



Woodcot
Primary School
TOGETHER WE LEARN AND GROW



Special Educational Needs and Disability Policy

Written by:	Vanessa McBryde (SENCO)
Review Cycle:	Annually
Next Review:	September 2025
Statutory / Non-Statutory:	Statutory
Last Reviewed:	September 2024

Rationale

At Woodcot Primary School we believe that all children have individual needs. Some children will have special educational needs and/or disabilities which may vary in degree and duration.

Inclusion

At Woodcot Primary School, we welcome children with special educational needs and/or disabilities (SEND) as part of our inclusive community and aim to ensure that all children have equal access to the curriculum and have the opportunity to attain their personal potential.

School aims

- to enable all children to reach their potential, socially and academically
- to include all children fully in the school's community
- to offer full access to a broad, balanced and relevant curriculum
- to involve parents in supporting their child's education both in school and the home environment
- to seek and take account of the child's views where appropriate.

School objectives

Our pupils are entitled to:

- early identification of their individual needs, including SEND
- to be valued as individuals
- a robust mental health and sense of well-being
- enjoy school and feel success in their achievements
- a broad, balanced and sufficiently differentiated curriculum
- Individual Education Plans (IEP's)
- a school environment that welcomes and encourages co-operation and understanding between all members of the school community.

Admission arrangements

All children are admitted into school in accordance with the school's admission policy. Children admitted with special educational needs and/or disabilities, or later identified as having special educational needs and/or disabilities, will be integrated at a level appropriate to them and provision will be made to meet these individual needs as fully as possible.

Staff responsibilities

SENCO is **Miss Vanessa McBryde**

Nurse SENCO is **Mrs Carly Bacon**

Special Educational Needs Governor is **Miss Rebecca Rice**

The governing body is responsible for:

- evaluating the SEN Policy in terms of its effectiveness in identifying and meeting children's individual needs and staff training in providing this.

The Headteacher is responsible for:

- the day-to-day management of provision for children with SEND by working closely with the SENCO
- fully informing the Governing body of provision and children's progress.

The SENCO is responsible for:

- the day-to-day implementation of the SEN Policy
- liaising with and advising all staff including the Head Teacher
- co-ordinating provision for pupils with SEND
- identifying and tracking progress and attainment of SEND
- advising on the strategic development of SEN policy and provision
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- maintaining the SEND register
- liaising with external agencies
- keeping updated on all new legislation, training and developments
- overseeing the records of all children with SEND
- collating material for external audit.

The class teacher is responsible for:

- all children in his/her class which includes children with SEND
- the day-to-day implementation of Individual Education Plans (IEP's)
- being fully informed of the school's procedure for identifying, assessing and making provision for pupils with SEND.

Training

The school promotes regular in-service training for all staff to learn about the most recent legislation and teaching strategies, and where possible external agencies, such as Hampshire Educational Psychology Service, are used in school to deliver staff training. The SENCO regularly accesses courses to extend her knowledge and expertise. Regular meetings are held with staff to collaborate, advise and develop their role in supporting children in their class.

Identification

Initial concerns about a child can be raised by the class teacher or parent at any time and their needs will then be assessed and appropriate support/strategies put in to place.

During their Reception Year children are assessed through initial observations and baselined using the EYFS framework. If a child was showing difficulty with areas of learning, further assessments and conversations would be had with previous settings, parents and professionals.

All children's language needs are assessed at the beginning of Year R using the WellComm screening toolkit. This allows the Year R teacher to fully understand children's initial starting points and relevant interventions and support required can be implemented.

At the start of each academic year, baseline assessments are completed for children on the SEND register and children working below age related expectations. This includes Sandwell, Salford and Vernon assessments. These are then reviewed and relevant interventions and targets are set. Assessments are then completed later on in the year to review progress and identify next steps.

