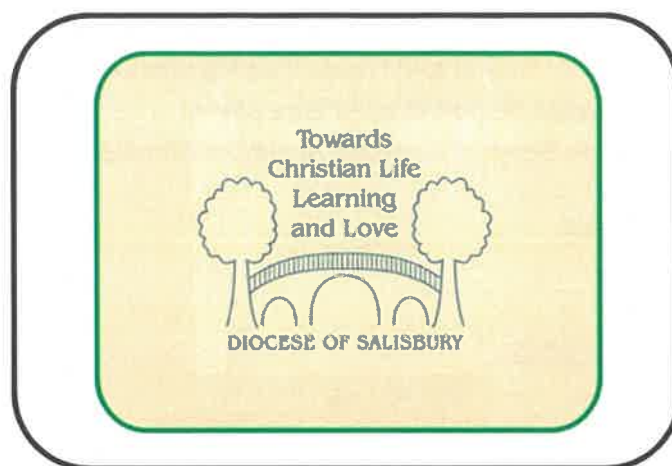


Woodford Valley Academy



Special Educational Needs and Disabilities (SEND) Policy

This Policy was adopted/updated: September 2019

This Policy will be reviewed: September 2020

Statutory Policy: Yes

Source: LA/School

Signed by Headteacher *R. Mason*

Signed by Chair of Governors *C. M. Knight*

Date:

SEND Governor	Mrs Fiona Makin
SEND CO	Mrs Ruth Massie (National Award for SEN Co-ordination Feb. 2012)

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (2014)
- Children and Families Act (2014)
- Equality Act (2010)
- The Special educational Needs and Disabilities Regulations (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- New Curriculum (2014)
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards (2012)
- Positive Environments where children can flourish (March 2018 No. 18006)

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children of two or more, special educational provision is education that is additional to, or different from, that made generally for children of the same age by mainstream schools.

SEND CoP 0 -25 (2014)

When considering the needs of a pupil with SEN, the staff at Woodford Valley Primary Academy take into consideration the needs of all our pupils.

Disabled children and young people

Children who have a disability as identified under the Equality Act 2010 will not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Pupils with Medical Conditions

At Woodford Valley, we recognise that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the Academy complies with its duties under the Equality Act 2010.

Some children with medical conditions may have special educational needs and may have a Statement or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For the purpose of this policy we will be referring to children with special educational needs and disabilities (SEND)

Our Aims

We believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further education or training. (SEND CoP p.92 6.1)

We believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with SEND participate in activities compatible with the education of other children and the efficient use of resources.

- All children have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the School Curriculum.
- All children are valued and their self-esteem promoted.
- We will work closely with families to support pupils with SEND
- We ensure that children and young people with SEND are offered the opportunity to engage in all activities of the school alongside pupils who do not have SEND

Objectives

The objectives of this policy are:

- To ensure that children with SEND are provided for according to their identified needs, and their attainment is in line with, or better, than other SEND children with similar needs, nationally
- To identify and monitor children's individual needs at the earliest possible stage to ensure that their attainment is raised and they are enabled to meet their potential
- To plan an effective, differentiated curriculum to meet the needs of children with special educational needs and disabilities and, where necessary, ensure that the individual targets are specific, measurable, achievable, realistic and time related
- To involve children in the identification and review of their targets
- To work in close partnership with parents/carers of children who have special educational needs
- To raise the self-esteem of children who have special educational needs and disabilities, acknowledging the progress they have made
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them

- To ensure that systems are in place to enable a consistent approach to monitoring, assessment and record keeping
- To involve pupils and parents in the writing of one page profiles, My Support Plans and My Plans (EHCP.)
- To support pupils with medical conditions and ensure Individual Health Care Plans are up-to-date and reviewed regularly. (SEND CoP p.94)

Admissions Criteria

Pupils with special educational needs will be admitted to Woodford Valley Primary Academy in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. Normal admission arrangements apply. The Admissions Policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive School.

Woodford Valley Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan, based on the agreed Wiltshire Policy
- Considering applications from parents of children who have special educational needs but do not have an EHC plan
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs
- Ensuring access for pupils and parents with disabilities. (See the schools Accessibility Policy)

Identification of Special Educational Needs

Woodford Valley Primary Academy will make provision for pupils with the following four kinds of need:

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

Identification enables staff at Woodford Valley Primary Academy to identify action needed to support pupils with special educational needs.

