

Wood End First School



Special Educational Needs (SEN) Policy

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Special Educational Needs SEN Policy 2016.docx

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WOOD END FIRST SCHOOL
Special Educational Needs (SEN) Policy

1. Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (Sept 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools – DfE (Feb 2013)
- SEND Code of Practice 0–25 (Sept 2015)
- Schools SEN Information Report Regulations (2014)

2. Philosophy

Wood End First School is committed to the inclusion of all children. Special needs work, at any level, must be presented in a way that integrates with the school’s philosophy and aims in all areas of the curriculum. All children are entitled to work within a learning environment which fosters the development of the whole child. Children’s work should be carefully prepared, planned and differentiated to match their individual needs. A whole school framework of planning and record–keeping will then ensure continuity and consistency of provision.

The Disability Discrimination Act (1995) identifies that some children with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have a special education need but still has rights under the Disability Act. We will assess each child as required and make appropriate provision based on their individual needs.

This policy was developed as part of the research project for the National Award in SEN Co–ordination. Research was carried out to ascertain the views of all stakeholders (children, parents and staff) – this policy has been amended following feedback from the stakeholders. Copies of the questionnaires used within the research are included as Appendices.

3. Aim and Objectives

Aim

- To raise the aspirations and expectations for all pupils with SEN, Wood End provides a focus on outcomes from children and sets high aspirations in order for every child to have an enthusiasm for life–long learning and to develop a lively enquiring mind.

Objectives

1. To create a curriculum and environment that is accessible to all children, whatever their individual need.
2. To encourage every child to reach their full potential.
3. To develop and maintain self–confidence and self–esteem.
4. To ensure that the special educational needs of children are assessed, identified and provided for.
5. To identify the roles and responsibilities of staff in providing for children’s special educational needs.
6. To encourage parents/guardians to play an active part in their child’s education.
7. For children’s voices to be heard and their views to be taken into account.

4. Identifying Special Educational Needs

Children with special educational needs may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Special educational needs can be separated into four broad areas according to the Special Educational Needs and Disability Code of Practice 0–25 Years. These are:

4.1. 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.

4.2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4.4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the education facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

5. Barriers to Learning

Some children may have barriers to their learning that will impact on their progress and attainment. These children will **not** be identified as having a special educational need, but may require targeted support to help maximise their progress. These may include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- Being in receipt of Pupil Premium grant
- Being a Looked After child
- English as an additional language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual, the child's teacher will look carefully at all aspects of a child's performance in different subjects. This will establish whether the problems they have in the classroom are due to limitations of their command of the language that is used or arise from special educational needs.

6. Special Educational Needs Graduated Approach

On entry to the Foundation class, children undergo a process of informal assessment, in order to ensure that they build upon the pattern of learning and experience already established during the child's Pre-School years. If, on entry, a child already has an identified special need or presents a particular Special Educational Need during the informal assessments, then a meeting will be arranged with the family to discuss the child. The meeting will be facilitated through a Structured Conversation format. A One Page Profile will be created with the help of the parents and the pupil. The information gained from the child's assessments and from the Structured Conversation will be used to develop targets on the Class Provision Map and One Page Profile. These will:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure that on-going observation and assessment provide regular feedback about the child's achievements and experiences, and form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils within their class. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

If our assessments provide evidence which shows that a child may have a special educational need, we use a range of strategies and school resources to help target the child's difficulty. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

We will record on the child's One Page Profile and Class Provision Map the strategies used to support the child. The Provision Map will show the short-term target set for the child, and the teaching strategies to be used. The Class Provision Map and One Page Profile will be reviewed each term with the parents at a Structured Conversation.

These arrangements are **additional to or different from** that which is normally available and will achieve the following:

- Raise achievement of pupils with SEN.
- Be a working document that is accessible to all who are working with the child.
- Use a simple format and be jargon-free.
- Celebrate the child's areas of strength.
- Help parents to see the progress their child is making.
- Help pupils to monitor their own progress.

They will consist of:

- Short-term targets set in consultation with the parent and pupil.
- Teaching strategies and resources to be used.
- When the targets are to be reviewed.
- Monitoring sheets for the adult working the child to complete.

If the review of these targets identifies that support is needed from outside services, we will consult parents prior to any support being sought. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used already in school. This enhanced level of support is called **SEN SUPPORT**. External support services will provide information for the child's new targets. The new strategies, wherever possible, will be implemented within the child's normal classroom setting. The external support services will then review the progress made and advise the school of any further action needed.

External support services include:

- Special Education Needs and Disability Inclusion Service (SENDIS), which includes:
 - Learning and Cognition, Complex Needs and Visual and Hearing Impairment
- Speech and Language Therapists
- Educational Psychologist
- School Nurse

If the child continues to demonstrate significant cause for concern, a request for an Education Health Care Plan will be made to the Local Authority. A range of written evidence about the child will support the request.



