



# **SPECIAL EDUCATIONAL NEEDS POLICY**

# Special Educational Needs Policy



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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The previous government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March 2014 came into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Vision statement

At Woodland View Primary School, our first priority is to nurture our children to become successful, happy and respectful individuals who leave us with a love of learning and the tools they need to thrive in modern Britain or anywhere else in the world that they choose to live!

As a staff and Governors, we are going to take risks, make mistakes to learn from and take pride in our school as that is exactly the behaviour we want to model for our children.

Our other priority is to build a school that is the hub of the community, which uses trust, support and consistency to forge strong links with our parents and that has high expectations and delivers on our promises to the families of Huthwaite.

How will we do this in reality?

Through our five promises. We will....

1. Instil our core values in all our children. Be respectful, responsible, considerate, tolerant and safe.
2. Inspire all to broaden their horizons and raise their aspirations through high quality teaching, a creative, opportunity filled curriculum and exceptional shared experiences in order to ensure each child's highest achievement both academically and socially.
3. Create a safe environment, including first class safeguarding procedures, within which children can develop a curiosity for the world and exceed their potential.
4. Apply policies with high expectations consistently to all while still tending to children's individual needs whether they be academic, social or personal.
5. Build a community based around consistency, trust and family by sharing learning, celebrating successes and using honesty to solve problems.

## Rationale

At Woodland View we are committed to ensuring equality of education and opportunity for all, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. It is recognised that special educational needs can occur at any time across the full age range of the pupils and across the range of ability. Support will be allocated according to need within a structured three-staged process of identification, intervention and outcome, and within the confines of resources.

The staff at the school endeavour to identify children who have special educational needs. These may include:

- Communication and interaction
  - Speech, language and communication needs (SLCN)
  - Autistic Spectrum Disorder (ASD) e.g. Asperger's Syndrome & Autism
- Cognition and learning
  - Moderate learning difficulties (MLD)
  - Severe Learning difficulties (SLD)
  - Profound and multiple learning difficulties (PMLD)
  - Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia & dyspraxia
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
  - Vision impairment (VI)
  - Hearing impairment (HI)
  - Multi-sensory impairment (MSI)
  - Physical difficulty (PD)

# 1. Aims and objectives

## Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- All pupils will be valued equally and encouraged to enable them to develop their full potential.
- All pupils are entitled to have access to a broad and balanced curriculum, including the Early Years Foundation Stage Curriculum and the National Curriculum, at the appropriate level.
- Special educational needs will be identified as early as possible.
- All pupils with special educational needs should have their needs met as far as possible in a mainstream setting.
- To keep a register of children who are:
  - Vulnerable.
  - At the 'SEND Support' stage.
  - Children with an Education, Health Care Plan (EHC plan).
- All children have individual 'SMART' targets for reading, writing and mathematics which are recorded in their Learning Logs. Children on the SEN register only have additional targets, which are recorded in their personal Learning Log, if they have an area of need which is not reading, writing or mathematics. Children on the SEN register have additional support provided by a teaching assistant and/or teacher at various points throughout the year.
- At 'SEND Support' help may be enlisted from appropriate outside agencies.
- Pupils' progress will be monitored, recorded, reviewed and evaluated on an ongoing basis and formally three times a year.
- An Annual Review will be carried out for children who have an EHC plan of Special Educational Need.
- Pupils will be encouraged to be involved in the target setting, monitoring, review and evaluation process and their views will be recorded in their Learning Logs.
- Parents/carers will be closely involved in their child's education & their views will be taken account of.
- Parents/carers will be provided with information about the **Parent Partnership Services**.
- The school will pay due regard to the requirements of the Equality Act 2010.

## Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services *and previous school or early years setting*, prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the *SENCO* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information, *annually*, on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone e.g. EP, SFSS, SBAP and its local offer each term as well as the PSED team.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupils voice their opinions on their Communication Passports as participating, through their Learning Logs, to the ongoing process of reviewing their targets. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *e.g. membership of the School Council, class and assembly PSHE/SEAL sessions*.

## 2. Responsibility for the coordination of SEN provision

- The persons responsible for overseeing the provision for children with SEN are Ruby Grey Head Teacher and Janice Addison SEN Governor.
- The person co-ordinating the day to day provision of education for pupils with SEN is Ruby Grey SENCO.

## 3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records e.g. provision maps, Learning Logs, SEN Reviews, communication passports and subject targets for individual pupils.

### All staff can access:

- The Woodland View Primary School SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including their Learning Logs which detail targets set/outcome and review provision.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on individual pupils and their special needs and requirements e.g. communication passports
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents, in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 4. Admission arrangements

At Woodland View we are committed to inclusion. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. More detailed information about admission arrangements are available in the admissions policy.