Staff at Woodford Valley Primary Academy identify the following groups of pupils where they do not have SEND but there may be an impact on progress and attainment:

- Disability
- EAL
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman / woman

Roles and responsibilities

Governors' Role

The governor responsible for SEND is Mrs Fiona Makin.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – the Headteacher or the appropriate Governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the School are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LA and the Governing Bodies of other Schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision for the area as a whole
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for, the education of the children with whom they are educated, and the efficient use of resources
- Ensure that an Annual SEND Information Report is produced and available on the school website
- Have a written SEND policy containing the information as set out in the Education(Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEND Code of Practice)
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus and in the school prospectus including the name of the person responsible for coordinating SEND provision in the school

- Have regard to the SEND Code of Practice 0 – 25 (2014) when carrying out its duties toward all children with special educational needs
- Ensure that parents are notified of a decision by the School that SEND provision is being made for their child
- Take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school
- Publish a single Equality Act and plan for it to be reviewed annually, showing how they will promote equality of opportunity for disabled children, staff and those for whom they provide services

The school's Disability Equality Scheme details the following:-

- a) how disabled people with an interest in the Scheme have been involved in its development
- b) the methods for accessing the impact of policies and practices on equality for disabled persons
- c) the steps that will be taken to promote equality of opportunity for disabled people;
- d) the arrangements for gathering information on the effect of policies and practices on disabled people, including information on recruitment, development and retention of disabled employees; educational opportunities for and achievements of disabled children; and
- e) the arrangements for making use of this information to help promote equality of opportunity.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the School's SEND policy
- They are up-to-date and knowledgeable about the School's SEND provision, including how funding, equipment and personnel resources are deployed
- The quality of SEND provision is continually monitored
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process
- The SEND policy is reported on in the school prospectus and children's progress is reported in the school profile

The Head Teachers Role

- The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs (SEND).

- The Head teacher should keep the governing body fully informed and also work closely with the school's SEND co-ordinator (SENDCO).

The SENDCO

The SENDCO is Mrs Ruth Massie. In conjunction with the Head Teacher and TLR, the SENDCO is responsible for supporting the provision of special educational needs throughout the School. This involves:

- Day to day operation of the SEND Policy
- Improving community cohesion including Parental Engagement
- Supporting staff to target individual children's specific needs
- Supporting teachers by meeting with parents, as necessary, to discuss any concerns that they have regarding their child's progress
- Supporting teachers, where relevant, in My Support Plan meetings
- Maintaining a record of names of children who are in receipt of provision as defined by the Code of Practice
- Analysing data for SEND children to inform effectiveness intervention groups
- Assisting staff, where required, to differentiate their class planning for pupils with SEND
- Working alongside staff in assessing children's needs and ensuring that children make progress
- Ensuring staff update class provision maps detailing the needs of pupils with SEND and the arrangements that are being made to meet their needs
- Supporting staff by liaising with outside agencies and organizing multi-professional meetings as and when required
- Contributing to the in-service training of staff
- Monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person
- Liaising with parents of children with SEND
- Co-ordinating the range of support available to children with SEND and advising staff on relevant SEND resources for individual pupils
- Co-ordinate transition plans to secondary schools for SEND pupils
- Attending meetings for EYFS children starting school as required
- Attend relevant courses to develop SEND provision

Facilities for pupils with SEND

The school is a single-storey building with direct access to outside areas, with no steps to be negotiated. The school has access for wheelchairs and a toilet for disabled pupils. The playground is fully enclosed although not secure. It is divided into several areas including The Windsor Walk and the playing field. There is a spiritual / sensory garden and a play garden that pupils can access when required.

Arrangements for co-ordinating provision for children with SEND

At Woodford we have a graduated approach to SEND Support.

The needs of the majority of children will be met in the classroom. Teachers, through high quality teaching, will make every effort to ensure that children with special educational needs are fully involved in the life of the class.

Class teachers are responsible for identifying pupils who require additional support, providing appropriately targeted interventions, and tracking the effectiveness of this support. Class Provision Maps provide an overview of the support pupils receive and the SENDCO and Head Teacher monitor and evaluate the progress of pupils on the Provision Maps which are updated five times a year.

SEN Support

Termly Assessments are carried out by class teachers at Woodford Valley Primary Academy to enable them to monitor progress and identify progress and attainment.

