



Policy Title	SEND Policy
Reference	WPS/January2017/Version1
Approving Committee	Curriculum, Standards & Achievements
Chair of Committee	Headteacher
Date of Next Review	January 2018

Mission Statement
Woodborough School is all about...

Christian caring
Happiness
Inspiring
Learning together
Diversity
Rewarding
Enabling
Nurturing

Woodborough CE Primary School is an inclusive school. We take safeguarding very seriously and all our policies are developed with a high priority on children's safety and in light of our safeguarding policy. This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 September 1st 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 September 2014
- Schools SEN Information Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key stage 1 and 2 framework document September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN governor in agreement with staff and representatives of parents of pupils with SEND and reflects the SEND code of practice 0-25 guidance.

SENCO: Mrs Michelle Ashby

Telephone: 01672 851305

The SENCO is a member of the Senior Leadership Team.

The aims within our SEN policy are an integral part of the aims for our school as a whole and we achieve this by valuing:

- Each person as an individual.
- Personal achievement and aspirations.
- Equal opportunities for all.
- The process of: listening, encouraging, supporting and challenging.
- All teachers as teachers of every child including those with SEN.
- Working together – children, staff and parents.

Aims:

- To raise the aspirations of and expectations for all pupils with SEN.
- To provide a focus on outcomes for the children with SEN.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Defining SEN

The 2014 Code of Practice states that;

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Identifying Special Educational Needs:

The Code of Practice identifies four broad categories of need; Communication and interaction; cognition and learning; social, emotional and mental health; sensory and /or physical needs. Our school will identify the needs of the pupil by considering the whole child, which will include not just the special educational needs of the child, and decide on the action to support them. For a child displaying behaviour concerns this will be seen as an underlying response to a further need which the school will aim to identify and address.

Special Educational Provision means

“For children aged two or more, 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 in mainstream schools, maintained nurseries, mainstream post-16 institutions or by relevant early year providers.”

(2014 SEND Code of Practice)

What is not SEN

However there are other areas of need that are NOT SEN that may impact on a child’s progress and attainment which include:

Disability - (Please see The Code of Practice explanation for the “reasonable adjustment” duty for schools under the current Disability Equality legislation as these alone do not constitute SEN.)

Attendance and punctuality

Health and Welfare

EAL (English as an Additional Language)

In receipt of Pupil Premium

A Looked After Child

A child of a serviceman/ woman

Graduated Approach to SEN support

Quality first, differentiated teaching is the first step in responding to a child who has or may have SEN. All teachers regularly undergo observation by the Headteacher or Senior Leadership Team to review the quality of teaching. Teachers are accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff.

Pupil Progress meetings are held three times a year with the class teacher, Headteacher and SENCO. Information about the child as a whole is considered as well as tracking the child's attainment against national data and expected progress. If a child does not make adequate progress, further support or intervention is planned, implemented and then reviewed. For higher levels of need the school can request specialised assessment and advice from outside agencies and professionals in the Local Authority.

Children once identified as at risk of underachievement or with a difficulty in one or more of the four categories and who continue to struggle even with intervention and support will be included on an SEN register. Regular meetings with the family and child (where it is considered appropriate) will decide on outcomes and plan actions to support the child and may take the form of a My Support Plan (non-statutory.)

A graduated approach of 'assess – plan – do – review' is carried out by the SENCO, class teacher, parent/carer and teaching assistant, where involved, and interventions and the progress made is recorded and monitored on the school's Provision Map.

Managing pupils needs on the SEN register

In the new Code of Practice there is only one category, SEN support. The new Wiltshire Graduated Response to SEND Support document (WGRSS previously the WIPD) may be used to help plan for an individual's needs.

It is the responsibility of the SENCO to manage the SEN register, Provision Map, My Support Plans and reviews of statements / Education, Health and Care Plans (EHCPs). Class teachers are responsible for updating the Individual Education Plans (IEPs) of children in their class which are monitored by the SENCO three times a year. The SEN register is amended three times a year when the impact of an intervention is assessed. However any newly identified child will be added when necessary. Frequent meetings with parents of children with My Support Plans (non-statutory) are held three times a year to review progress, plan outcomes and consider the actions needed.

