



Woodthorpe Community Primary School

SEN Policy

September 2016

Learning together we will...

Understand and accept the rights and responsibilities of
being citizens of the future

Be able to adapt to new challenges and offer **enterprising**
solutions

Be **active** contributors to the wider community

Be **ambitious** and take **pride** in our achievements

Achieve high standards in all areas of the curriculum

Develop ourselves as **courageous**, **self motivated**,
independent and **collaborative** learners

Value and care for others in the local community and the
wider world

Achieve our full potential as well rounded individuals

We will discover, value and enjoy our diverse society

...Learning together

Woodthorpe Community Primary School

SEN Policy

Definitions and Philosophy (Section 20- Children's 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Further details of SEN code of practice can be found on DFE website:

www.education.gov.uk/schools/pupilsupport/sen

Woodthorpe Community Primary School Inclusion Team (2016)

Dave Smith – Head teacher/ Designated Safeguard Lead

- **Karen Bister- Deputy Head teacher/Dept Designated Safeguard Lead/Inclusion Lead**
- **Lindsey McGrath/ Jay Oliver – SENCO**
- **Ruth Mather- Assistant Head teacher/Intervention Manager**
- **Claire Daley- EWO**

The Inclusion Lead (Deputy headteacher) will be responsible for ensuring the accountability of the staff highlighted above and as a result line manage and direct the responsibilities/required actions to these people. These will be discussed at regular inclusion meetings. The Inclusion Lead will be expected to report directly to the headteacher on a

At Woodthorpe inclusive practice will encourage:

- Personal growth and development allowing individuals to become more confident and responsible
- Academic achievement
- Economic prosperity developing positive skills and attitudes towards the world of work
- Social cohesion : learning to live with and respect other people from their community and beyond.
- Resilience in pupils and a commitment to lifelong learning

At Woodthorpe effective Inclusive practice is based on:

- Equality: all children are equally valued regardless of their abilities, circumstances or behaviour. Action is taken against discrimination. Education enables people to develop respect and responsibility for themselves and others ensuring individuals feel welcomed as part of a learning community.
- Entitlement: everyone is entitled to a broad, balanced and relevant education enhanced through personalised learning.

At Woodthorpe our school is educationally inclusive because:

- The teaching and learning, achievements, attitudes and well-being of every young person matter.
- There is a willingness to offer new opportunities to pupils who may have experienced previous difficulties.
- The varied life experiences and needs of each pupil are taken into account
- The progress of each pupil is constantly monitored and support systems are continually evaluated.
- Children who are difficult to engage or feeling in some way to be apart from what the school seeks to provide are identified and supported.
- All staff take practical steps - in the classroom and beyond - to meet pupils' needs effectively, and they promote tolerance and understanding in a diverse society.'
- There are equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment or background and particular attention is given to the provision made for and the achievement of different groups of pupils within a school. Different groups could apply to any or all of the following:
 - Girls and boys
 - Minority ethnic and faith groups, travellers, asylum seekers and refugees
 - Children who need support to learn English as an additional language (EAL)
 - Children with special educational needs
 - Gifted and talented children
 - Children "looked after" by the local authority
 - Other children, such as sick children, young carers, those children from families under stress.
 - Children who are at risk of disaffection and exclusion

At Woodthorpe, we believe that every child and young person should have equal right to:

- Be included as a valued, responsible and equal member of the learning community with all other children and young people of the same age
- Have access to a broad, balanced and inclusive curriculum experience and differentiated teaching and learning
- An education system designed around the child to enable them to achieve their full potential and to be included in a lifelong learning process
- Have their views heard and contributions recognised

At Woodthorpe we believe that every practitioner in school is a practitioner of SEN.

Therefore all staff will ensure they:

- 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 2001 & 2014*)
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- Fully engage parents and children in the decision making process.

SENCo's will ensure that they support all staff by ensuring:

- **Staff members seek to 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 feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- **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 Inclusion Team 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 and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Woodthorpe School receives further support from a wide variety of agencies including: Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), MAST, Physiotherapists, Occupational Therapists, Autism Service, Early Years Inclusion Service.
- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each class; helping to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, Pupil Voice and participation in sport). Children are given opportunities throughout the term to speak to the Head teacher/Dept Head teacher about their experiences in school.

Admission arrangements

Please refer to the information contained in our school prospectus.

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. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Specialist SEN provision

Woodthorpe School is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

Identification of pupils needs

Quality First Teaching: 'The baseline of learning for *all* pupils'. Children will be identified and using the following criteria:

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Information brought to the attention of the school via parents or other professionals

They will be supported by:

- 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.
- Clear child centred plan identifying targets and support
- Additional in class support where required
- Monitoring of progression against targets
- SENCO support and additional advice from other professionals

Where it is determined that a pupil does have SEN, parents will be formally advised by the SENCO of this before inclusion of the individual on the School SEN Register. 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 indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual 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

In identifying a child as needing SEN support the class teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The Sheffield Support Grid will also be used where appropriate to assess children deemed to have a higher level of need. The opinion and feelings of the individual will also be considered. Any parental concerns will be recorded 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; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs 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

Parents will be directly involved in the decision making for a pupil with SEN support. 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 will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil 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 pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff/SENCO 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 Inclusion Team/SENCo.

Review

Reviewing pupil progress will be made at termly pupil progress meetings. The review process will evaluate the impact and quality of the support and interventions. The SENCo/Intervention Manager will revise the support, in consultation with parents and teacher.

My Plan

The SENCo is responsible for using the Sheffield Support Grid in order to identify the specific needs of the child. From this assessment a My Plan will be drawn up which will detail the needs of the child. This will be monitored through the 'Plan, Do, Review' cycle and will inform parents and professionals the need for further intervention, such as a referral for an Educational Health Care Plan

Referral for an Education, Health and Care Plan

If a pupil 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 pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, SENCo, class teacher and any other external agencies involved where applicable. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Outcome of EHC Plan Referral

Following Statutory Assessment, an EHC Plan will be provided, if it is decided that the needs of an individual are not being met by the support that is ordinarily available.

Both staff in school and 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 Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil 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.sheffielddirectory.org.uk

Or by speaking to the SEN Assessment and Placement Team on:
01142 736394

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils during the academic year.

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

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the Inclusion Team in consultation with the Headteacher, and link SEN governor

Appendix

Arrangements for coordinating SEN provision

All staff can access the following documents on the shared delivery file:

- The City Community Learning Trust SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles, inclusion plans and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Sheffield SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Links with other schools

The school is a member of The City Community Learning Trust. This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Regular meetings are held with the SENCo and other relevant members of staff at appropriate transition points.

Links with other agencies and voluntary organisations

Woodthorpe School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo and any members of the Inclusion Team are the designated persons responsible for liaising with outside agencies. Representatives from external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Related Documents:

At Woodthorpe Community Primary School, we have several policy documents that together describe how we will ensure that all those connected with the school can be fully included in all our activities. They include policies for:

- Inclusion
- Equal Opportunities
- Behaviour
- Bullying
- Safeguarding
- Health and Safety

This is not an exclusive list, and will change as and when new policies are developed and consulted upon and agreed by the school.

This Policy was reviewed: Karen Bister 30th September 2016

Governors approved policy on:

Next review date September 2017

