child to achieve to his or her full potential.
- To deliver a broad and balanced curriculum to all our children that is differentiated to the needs and ability of the individual.
- To promote effective partnerships between children, parents, staff, governors, Local Authority, Community Academies Trust (CAT) and outside agencies.
- To ensure all pupils take a full and active part in school life.
- To overcome barriers to learning and increase participation for all pupils.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.

- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued.
- To build partnerships with parents/carers of children with SEND and provide support so they can play an active and valued role in their children’s education.
- To have a child-centred approach to special educational provision and involve children in planning and decision making that affects them

3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

4. Glossary

APP	Accelerated Progress Plans
CAT	Community Academies Trust, which manages Woodloes Primary School.
EHCP	Education, Health and Care Plan
IEP	Individual Education Plan
LA	Local Authority – Warwickshire County Council.
LSA	Learning Support Assistants
SEN	Special Educational Needs
SEN Register	A list, maintained by school, of pupils with SEND
SEN Support Level	
SEND	Special Educational Needs and Disability
SENDCo	The Special Educational Needs Co-ordinator
Universal Provision	Education provided to all pupils

5. Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENDCo)

The SENDCo will:

- Work with the headteacher and SEND governor to lead the strategic development of the SEND policy and special educational provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of special educational provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCP)
- Provide professional guidance to colleagues, including access to appropriate training
- Work collaboratively with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and achieve high-quality outcomes
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and additional high needs funding gained through Education, Health and Care Plans (EHCPs)
- Meet pupils' needs effectively, particularly in relation to the deployment of learning support assistants
- Be the point of contact for external agencies
- Liaise with previous and next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Work with the deputy headteacher to organise and manage the team of LSAs
- Work with the assessment leader to set targets and track the progress of children with SEND
- Complete child-centred annual reviews for children with an Education, Health and Care Plan (EHCP)

The SEND Governor

The SEND governor will:

- Monitor the quality and effectiveness of special educational provision within the school and report to the School Standards Committee
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and special educational provision in the school

The Headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and special educational provision within the school
- Have overall responsibility for the education and progress of learners with SEND

Class Teachers

Each class teacher will:

- Have responsibility for the progress and development of every pupil in their class

- Plan and ensure the implementation of Individual Education Plans (IEPs) and Accelerated Progress Plans (APPs) to meet the needs of children with SEND
- Work with the SENDCo to enable the early identification of pupils with SEND
- Work with the SENDCo to review the progress and development of each child on the SEND register and decide on any changes to special educational provision
- Work closely with any LSAs or specialist staff to plan and assess the impact of support and interventions through IEPs and APPs

Learning Support Assistants

Each LSA will:

- Support all children to overcome barriers to learning and increase participation
- Provide additional support for children with SEND through in-class support as well as targeted small group and 1 to 1 interventions
- Work closely with class teachers to plan and assess the impact of support and interventions through IEPs and APPs
- Work with the SENDCo to review the impact of support and interventions for children on the SEN register
- Deliver, evaluate and record interventions in the intervention folder for instance, reading, number skills, handwriting practice

6. The Graduated Approach

As advocated by the Code of Practice, Woodloes Primary School has a graduated response to the identification and education of children with possible SEND.

Universal Provision

Quality first teaching is the first step in responding to children who have or may have SEND. This can and should incorporate some interventions and strategies to support learning. This support may involve: modifying learning objectives; adapting teaching styles; provision of additional resources or access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning, teaching and learning processes. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation. Interventions at Universal Level may be recorded on Accelerated Progress Plans (APPs) which identify group targets and strategies to support learning.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

SEN Support would be required where there is evidence that:

There has been little or no progress made with existing differentiated support and interventions within the classroom and that barriers to learning are affecting progress in one or more of the following;

- Communication and Interaction
- Cognitive and Learning
- Social, Mental and Emotional Health
- Sensory and /or Physical

At this point, class teachers will raise SEND concerns with the SENDCo through discussion and /or completion of the initial concern form.

SEN Support

At Woodloes Primary School, the decision to place children at SEN Support and therefore, on the SEN register, is taken jointly between key stakeholders: parents, the class teacher and SENDCo. Parental/carer agreement is confirmed through a signed letter.

SEN Support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs, and the support required to help them secure good outcomes, increases. This is known as the graduated approach. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo.

At Woodloes, children at the SEN Support level have an Individual Education Plan (IEP) which identifies individual targets and strategies to support learning. These may be in addition to or instead of APPs. IEPs are shared with the child, parents and relevant staff and are reviewed and updated at least termly. They are shared with parents in line with the school's assessment and reporting cycle at the end of each term.

The SEN Support level incorporates targeted and higher needs special educational provision as identified within the Warwickshire Provision Matrix (<https://www.warwickshire.gov.uk/sendocs>).

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialist services. For instance, the Educational Psychology Service, Specialist Support Teaching Service or Speech and Language Therapy. Parental consent is sought before any external agencies are involved. Specialist services then contribute to the: assess, plan, do, review cycle for the child.

Education Health Care Plan

For a child who is not making adequate progress and despite a period of two terms of high level SEN Support and in agreement with the parents/carers, the school may request the Local Authority (LA) to make an Education, Health and Care Needs Assessment (EHCNA).

For a child to receive an Education, Health and Care Plan (EHCP), the LA will take into account a wide range of evidence but particularly:

- Evidence of the child's academic attainment and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by school to meet the child's SEND
- Evidence that where progress has been made, it has only been as a result of much additional intervention and support

- Evidence of support provided by other agencies.

An EHCP will normally be provided where, after an Education, Health and Care Needs Assessment (EHCNA), the LA considers the pupil requires support beyond what the school can offer.

A child who has an EHCP will continue to have arrangements as for SEN Support but also may receive additional support that can be provided using high needs funding made available through the EHCP.

There will be a child-centred annual review which is chaired by the SENDCo and involves all stakeholders, including the child. The meeting reviews progress and the appropriateness of the special educational provision. Recommendations are then made to the Local Authority whether any changes need to be made to the EHCP. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

7. Record Keeping

The Code of Practice (2015) states that 'every school is required to identify and address the SEN of the pupils that they support' and record when they decide a child has special educational needs in the school records. At Woodloes, an **initial concern form** is used to identify SEND and then a joint decision is made between key stakeholders about placement on the **SEN register**.

Once children are placed on the SEN register, they will have an **Individual Education Plan (IEP)** which identifies individual targets and strategies to support progress. This will be updated at least termly and shared with parents as part of the school's assessment and reporting cycle.

Accelerated Progress Plans (APPs) map interventions for all pupils, including those identified as having SEND. These are planned and reviewed half termly.

Intervention folders document intervention records linked to APPs and IEPs. They identify the frequency, content and impact of specific interventions.

Personalised provision timetables are created for children who have an EHCP or who are due for an EHCNA.

8. Monitoring Arrangements

This policy will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.