

SEND Policy and Information Report

Wooden Hill Primary and Nursery School



Approved by: Governing Board

Date: 22/09/20

Next review due by: September 2021

**Signed
Headteacher:**

**Signed Chair of
Governors:**

Contents

| | |
|--|----|
| 1. Aims..... | 3 |
| 2. Legislation and guidance | 3 |
| 3. Definitions | 3 |
| 4. Roles and responsibilities | 4 |
| 5. SEN information report..... | 5 |
| 6. Monitoring arrangements | 12 |
| 7. Links with other policies and documents | 12 |

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We at Wooden Hill Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have special educational needs or a disability (SEND), at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. Wooden Hill Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum.

Our objectives are:

- to identify and provide for pupils who have special educational needs and additional needs. By tracking each individual pupil closely, monitoring and assessing them accurately and adjusting provision accordingly.
- to involve the children in the process of provision by taking into account their views and interests (a shared responsibility)
- enable every pupil to experience success and promote individual confidence and a positive attitude, recognising and celebrating children's achievements at all levels.
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to work within the guidance provided in the SEND Code of Practice, 2015
- to operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- to provide a Special Educational Needs and Disability Co-ordinator (SENDCo), who will work with the SEND Inclusion Policy
- to ensure all staff implement the policy and to provide support and advice for all staff working with special educational needs pupils
- work collaboratively with parents of children with SEND, other professionals and support services
- to work closely with the LA and comply to locally agreed policies and procedures

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils may experience difficulties across one or a combination of the following areas of need:

- ☐ Communication and Interaction
- ☐ Cognition and Learning
- ☐ Social, Emotional and Mental Health Difficulties
- ☐ Sensory and/or Physical Needs

Disability

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

(SEND Code of Practice 2015 – pg 16)

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which school has identified as will fit into the category of communication and interaction or Social, emotional or mental health.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs Debbie Crouch debbie.crouch@office.woodenhill.bracknell-forest.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and specific learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

The school identifies children with special needs in a variety of ways:

- Concerns expressed and recorded by class teacher.
- Information received from parents.
- Low attainment and/or progress not in line with expected progress in literacy and numeracy every year.
- Information from other professionals e.g. Educational Psychologist or Speech and Language assessment.
- Observation by the Special Educational Needs and Disabilities Coordinator (SENDCo), Head Teacher or other member of staff.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves high quality first teaching and additional interventions, which are defined through dialogue across the school contributing to our provision management. This approach helps us to regularly review and record what we offer EVERY child in our care, alongside what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Assess, Plan, Do, Review cycle

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess:

Quality first teaching in the first instance and those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

If required the Inclusion manager, parents, young person and other relevant professionals such as Speech and Language therapists, occupational therapists, Educational psychologists and so forth, assessing needs relevant to the child.

Plan:

A personalised plan is developed in collaboration with Inclusion manager, parents, young person and other relevant professionals. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Do:

All involved parties will actively participate in the delivery of any additional provision required.

Review:

In line with school policy all teachers are involved in half termly Pupil progress meeting. Where concerns are raised, the SENDCo will consider, with parental permission the need to bring in the support of outside professional agencies e.g. Teaching and Support Service (TASS), Speech and Language Therapy (SALT). Parents and children are given opportunity to attend regular consultation meetings and the school offers an open door policy to meet with a child's class teacher as and when the need arises. Additionally, SEND pupils will receive review meetings appropriate to their specified need, for example pupils with statements of Educational Health Care Plans, have a statutory annual review cycle.

Provision

In order to help children who, have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Provision beyond quality first teaching will be recorded on an INP (Individual Needs Plan) and targets set will be SMART (specific, measurable, achievable, realistic and time bound). A copy of a child's INP will be given and discussed at Parent's Evening or where Parent's Evening does not fall in line with INP dates will be sent home with a covering letter. Individual Needs Plans will be updated twice yearly.
- Pupil's with an Education and Health Care Plan will share their views at their review which takes place at least annually. This could be by being present at the meeting or recording in a way that is suitable to their attainment in advance of the meeting and shared by another professional on their behalf. Parents are also included in these reviews and given the opportunity to share their views on their child's progress and attainment as well as plan for future outcomes.

Wooden Hill School will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be

treated as partners and supported to play an active and valued role in their children's education.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (refer to 5.2).

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

We support transition into and from our school in a variety of ways including:

- Slow, staggered introduction to school environment (particularly for Nursery/Reception children)
- Transition meetings with parents/carers and staff from previous class or setting
- Additional transition sessions for some children
- Additional transition aids such as social stories, transition booklets, photos that a child can take home.

As your child moves through the school they will become more familiar with the school building and staff. The school holds a transfer day in the summer term for children to meet their new classes and teachers. For those children who require it additional transition arrangements can also be made (see above).

There is close liaison between the Year 6 teachers and all local Secondary schools. All children take part in transition days at their new secondary school and some children will be offered additional transition packages if felt appropriate.

