



Woodfield Primary School

## Special Educational Needs and Disability (SEND) Policy

### Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed:		
Date:	05/06/18	05/06/18
Name:	Mrs C Brockbank	Mrs J A Charnley
Position:	Chair of Governing Body	Headteacher

### Document Review

The Governing Body will review this policy to ensure that it is appropriate and effective whenever necessary, and not less than once every three years.

### Document Control

There is one controlled paper copy of this document located in the Business Manager's Office.

The master electronic copy is held within a designated folder. The latest issue will be marked with the highest number, ie Issue 2 is later than Issue 1. Files in the process of being edited have the words 'In Progress' in the file name.

**All other copies (electronic and paper) are uncontrolled.**

### Document History

Filename: SEND Policy				
Issue	Description of Change	Author	Checked	Date
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### Woodfield Primary School

Wigan Lane  
Wigan  
WN1 2NT

Telephone: 01942 243675

E-mail: [enquiries@admin.woodfield.wigan.sch.uk](mailto:enquiries@admin.woodfield.wigan.sch.uk)

Web: [www.woodfield.wigan.sch.uk](http://www.woodfield.wigan.sch.uk)



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## Woodfield Primary School Special Educational Needs and Disability (SEND) Policy

### Section 1: Our Ethos/Vision

At Woodfield Primary School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every child, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

### Section 2: Definition of SEN and Disability (SEND)

At our school, we use the definition for SEN and disability from the SEND Code of Practice (2014). This states:

**SEN:** *A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

**Disability:** Some children and young people who have SEN may have a disability under the Equality Act 2010 – that 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.**”

### Section 3: Key Roles and Responsibilities

The SENCO, Mrs K Lowe, has day-to-day responsibility for the operation of the SEND Policy and co-ordination of specific provision made to support individual children with SEND, including those who have Educational Health and Care (EHC) plans (or Statements until 2018). The SENCO has specific responsibility for safeguarding and is also the Designated Safeguarding Lead (DSL).

SEN Governor – the SEN Governor is Mrs C Brockbank, who is our Local Authority Governor. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

### Section 4: Legislation and Guidance

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

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

### Section 5: Aims and Objectives

#### Aims:

At Woodfield, all children, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all children with SEND will meet or exceed the high expectations we set out for them against national data and based on their age and starting points. We will use our best endeavours to give children with SEND the support the need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that children will become confident individuals able to make a successful transition on to the next phase of their education.

#### Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND.
- To raise aspirations and ensure high expectations for all children.
- To ensure that every child experiences success in their learning and reaches their full potential.



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- To enable all children to participate in lessons fully and effectively.
  - To involve children in decision making and in the development of their learning.
  - To value and encourage the contribution of all children and families to the life of the school.
  - To work closely with external support agencies, where appropriate, to support the needs of individual children.
  - To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

## **Section 6: Identification of Needs**

Special educational provision is any educational or training provision that is additional to or different from that made generally for other children of the same age. This means provision that goes beyond the differentiated approaches that would normally be provided as part of good teaching and learning. Children may be identified at Woodfield as having long-term and significant SEN if they are not making sufficient progress despite this high-quality provision and if all relevant and purposeful interventions normally provided to children who are falling behind have proved to have little or no impact.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all children. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the child into a category. It is also important to identify the full range of needs, not simply the primary need of an individual child.

The 2014 Code of Practice refers to four broad areas of need:

### **1. Cognition and Learning**

Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Wigan's graduated approach to supporting children and young people with additional needs provides for the varying needs of all learners. For a child or young person with specific learning difficulties to meet criteria for an EHC Plan their needs will be severe and complex. There is likely to be a combination of difficulties.

### **2. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

### **3. Social, Emotional and Mental Health (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **4. Sensory and/or Physical Difficulties**



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Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, eg congenital conditions (some progressive), injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities.

Woodfield School is proud to be accredited as a Dyslexia Friendly School and we are committed to ensure that we will promote Dyslexia Friendly practice.

### **Section 7: A Graduated Approach to SEN Support**

How the school decides whether to make special educational provision:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

A process of on-going teacher assessments and termly child progress meetings with the leadership team identifies those children making less than expected progress given their age and individual circumstances.

The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the child's progress, alongside the views of parents/carers and child. During this stage, extra teaching or interventions may be put in place as a child's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where children have higher levels of need, and with parental permission, the school may choose to seek advice from external agencies, which may include:

- Educational Psychology Service (EPS)
- Targeted Education Support Service (TESS)
- Speech and Language Therapy Service (SALT)
- Physical/Sensory Support Service
- Occupational Therapy
- School Nurse
- Children and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process.

(For further information, see **High Expectations for All** on the Wigan Council website:

<http://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Professionals/HEfA-document.pdf>

### **Adaptations to the curriculum and learning environment:**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, coloured exercise books, visual timetables, larger font, etc.
- Differentiating our teaching for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



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## **Parents/Carers and Child Involvement in the Process**

Children:

- All children, but especially those with special educational needs, will receive a highly-engaging, well-planned, motivating curriculum through which they will be able to achieve their potential.
- School will provide a positive, sympathetic and nurturing environment in which the needs of all children will, wherever possible, be met.
- Children will be supported through areas of difficulty, academically and personally.

Parents:

- Parents are valued in our school and are continually informed about their child's progress. They are invited to termly parent's evenings and are given termly written reports.
- When a child is failing to make expected progress, they will be invited into school and share in the decision process about the support their child will receive.
- Parents will have a voice in all decisions about their child and an open-door policy operates in school, parents have access to the SENCO and Class Teacher.
- For further information about services and support available from education, health and social care and where to go for information and advice, please see the Wigan Family Directory at [www.wigan.gov.uk/familydirectory](http://www.wigan.gov.uk/familydirectory).

