



SEN policy and information report

Woodford CE Primary School



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1. Aims

Our SEN policy and information report aims to:

- Explain how our school supports and makes provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Woodford CE Primary School, we aim to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs. Teachers provide carefully planned learning opportunities and, through our Work, World, Wellness curriculum, content and materials which are appropriate to the pupil's interests and abilities to ensure full access for all. A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, whilst keeping our main success measure as individual progress made against outcomes set.

A robust system to identify Special Educational Needs and barriers to learning is in place to ensure a clear distinction between underachievement and special educational needs. Interventions are targeted as part of our assess, plan, do, review cycle to ensure they remain appropriate and effective. There is a focus on teaching and developing skills through intervention and then for these to be transferred into everyday activities to ensure consolidation.

English as an Additional Language (EAL) is not considered a Special Education Need. EAL learners will be supported appropriately to develop their language proficiency skills but will not be recorded as having a Special Educational Needs unless this is identified through assessment. Individual programs of support will be provided when needed, initially, through additional support funded from the devolved schools budget.

All of our pupils are offered opportunities to allow them to succeed. In line with our Christian values, we encourage perseverance alongside being given the right level of support and due regard to any special educational needs which have been identified. Jesus encouraged his disciples to persevere, recognising that it isn't always easy to do so and we encourage the same of all of our pupils.

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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the headteacher and SEN link governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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, including the local authority and support services
- Liaise with potential next providers of education 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 SEN up to date
- Monitor and evaluate the impact and effectiveness of the provision in place for pupils with SEN

4.2 The SEN link governor

The SEN governor will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Advisory board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The principal will:

- Work with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision within the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

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

5. SEN information report

5.1 The kinds of SEN 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 condition, speech and language difficulties
- Cognition and learning, including general and/ or specific learning difficulties, for example, dyslexia
- 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

5.2 Identifying pupils with SEN and assessing their needs

Our SENCo is Lee Donovan head@woodford.northants.sch.uk

We 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.

Identification and Assessment at Stage 1

When a teacher has concerns about a child's progress, they raise pupil concerns and share it with the SENCo, who will respond with advice. Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, do and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through liaison between the teachers and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

In order to identify where there is a specific barrier to learning, we will use school assessment tools in the first instance eg Nesy dyslexia probability screening tool and then refer to outside professionals where this is required eg Speech and Language Therapy Team, Community Pediatrician

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 consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Each pupil with an identified special educational need will have their own “One Page Profile” which identifies their strengths, things they find difficult and how they like to be supported. Pupils will be supported to create this where needed.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach (see appendix one) and the four-part cycle of **assess, plan, do, review** (appendix 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 or 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.

Pupils and parents will be fully involved in the process as detailed in sections 5.3 and 5.4.

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 will agree with parents and pupils which information will be shared as part of this.

All of our records are kept up to date so when a pupil is transferring between phases or to a new setting, we are able to provide all of the relevant information with regards to their special educational needs and how this is supplementing the provision we have in place. We offer transition meetings to ensure key messages can be given to ensure the transition is as smooth as possible for the pupil. If there are external professionals supporting the pupil, we will seek their advice and input where this is needed to aid successful transition. Where a child has particularly complex needs, we may offer to support a phased transition or settling in days. All transition planning is completed with the involvement of the pupil, parents and new setting.

For next phase transfer, we ensure early and timely transition planning to prepare the pupil as best as possible. Where a child has an EHC Plan, we ensure that the Local Authority know if they are leaving our school when this is not part of the usual phase transfer process.

For pupils joining our school, we also offer a carefully planned induction with familiarisation visits. For Early Years pupils starting in our Reception classes, we complete a range of visits to include: nursery / pre-school, home and in school.

5.6 Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

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.
- 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.

Our Accessibility Plan further details how we ensure access and opportunities for all pupils.

5.8 Additional support for learning

We have four teaching assistants who are trained to deliver a range of interventions that may be present or become present in our setting.