7. Roles and Responsibilities

7.1. The Role of the SENCo

At Wood End, the Special Educational Needs Co-ordinator is **Mandy Beaumont**. Mandy is responsible for:

- The day-to-day operation of the policy.
- Co-ordinating the provision for individual pupils.
- Managing responses to children's special needs.
- Supporting and advising colleagues.
- Seeking advice from and liaising with external agencies where necessary.
- Contributing to and managing the records of all children with special educational needs.
- Managing school-based assessment and completing the documentation required by outside agencies and the Local Authority.
- Acting as a direct link with parents.
- Monitoring and evaluating the school's special educational needs provision and reporting to the Governing Body.

7.2. The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and the SENCo reports annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child. The Governing Body has identified **Debbie Dyer** to have specific oversight of the school's provision for pupils with special educational needs. This Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

7.3. Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis, and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The school leadership team also closely monitor the progress of all children in Pupil Progress meetings.

7.4. Allocation of Resources

The Headteacher and SENCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. The Headteacher and SENCo meet regularly to agree how to use funds directly related to statements.

7.5. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher will also make the SENCo aware of any concerns and needs. The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an on-going process. The class teacher and SENCo work closely with parents to plan an appropriate programme of support.

8. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions (LI). Adults will ensure all children know how to meet the LI; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Children with additional needs, who are listed as SEN support or Educational Health Care plan, all have a One Page Profile which identifies the strategies to be used with the child that are different to or additional to those offered for the majority of children. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9. Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs, and should meet with the class teacher at least three times in the school year to review the child's progress. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

9.1. Pupil Participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation stage and Key Stage 1 recognises the importance of children developing social as well as educational skills.

10. Monitoring and Review

The SENCo monitors the progress and attainment of all children within the SEN system in school. The SENCo provides staff and Governors with regular summaries of the impact of the policy on the practice of

the school. The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing Body.

Policy developed by: Mandy Beaumont

Implemented: September 2016

Review date: Autumn 2017

SENCo: **Mandy Beaumont** (National Award for SEN Co-ordination)

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Advocate on the Senior Leadership Team: **Claire Wilson**, Deputy Headteacher

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Wood End First School PUPIL SEN Questionnaire

1.	Do you enjoy being at school?		
2.	Are your lessons interesting and fun?		
3.	Do you have to work hard at school?		
4.	Do you know what to do if you get stuck?		
5.	Do you have extra help with your learning?		
6.	Do the grownups at school show you how to make your work better?		
7.	Do you know what you are doing well?		
8.	Do you know what you need to get better at?		
9.	Do the grownups at school listen to you?		
10.	If you were worried, needed help or had a problem, who would you go to in school?		



SEN Questionnaire for parents

Please take the time to complete this questionnaire, I welcome all feedback please.

Please tick to show your answer for each statement.

		Agree	Partly agree	Disagree	Don't know	Comments
1.	I feel that my child is making good progress at school.					
2.	I know how my child is supported in school.					
3.	I am concerned that my child is not getting enough support.					
4.	I feel that I have enough information and communication about my child's progress.					
5.	I have had opportunities to share my child's targets with their class teacher.					
6.	I am fully informed of how my child is progressing towards their targets.					
7.	I feel that Wood End staff have given me suggestions of ways to support my child at home.					
8.	I know who the SENCo-Special Needs Co-ordinator is at Wood End School.					
9.	I am able to approach staff about any concerns that I have regarding my child.					

10.	I feel supported by the staff at Wood End School.					
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We are constantly trying to improve the quality of SEN at Wood End School and would welcome any further ideas or suggestions.

Please return to Mrs Beaumont by: _____

Signed (optional)



SEN questionnaire for staff

Please take the time to complete this questionnaire, I welcome all feedback please.

Please tick to show your answer for each statement.

		Agree	Partly agree	Disagree	Don't know	Comments
1.	Are you confident that you have a variety of strategies to begin to identify the needs of pupils with SEN?					
2.	Do you have a good understanding of the pupils for whom you are responsible?					
3.	Do you feel confident in using a range of strategies for supporting pupils with SEN in class?					
4.	Do you have access to appropriate resources for supporting pupils with SEN?					
5.	Do you feel confident in monitoring the progress of pupils using this information to set targets?					
6.	Do you think the targets/strategies on the class provision map are realistic and sufficiently challenging?					
7.	Do you feel that your views about general SEN provision within the school are valued?					
8.	Do you feel that systems for communicating information about pupils with SEN are effective?					

9.	Do you feel confident you are effectively communicating with parents regarding their children's SEN?					
10.	Do you feel confident in approaching the SENCO for advice and guidance if needed?					
11.	Do you feel Wood End School is meeting the needs of pupils with SEN?					

1. Are there any areas of SEN within the school you would like to change?

2. Are there any areas of SEN in which you would like further advice/ training? If you choose to answer this question then please add your name to the bottom of the form!

We are constantly trying to improve the quality of SEN at Wood End School and would welcome any further ideas or suggestions.

Name : _____ (optional)

Please return to Mandy by: _____