Where the class teacher identifies that a child is failing to make the expected progress, or is struggling more than other pupils in class, they will begin a WGRSS to enable them to identify specific areas of concern and put in place additional short-term support. At this stage the pupil will be given support to catch up with their peers. This might include the child working in a small structured group targeting a specific area of need such as spelling groups, mental arithmetic groups and individual reading.

At times individual children may be withdrawn from the classroom for specific, timed activities related to the needs identified on the class provision map. This may be delivered by the teacher, teaching assistant or other relevant adult and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Additional support given to pupils will be recorded on the class provision map and parents will be informed. Interventions will be reviewed termly. Class provision maps are monitored and reviewed termly in TLR and staff meetings.

Class Provision Maps are reviewed termly and progress and interventions evaluated by class teachers.

Pupils, parents and teachers develop One Page Profiles, detailing information about the pupil including what they enjoy, what they find difficult and what helps them. Individual targets and Individual Behaviour Plans are reviewed and updated on a regular basis (usually every term) by class teachers, and shared with parents.

If, despite these interventions, pupils fail to make the expected progress, the class teacher will raise concerns with the SENDCO. At this stage information recorded in the WGRSS (Wiltshire Graduated Response to SEND Support) profile will be reviewed and, if appropriate, used to support a referral to arrange for more specialised assessments from external agencies and professionals such as the Wiltshire SSENS team, Educational Psychologist, Occupational Therapist, and Speech and Language Therapist. Parental consent is required before any outside agencies are involved.

The school also has a counsellor that pupils can access.

Parents will be kept informed of their children's progress, their targets and appropriate interventions at Parent/Teacher meetings.

Education, Health and Care (EHC) plans

From September 2014, our school adopted the new National statutory assessment process, known as My Plan (EHCP).

Woodford Valley Academy will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly changes.

We will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information, we will consider with the parents and the child the next strategy for action. Any additional support or interventions which the child may be given at School Support or SEN Support will be identified on the School Provision Map. Support and resources will be monitored regularly and adapted or withdrawn as the child's teacher and SENCO think appropriate.

Staff working with pupils receiving SEN Support may use the WGRSS to assess, plan and review their needs. Individual targets or Individual Behaviour Plans will be written in consultation with the child, parents, teacher and SENCO. These will identify:

- The child's strengths and weaknesses
- The date the targets are set and when they will be reviewed
- Short-term targets
- The names of staff and/or outside agencies involved with the targets
- The teaching strategies
- What provision we will make
- What additional provision will be made
- How we will monitor and review the plan
- How we will judge progress (success criteria)
- Any outcomes after a review
- The signatures and comment from both the child and parent

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we may begin a My Support Plan for the pupil. If they still do not make expected progress we can approach the LA to request a My Plan. This may or may not result in the LA issuing a My Plan (EHCP). The aims and objectives required to meet the needs of a child with a My Plan are specified in the plan itself.

Children who are in receipt of a My Plan may receive additional support from class teachers and TAs in accordance to their needs. This support is mainly delivered within the mainstream class setting through a mixture of individual, paired or small groups and work is differentiated according to the needs of individuals. When a child has a My Plan, an Annual Review will take place, where parents, child, outside agencies, SENDCO and the class teacher are invited to attend.

Access to the curriculum

We value and respect all children equally. The school has an 'I can' philosophy and we aim to celebrate achievements of all children and to develop confidence and pride in work at all times. All pupils with SEND will be provided with a broad and balanced curriculum. The needs of these children will be addressed during the planning and delivery of the whole curriculum and in the development of school policies.

The SENDCO and the subject leaders are available to advise on differentiation in planning and classroom strategies. Work is differentiated and taught to suit all levels of children within the class using a variety of strategies, including giving children with SEN clear, simple, concise instructions using visual cues to support their understanding.

Wherever possible, children with SEND remain in the classroom and their individual needs are met through differentiated work and adult support. Children who have difficulty in a specific area of the curriculum may be withdrawn to work with Teaching Assistants in smaller groups of individually, which reinforce key objectives and skills which the children need to make progress and to help them to reach their potential.

If a pupil has a difficulty that impacts on learning and achievement and is not a short term difficulty that can be addressed by Wave 2 interventions they will be placed on the school SEND register.

Resources

The SENDCO has a dedicated day a week for SEND. Annual Reviews, meetings with parents, paperwork tasks and record keeping are addressed and completed in this time. During this time she is available for liaising with staff and outside agencies according to the needs of SEND individuals.

