



SEND POLICY

Mission Statement

Through a passion for learning rooted in mutual respect and warm, honest relationships our school community provides a platform for success for all.

Woodlands Park Primary School re-reviewed this policy: February 2020

Woodlands Park Primary Schools' Local Governing Board agreed this policy on 06 May 2020.

This policy will be formally reviewed annually.

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Introduction

All children who attend Woodlands Park have access to a broad and balanced curriculum suitably differentiated to meet individual needs. We seek to promote effective learning for all children through high quality teaching, to ensure they make progress, realise potential and develop a sense of worth.

At Woodlands Park Primary we have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Woodlands Park Primary firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership. Parents/Carers hold key information and have a critical role to play in their children's education.

The DFE Special Educational Needs and Disability Code of Practice (2014) states that:

'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' (SEN Code of Practice page 82).

The School's Governing Body, Head Teacher, SENCO and all teaching staff have responsibilities to ensure that children with SEN have their needs met.

Areas of Need

We are an inclusive school, aiming to support all children and their individual needs, with high aspirations.

The Code of Practice identifies four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children 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 disturbing 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Communication and Interaction needs

Children 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 because 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 of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Woodlands Park, staff work together to support the development and well being of all of our children, including those with Special Educational Needs.

Identification, Assessment, Provision and Review

Within every class there is a cycle of planning, teaching and assessing; this takes into account the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress but those who have difficulty in doing so, may require further support.

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Graduated Approach

- ASSESS - Teachers assess children as part of their daily teaching.
- PLAN - If a need is identified they plan an appropriate intervention/strategy/resource.
- DO - The intervention is implemented.
- REVIEW - The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary.

This cycle of assessment and targeted intervention is ongoing and underpinned by high quality teaching.

The DFE Special Educational Needs and Disability Code of Practice (2014) states that:

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.'

We group the children into 3 SEN Stages:

SEND Stage	When is a child placed in this stage?	Type of support	Monitoring
SEN concern	When little or no progress is seen, despite high quality teaching and universal support.	Support required which is additional to or different from the usual differentiated curriculum. The class teacher may use different learning materials or equipment and allocate group or individual support.	Termly SEND review meetings with Head Teacher and SENCO. Provision recorded on termly provision map by class teacher and monitored by SENCO.
SEN Support	When specialist advice is needed to meet the needs of individual children, or, despite additional targeted intervention alongside quality teaching little or no progress is seen.	SENCO refers to an outside agency. Outside agency involvement for a diagnosed or non-diagnosed difficulty.	IEP for agencies which set specific targets, such as SAL Termly SEND review meetings with Head Teacher and SENCO. Provision recorded on termly provision map by class teacher and monitored by SENCO.
EHCP	When the school has taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be effectively met from within the resources normally available to the school. Then a proposal for consideration for an Education Health Care Plan (EHCP) is made to the Local Authority.	Statutory EHCP in place and part of the Annual Review cycle.	Termly SEND review meetings with Head Teacher and SENCO. IEP to break down targets from EHCP. Provision recorded on termly provision map by class teacher and monitored by SENCO.

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The SENCO liaises with appropriate external agencies. These may include:

- Speech and Language Team;
- Communication Interaction Team;
- School Nurse;
- Multi Agency Support Team including Educational Psychologist;
- Transition support from the local secondary schools or pre-schools;
- Social Services;
- CAMHS;
- Child Development Centre;
- Occupational Therapy.

If a child has a number of outside agencies working with them, a Team Around Me will be called to ensure continuity and effective communication between all the relevant professionals and targets will be set accordingly.

Monitoring Progress

The SENCO will hold SEND Review Meetings in the spring and summer term. The purpose of the meetings will be to review the progress of children on the SEN register. A commentary will be completed on what support is in place, any changes in circumstances and any advice from outside agencies. This is also an opportunity for advice to be shared and actions agreed upon.

Provision maps are completed termly to reflect the nature of support within the class.

Promoting Partnerships with Parents/Carers

Woodlands Park Primary School actively encourages an open dialogue, both formal and informal, with parents/carers and values the contributions they make. Parents/Carers have a vital role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We will inform parents when we first identify that a child has SEN and parents are encouraged to express similar concerns to the school. These should be made known to the class teacher in the first instance, then to the SENCO and/or Head Teacher if appropriate.

Parents/Carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities. www.devonias.org.uk/.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

EYFS Transition

The SENCO and Foundation Stage teachers will liaise with the relevant pre-schools to plan enhanced transitions to the EYFS unit. Tailored programs of support and provision will be devised with all relevant professionals, alongside the family and the child.

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Transfer from KS2 to KS3

The SENCO, Phase 3 leader and Year 6 Class teachers liaise with the SENCOs of specific secondary schools about children with SEND, and tailored programs of support are put in place in the summer term. For children with an EHCP the liaising starts in Year 5, through the Annual Review process.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.