Assessment

Children's levels of need are identified and assessed in accordance with the Special Educational Needs and Disability 0-25 Code of Practice: January 2015. High quality inclusive teaching, appropriately differentiated and adapted for individual children is the first step in responding to possible special educational needs or disabilities. For children who are identified as needing specific special educational provision, the Code sets out the principle of a **graduated response**:

- **Early Intervention** – differentiated and adapted curriculum and monitoring of progress based on high quality inclusive teaching and with due consideration of individual needs.
- **SEN Support** – further personalised, differentiated intervention based on strong knowledge of the needs of the individual, that is additional to and different from that provided as part of the school's usual adapted curriculum. This will generally involve input and advice from

the SENCo and may include support and advice from external agencies, provision of specialist equipment and regular visits from support agencies.

- **Education Health and Care Plan (EHCP)** – for children identified as having complex or significant needs, a request is made to the Local Authority for a **Statutory Assessment**. This can be made by the school, parent or another agency. The Local Authority works co-operatively with parents, the school and other agencies, as appropriate, to consider whether a Statutory Assessment is necessary.

The Local Authority will issue an **Education Health and Care Plan (EHCP)** if it considers that the specific needs of the child cannot be reasonably provided for within the resources normally available to mainstream schools.

All children with an **Education Health and Care Plan (EHCP)** must have an **Annual Review** to consider the progress made by the child and to amend the provision if necessary.

Partnership with external agencies

The school consults and works in partnership with a variety of outside support agencies as appropriate to the individual.

These include:

- Educational Psychology
- Teacher Advisors for Specific Learning Difficulties
- Outreach Support
- Primary Behaviour Service
- Medical Services
- School Health
- Children's Therapy Service
- Children's Services
- Mental Health Support Team

SEN provision within school.

A number of different interventions are available within school to support specific learning needs:

- IEP – Individual Education Plan for each child or group requiring additional differentiated support.
- PSP – Personal Support Plan and risk assessment for children experiencing social, emotional and/or mental health difficulties, which are impacting learning
- Adaptation of the school environment and provision of appropriate resources to meet the needs of any child with special needs.
- Individual support – working individually with an adult on specific activities to support learning as well as support in class to access learning
- 1:1 reading to support confidence and to practise specific reading skills
- Precision Teaching – 1:1 programme which provides daily practise opportunity for working towards mastery in gaps in basic skills.
- Emotional Literacy Support Assistant (ELSA) – support as needed on a 1:1 basis or small group, where appropriate, for children experiencing emotional difficulties
- Wellcomm Language – targeted language support in small groups and 1:1
- Targeted input to support children with gaps in Mathematical understanding
- Therapeutic Story Writing – weekly small group intervention where children use the story metaphor to explore feelings and address emotional issues.
- Small group interventions to support the development of social skills and problem solving skills
- Forest School – small group sessions which support social and emotional learning, confidence and self-esteem.

- Thrive approach to support social, emotional and mental health needs.
- Attention Autism Bucket Time

Records

The SENCO maintains a register of all children in the school identified as having special needs and/or disabilities. Records are kept of the levels of support given, progress and reports from external agencies. Each class teacher has an electronic copy of each child's IEP to enable on-going planning, intervention and monitoring of progress and to ensure frequent updates are made to keep the IEP relevant to the child's needs.

Equal Opportunities and Inclusion

All children are valued equally, regardless of their abilities, disabilities and behaviours and are integrated into the class environment. All have access to the National Curriculum or the Early Years Foundation Stage Profile by being given appropriate differentiation and support. All teachers are aware of the vulnerable groups in their class and are responsible for tracking their attainment and ensuring that they are making progress.

Planning and Teaching

Class teachers are responsible for delivering the SEND support to children in their class. This might be through provision of differentiated or adapted learning materials and appropriate targeted support within the classroom.

Parents

Parents of children with SEND are key stakeholders and are encouraged to participate fully in their child's education and have full access to any assessments and reports made by external agencies on their child. They are invited to contribute through regular discussion with the class teacher, SENCO and Head Teacher as appropriate. Any parent who is concerned about any aspect of their child's provision should arrange to discuss this as soon as possible. Good communication between home and school is an essential factor in determining successful outcomes.