## 5. Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These are:

- Autism friendly resources e.g. visual timetables, social stories etc.
- ICT inclusive equipment and software
- Specialist resources e.g. writing slopes, enlarged print, PE equipment
- Lift to the first floor
- Wheelchair friendly access to the ground floor
- Disabled toilets
- Hygiene room
- Fire alarms are both visual and auditory

- Disabled parking
- Staff with business insurance for transport purposes

Please also refer to the accessibility plan for Woodland View Primary School.

## 6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

AFN bids are written by the SENCO and these are then moderated at family level which includes the family SENCO, SENCOs from all feeder primary schools and a representative from the Local Authority, resulting in the allocation of funds at low, medium and high level. Family moderation also determines bids that need submitting to the Local Authority for High Level Needs allocations (HLN).

The SENCO works closely with the Head Teacher and Business Manager to allocate resources. This usually takes place on an annual basis, although changes may be made throughout the year if necessary. A range of factors will be considered including the level and nature of a child's need and other funding available, such as Pupil Premium. In some instances a higher level of support may be put in at the beginning of the academic year to aid with transition to a new class.

## 7. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

### A graduated approach:

#### **Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Any child raised as a concern by parent or staff is monitored, but this does not necessarily place the child on the school's SEN list. Information is recorded by the school as an aid to further progression and for future reference. Parents are kept informed of this information.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### ***SEND Support***

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### ***Plan***

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

#### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:

**0115 948 2888**

### ***Education, Health and Care Plans [EHC Plan]***

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **8. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is reviewed regularly by teachers and differentiation for groups and, where appropriate, individuals, is included within all planning. The SENCO and external agencies provide help and advice where required.

- Staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- School staff are up to date with teaching methods which will aid the progress of all pupils including those with SEN. Training is arranged to facilitate this.
- Staff will use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group support is available, where it is felt that pupils would benefit from this provision.
- Children who receive additional support, different from the rest of the class are tracked. Provisions are analysed by the SENCO and reviewed termly.
- Individual targets are set that motivate pupils to do their best, and celebrate achievements at all levels.

## **9. Inclusion of pupils with SEN**

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior management team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', PSED team, Early Help Unit and the Multi-Agency Safeguarding Hub.

## **10. Evaluating the success of provision**

In order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year including pupil progress meetings, using data and Multi Agency Meetings (MAM) as examples.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and information is gathered from different sources such as child and parent surveys, staff surveys, pupil interviews and progress data. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school improvement plan (SIP).

## **11. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

## **12. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. CPD opportunities are provided that link clearly to the Schools Improvement Plan (SIP).

## **13. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. If staff and parents feel that a child would benefit from support from external agencies the SENCO will raise this at the termly Springboard meeting or request an Early Help Assessment or a PSED referral is made.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Educational Psychology Service
- Schools and Family Specialist Service
- Speech and Language Service
- School Nurse
- Physiotherapists
- Occupational Therapists
- Personal, Social and Emotional Development Team
- Social Services
- CAMHs
- Paediatricians
- Early Help Services or Targeted Early Help Services

## **14. Working in partnerships with parents**

*See also our Parent Partnership policy.*

Woodland View Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

The school operates an 'open door' policy where parents can make an appointment to talk to staff at any time during the year. In addition to this two parents' evenings are held and parents are asked to fill in an annual questionnaire.

Parents are kept up to date with their child's progress through annual reports, parent's evenings and SEN review meetings, where pupil's targets are discussed. They are also notified of additional provision their child will be receiving on a termly basis.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents are encouraged to contact the Parent Partnership Service if they would like additional support and advice, including someone to accompany them to meetings.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor, Janice Addison, may be contacted at any time in relation to SEN matters.

## **15. Links with other schools**

Our school belongs to the Ashfield Family of schools. The SENCO will meet with the Ashfield and the Family SENCO to ensure the smooth transition of information and children.

All Children will have a planned transition to their next phase of education including secondary school (phase, feeder, none feeder or special educational establishment) which includes visits to the environment, to experience the daily life at the named school and to meet staff.

The SENCO contacts the secondary SENCOs to discuss and plan transition for children with additional needs. Extra visits are provided where appropriate and detailed information about children's needs is passed to the receiving school.

## **16. Links with other agencies and voluntary organisations**

Woodland View Primary School invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Schools and Family Support Service (SFSS)
- Personal Social Emotional Development Team (PSED)
- Social Services
- Speech and Language Service (SALT)

Representatives from voluntary organisations and other external agencies are invited to Family SENCO meetings and/or the annual SENCO conference to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

**Signed** \_\_\_\_\_ Ruby Grey **Head Teacher/SENCO**

Date October 2018

**Signed** \_\_\_\_\_ Janice Addison **SEN Governor**

Date October 2018

**This policy is pending ratification from the Governing Body and will be review annually.**