Solutions Surgeries are offered by members of the Specialist Special Educational Needs Service and Behaviour Support Service team, to teachers, to discuss individual pupil needs, agree actions and review implementation over the year. If further support is needed after this then an individual referral can be made either through a CAF (Common assessment Form) or SARF (Specific Agency Referral Form) with

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the family to engage outside agencies such as the Educational Psychologist, Behaviour Support Service or Learning Advisory Teacher when the school feels this would be beneficial to the child.

If it is felt that a child's needs cannot be met from within the school's own provision arrangements then in consultation with the family a request for statutory assessment will be made to the local authority. A history of support that the school has implemented and the child's progress in meeting the outcomes will be included with the necessary request forms and the child and parents' views sought.

Criteria for exiting the SEN register

Based on the graduated response approach, when a child no longer needs support and has achieved the planned outcomes then they will no longer be placed at SEN support and effectively come off the register.

Supporting pupils and families

The school's SEN Information Report is available on our website and provides information for families on what we offer at Woodborough CE Primary School along with a link to the Local Authority's local offer. Further information regarding our admission arrangements can also be found on our website <http://woodboroughschool.org/> as well as the school's policy on managing the medical conditions of children at school.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education - including school trips, clubs and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEN including an EHC plan. This brings together health and social care needs, as well as their special education provision and the SEND Code of Practice 2014 is followed.

The school nurse and family may write a care plan or risk assessment for a child and this is made available to staff. Prescribed medicines are stored safely in the administrative office and a log records by whom and when they are administered. Any health needs that affect a child's learning are carefully managed in consultation with the family. The school is on one level and so is accessible to any disabled child or person and any out of school trip is planned or adapted to enable a child with particular needs to be able to attend. The Administration of Medicine and Procedures Policy and Allergies Policy can be viewed by following the links.

Monitoring and evaluation of SEND

Provision is monitored regularly through the Provision Map and targets set for SEND are evaluated by the SENCO and the Headteacher annually. The SENCO meets three times a year with the SEN Governor to review SEN in the school.

Training and resources

School receives a delegated budget for SEN which includes a notional allowance of 15 hours per week per child requiring extra support. This may include a mixture of small group, paired and sometimes 1:1 support and the services of Emotional Literacy Support Assistant (ELSA) trained TA's.

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Whole school needs identified on the School Development Plan inform training requirements for staff as well as training for individuals on a needs basis to develop their expertise. All new teachers undertake induction training and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. The SENCO regularly attends SENCO network meetings in order to keep up to date with SEND information.

Roles and responsibilities

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The governor with responsibility for SEN is Mrs Claire Lowe.

The designated adults with responsibility for Safeguarding in the school are the Headteacher Mrs Sarah Brewis and the Deputy Headteacher Mrs Prathayini Wright.

All budget concerns are managed by the Headteacher, who in consultation with staff, families and agents for services, oversees the use of Pupil Premium funding. The Headteacher is also responsible for the school's management in meeting the medical needs of pupils.

Storing and managing information

All children's personal information and confidential reports are kept in a secure unit accessible only to the staff involved in their care and support. Working documents such as IEP's and My Support Plans remain in the care of the class teacher. Families and carers are provided with copies of all information relating to their child. Documents stored electronically are accessed by a password.

Reviewing the policy

The SEND policy will be reviewed annually with governors, staff and representatives of parents with SEN children.

Accessibility

The school's Accessibility Plan is available to view on request or please follow this link <http://woodboroughschool.org/>

Dealing with complaints

The school works in partnership with parents to ensure a collaborative approach to meeting all children's needs. All complaints are taken seriously and are heard through the school's Complaints Policy and procedure. Link <http://woodboroughschool.org/>

Bullying

The school operates an anti-bullying ethos and any incident of bullying is taken very seriously and dealt with straight away. Please see our school Anti-Bullying Policy on the website. Link <http://woodboroughschool.org/>

Review of the policy

This policy will be reviewed annually – or sooner in the event of revised legislation or guidance.