Woodford Valley Primary Academy has a range of games, ICT programmes and visual resources which support and develop children's individual needs. Most of these resources are available within the classroom, which enhances children's accessibility to the curriculum. The use and availability of resources are monitored and reviewed by class teachers.

The school has a trained Emotional Literacy Support Assistant (ELSA), to support vulnerable children in school. Children also have access to a school counselor who is funded by the school. We also have staff who are trained in ELKAN and help deliver SALT programmes.

Mrs Knight, a qualified Specific Learning Difficulties teacher, and the school Chair of Governors, dedicates a lot of time to one to one teaching for some of our pupils with literacy difficulties.

Teaching Assistants are supported to deliver interventions to individuals and groups of children. They may also work with pupils to support targets as set out in EHCP's.

Class Teachers and Teaching Assistants are given support and in-house training by the SENDCO and subject leaders in relation to the individual needs of the children in their class. This helps planning appropriately to support pupil's needs, and gives Teaching Assistants skills and strategies to support children with special educational needs, which in turn helps to raise the achievement of SEND pupils in the school. Teachers also receive support from the

Wiltshire SEND Support Service, SALT, OT's, School Nurse and other relevant professionals.

A Speech and Language Therapist works with staff to assess, devise and monitor language and communication needs of individual pupils. Speech and Language programmes are carried out by classroom staff.

Managing pupils needs on the SEND register

Pupils identified as needing SEND Support will have their needs met in a number of ways including:

- Support from outside agencies
- Targeted 1:1 support
- Class adaptations e.g. coloured overlays
- Differentiated homework
- Use of additional learning resources e.g. Wordshark and Numbershark

School Improvement Plan

This Policy supports the aims of the School Improvement Plan, namely:

- Raising standards for all children in reading, writing and maths
- By identifying individual children's needs through data analysis and offering intervention groups to support their learning
- By providing 1-1, paired and small group work with TAs to improve children's understanding
- By deploying TAs to work with children with special educational needs and disabilities where necessary
- By improving teaching across the school so that it is consistently good or outstanding
- By identifying SEND training needs within the school;
- By providing CPD for Teachers and TAs relevant to children's needs to improve staff's knowledge of SEND
- Through observation and monitoring of Teaching Assistants working in classrooms and interventions groups
- By monitoring and supporting planning

Criteria for exiting the SEND register

Pupils can come off the SEND register for the following reasons:

- They no longer need the support of outside agencies
- They no longer need a differentiated curriculum to access learning
- They have made the appropriate progress and continue to do so
- They have moved to another setting

Monitoring and Evaluation of SEND

The Policy will be evaluated against the objectives stated on page two and measured by:

- An analysis of teachers' short term planning by Literacy and Numeracy Co-ordinators and the Headteacher to identify differentiation for children with special educational needs
- Parents being aware of individual targets set for children on the Provision Maps
- Children being involved in discussing, constructing and reviewing their own specific targets and being involved in writing their One Page Profiles and contributing to their My Support Plans and Annual reviews
- Annual Reviews of EHCP's with teaching staff and the SENDCO advising the LA of children's progress;
- Child attainment or progress, as measured by objective testing and teachers' professional judgement
- A comprehensive tracking system which follows SEND pupil's progress to identify children who may need intervention to support their progress. This is updated six times a year by the Headteacher and the evidence used by all staff to put strategies in place at the earliest opportunity to enhance children's progress
- External evaluation by the responsible person and the LA Adviser for Special Educational Needs based on the objectives of the policy
- Regular monitoring of procedures and practice by the SEND Governor
- The School Improvement Plan and the SEF provides priorities, which include the provision for the attainment of SEND pupils
- Undertaking a value for money review of our Special Educational Needs funding

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should initially discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENDCO and/or Headteacher. Should the matter still be unresolved, the parents/carers should contact the 'responsible person' on the Governing Body. If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

Links with outside agencies

At Woodford Valley we have close links with the LA Support Services. Support Services include, but are not exclusive to, Educational Psychologists, Speech and Language Therapists, Behaviour Support, Occupational Therapy, and the Specialist SEN Support Service.

The Class teacher and SENDCO use the DART system to refer pupils to the appropriate external agencies.

Staff at Woodford Valley Primary Academy use the Wiltshire Graduated Response to SEND Support (WGRSS) to support referral to outside agencies.