All information regarding your child will be passed to the new school and a transition meeting held if appropriate. We work in close liaison with parents and current class teacher will communicate to the new class teacher your child's needs.

Normal information that will move with the child include current academic progress, reports, learning journey folder as well as their SEND folder including INPs, reports from external professionals etc.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Intervention programmes offered are organised and delivered according to the needs of the children, this may be in small group or one-to-one. Interventions offered might include:

- Rapid Interventions (5 Minute Box, TRACKS Literacy, Words First, Precision Teaching)
- Social Skills and emotional support.
- 1:1 Reading
- Fine Motor Skills
- Speech and Language support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The school provides additional support across Key Stage 1 and Key Stage 2, who are deployed to support children in different ways. This includes; Reading Support Assistants, General Support Assistants, a Learning Mentor with responsibility for supporting children with behaviour, social and emotional difficulties and two Specialist Support Assistants who work with individuals or small groups on specific interventions as listed above. The school also employs a Social and Emotional and Mental Health Support Worker who works with small groups of children across the school.

The school also has a Family Support Advisor (FSA).

1:1 SEND Support Assistants will support pupils on a 1:1 basis when they have an Education and Health Care Plan or where the school is gathering evidence on a pupil where it is likely that an EHCP will be requested in the future. 1:1 support is only used where the learning and/or behavior needs of the child are such that the pupil can only make progress using this approach.

We work with the following agencies to provide support for pupils with SEND:

- Autistic Spectrum and Social Communication Service(ASSC)
- Educational Psychology
- NHS e.g. CAMHS, SALT, OT, Physiotherapy, school nursing service
- Support for Learning
- Pediatricians
- Margaret Wells Furby and Early Years Services
- Family Intervention Team
- Children's Social Care

5.9 Expertise and training of staff

Our SENDCo has over 10 years' experience in this role in other schools and has worked in the school for just over 2 years.

They are allocated 2 days a week to manage SEND provision.

We have a team of support staff, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

All school staff are aware of the procedures they need to follow when working with SEND children. The school has a rolling programme of professional development for our staff and this includes training to support SEND children. The school regularly reviews recommendations from external advisors and will sometimes receive training from external services e.g. speech and language therapy.

Teachers and support staff have a general knowledge of SEND appropriate to the needs of our children. The SENDCo has a specific qualification in TRACKS literacy provision. A small number of teachers and support staff are trained in TEAM Teach, for supporting more vulnerable pupils.

In the last academic year, all staff were trained in supporting children with Attachment Issues and Associated Mental Health Difficulties. Further training is planned for the academic year 2020 – 2021. The Headteacher and Deputy Headteacher are both accredited as Attachment Leads. In addition, a number of teaching staff also received up to date training on supporting children with Speech and Language needs.

5.10 Securing equipment and facilities

Additional equipment can be purchased through the SEND budget to support pupils to better access the classroom environment. These remain the property of the school and are purchased based on recommendations from external professionals and/or if the SENDCo agrees it as a strategy to support an individual's needs e.g. weighted cushion, writing slope, sensory toys and equipment.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets on their INP twice yearly
- Reviewing the impact of interventions after a term
- Monitoring by the class teachers and SENDCo
- Discussion at termly Pupil Progress Meeting
- Formative assessment e.g. age related scores and class teacher data
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies with external professionals e.g. Ed Psych, SALT, ASSC

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trip to an activity centre. In 2016, 2017 and 2018 this was to Condover Hall in Staffordshire.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. School staff will liaise with parents and risk assessments of individuals will be completed to identify safety measures and effectively plan for particularly high needs pupils.

5.13 Support for improving emotional and social development

As part of normal classroom practice all children's social and emotional development is supported through the school's PSHE curriculum. At times other small group or individual provisions are provided to support children's needs as they arise, e.g. bubble time, social skills group. The school's Family Support Advisor works with children and their families to offer additional support and signpost them to other services where appropriate.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Pupils who do not respond to interventions in school will have a referral to outside agencies for additional support. In some cases, a CAF will be completed if there are a range of needs identified. The CAF will be completed by the Family Support Advisor (supported by the SENDCo if necessary), this will be reviewed regularly with the class teachers support. Outside agencies may come into school to observe pupils, work with them on a 1:1 basis, carry out assessments and/or consult with parents and staff. The SENDCo or class teacher will notify parents in advance of observations and consultations.

5.15 Complaints about SEND provision

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the Inclusion Manager (SENDCo). For a problem that might need time to be explored, parents/carers should make an appointment.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Information, Advice and Support Service (IASS) provides confidential and impartial advice and information to support parents or carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Bracknell Forest.

5.17 Contact details for raising concerns

If you have an SEND concern please contact your child's class teacher in the first instance, a meeting can then be held with the SENDCo.

5.18 The local authority local offer

The local authority's local offer is published here:

<https://www.bracknell-forest.gov.uk/special-educational-needs-send/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Debbie Crouch (SENDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Data Protection
- Admissions
- Anti-Bullying
- Accessibility plan
- Behaviour
- Safeguarding