## **Section 8: SEN Provision**

SEN support can take many forms. This could include:

- an individual learning programme;
- evidence-based interventions;
- extra help from a teacher or learning support assistant;
- making or changing materials, resources or equipment;
- using specialist equipment;
- observing a child in class or at break and keeping records;
- helping a child to take part in the class activities;
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult;
- helping other children to work with a child, or play with them at break-time;
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing;

## **Section 9: Managing the needs of Children on the SEN Register**

Each child with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and children. Decisions regarding the level of support provided are needs-led, working within the constraints of the school budget.

The Class Teacher is responsible for:

- the progress and development of all children, including those with SEND;
- ensuring the plan is implemented in the classroom;
- regular liaison with parents and the SENCO;
- effective deployment of additional adults;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;



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- identifying on class planning the provision they are making for children with SEND;
  - supporting the SENCO in the writing and reviewing of targets for children with SEND.

The SENCO is responsible for:

- the SEND Policy and its implementation;
- co-ordinating support for children with SEND;
- updating the SEN register and maintaining individual child records;
- monitoring the quality of provision and impact of interventions;
- attending network meetings and updating staff;
- referrals to and liaison with outside agencies;
- line managing LSA's with responsibility for SEND;
- liaising with and advising staff;
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- maintaining regular liaison with parents/carers;
- co-ordinating annual reviews;
- supporting staff in identifying children with SEN;
- mapping provision throughout the school;
- maintaining links and information sharing with receiving schools.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND Policy;
- liaising with the SENCO;
- reporting to the Governing Body on SEND;
- ensuring that children with SEND participate fully in school activities.

The Headteacher will:

- work with the SENCO and SEN Governor to determine the strategic development of the SEND Policy and provision in the school;
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The Learning Support Assistants are responsible for working collaboratively with the Class Teacher in providing a Quality First Education. They also work to support education on an individual, group or whole class basis.

### **Section 10: Criteria for Removing Children from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor children recently removed from the register to ensure good progress is maintained.

### **Section 11: Requesting an Educational, Health & Care (EHC) Needs Assessment**

A small number of children, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these children a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an EHC Plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

*(See guidance on the Wigan Council website for further information regarding requests for EHC Plans)*

### **Section 12: Supporting Children at School with Medical Conditions**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. 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 may also have special educational needs (SEN) and may have an 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.



The staff at Woodfield Primary School works closely to plan and deliver support for children who have medical conditions. This is detailed in our related policies (*Medical Policy – Supporting Children at School with Medical Conditions, Administration of Medicines*), which can be seen in school or via our website [www.woodfield.wigan.sch.uk](http://www.woodfield.wigan.sch.uk)

### **Section 13: Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils on the SEN register will have a carefully planned transition which will involve close liaison with the SENCO at the new school.

### **Section 14: Monitoring and Evaluation of SEN**

The Headteacher and SENCO regularly monitor and evaluate the quality of provision for all children. The school aims to use interventions in school that have proven outcomes and are evidence-based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupils' needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views;
- advice from external support services, if relevant; and
- holding annual reviews for pupils with EHC plans.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Section 15: Training and Development**

Training needs are identified in response to the needs of children currently on the SEN register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with attachment disorder, autism and dyslexia (Dyslexia Friendly Schools 2018).

The SENCO attends network meetings to share good practice with colleagues and keep up-to-date with SEND developments.

### **Section 16: Storing and Managing Information**

Child records and SEN information may be shared with staff working closely with SEN children to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality.

Child SEN files are kept in a locked cupboard. Individual SEN files are transferred to receiving schools when children leave Woodfield.

### **Section 17: Reviewing the SEND Policy**

The SEND policy is reviewed annually by the Governing Body. The date of the next review is; **March 2019**.

### **Section 18: Complaints**

We urge parents/carers with any concerns regarding the SEN Policy or the provision made for their child at Woodfield to speak to us as soon as possible. In the first instance, please speak to the Class Teacher or the SENCO.



If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Headteacher.

If concerns are still unresolved, parents may wish to use the Information Advice and Support Service (IAS) (formerly Parent Partnership) or engage with the School's complaints procedures.

### **Section 19: How the Policy was put together**

This policy was created in consultation with stakeholders, including the SEN Governor, staff and representative parents. The Policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). The draft policy was on the school website during the spring and summer terms, during which time comments from the wider school community were welcomed.

### **Section 20: Access to this Policy**

You can get a copy of our Policy in a number of ways:

- the school website, following the link: [www.woodfield.wigan.sch.uk](http://www.woodfield.wigan.sch.uk) – Virtual Office – Policies
- request a paper copy at the school office.

Please let us know if you need this policy to be made available to you in a different format, eg enlarged font or a language other than English.

### **Compliance**

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

- Equality Act 2010: Advice for Schools DfE February 2013
- Schools SEN Information Report (2015)
- The National Curriculum in England Key Stage 1/2 Framework Document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Appendix 1: Key Documentation**

The following documents have informed this guidance which parents may find helpful:

Special Educational Needs and Disability Code of Practice: 0-25 Years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special Educational Needs and Disability: A Guide for Parents and Carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting Children at School with Medical Conditions

<https://www.gov.uk/government/publications/supporting-children-at-school-with-medical-conditions--3>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010

Wigan Local Offer Website

Woodfield SEN Information Report

**Review date: June 2019**