Teaching assistants will support pupils on a 1:1 basis when their special education needs prevent them from being able to access teaching learning without direct support. Where 1:1 support is needed, we will always look for opportunities to promote independence for the pupils and adjust support accordingly. Additionally, we carefully monitor social inclusion to ensure the pupil does not feel isolated from their peer group. 1:1 support may also be given to facilitate a specific intervention where there is an individual barrier to learning or this high ratio of support is deemed most suitable to deliver the intervention content.

Teaching assistants will support pupils in small groups when more support is needed, but all pupils in the group are working on the same outcome. This includes in class learning as well as targeted intervention.

Where external advice and support is needed for a pupil, we work closely with the supporting agency to ensure their recommendations are incorporated into the provision made available for the pupil. This includes: Speech and Language Service Physiotherapy, Occupational Therapy, CAMHS, specialist teachers

5.9 Expertise and training of staff

Our SENCO has experience in this role and keeps up to date with developments in the SEN field and how these may impact the pupils.

We have a team of four teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in effective use of Provision Mapping software which provides a range of appropriate intervention suggestions.

We use specialist staff for a range of interventions that may be present or become present in our setting.

5.10 Securing equipment and facilities

When specialist equipment or a high level of staffing support is required to support a pupil with Special Educational Needs, our school will fund this as additional SEN Support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialised equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other Nene Education Trust schools in joint purchasing/hire of equipment.

Where specific equipment is recommended for a pupil by an Occupational Therapist, we will work with the NHS OT Service to ensure we have access to this and that it is regularly reviewed to ensure it remains appropriate.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term. There will be a 'check-in' review after 6 weeks to see if the intervention remains appropriate. If changes are needed these are made at this point. If impact is being made and no adjustments are needed, a full review will take place at 12 weeks.
- Reviewing the impact of interventions. The timing of review will depend on the intervention being completed, however, a review will be made at least at 6 weeks to ascertain the impact being made and whether adjustments are needed.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure the impact of the provision/ progress being made by the pupil
- Holding annual reviews for pupils with EHC plans

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

- 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(s)
- All pupils are encouraged to take part in sports day / school plays / enrichment days / visitor workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We also support pupils with disabilities by ensuring that:

- Arrangements for the admission of disabled pupils (No child will be refused admission to school on the basis of their Special Educational Need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission Policy for the school, as agreed with the Local Authority).
- All reasonable steps are taken to ensure that disabled pupils can access the curriculum offer in line with their peers. We provide, or ensure access to, auxiliary aids such as hearing aids and seek specialist advice where this is needed to ensure all adjustments are in place to enable the pupil to succeed. Appropriate staff training is provided so that adjustments provided are effectively used and monitored.
- The facilities we provide to help disabled pupils access your school include contrasting colours for VI, hearing loop, single level building, disabled access doorways, toilet facilities, accessing specialist equipment as needed from eg OT
- Our school's accessibility plan can also be requested

5.13 Support for improving emotional and social development

We provide robust PSHE teaching through the Jigsaw, Cambridge or school-designed curriculum to ensure all of our students have access to a mindful approach to social skills. In addition to this, we commit to every child across the primary age phase receiving high quality mindfulness sessions with a qualified mindfulness practitioner throughout the year. The PSHE and mindfulness curriculum work in partnership to teach tools and skills to help pupils develop their own wellbeing toolkit.

Our school values, alongside our Christian Values keeps inclusion at the heart of everything we do and recognises the importance of emotional and social development as a tool to be able to fully access learning.

Our pastoral support will help when a more targeted approach is needed. The offer consists of staff who are able to offer a range of emotional and social development such a drawing and talking therapy workshops.

We also provide opportunities and support for pupils to improve their emotional and social development in the following ways:

- We have our Difference Makers which, pupils are actively encouraged to join, to capture pupil voice

- Pupils with SEN are also encouraged to be part of our Difference Makers group to promote teamwork / building friendships
- We use Zones of Regulation to provide additional support with self-regulation to further support pupils' emotional and social development

We know that peer relationships and, more specially bullying, has a detrimental effect on pupils' emotional and social development. **We have a zero-tolerance approach to bullying.**

Our anti-bullying message ensures pupils are clear what constitutes bullying and what they should do if they are being bullied. Anti-bullying strategies are interwoven into our curriculum as well as explicitly taught in class and through assemblies and anti-bullying week. Information and workshops are provided for staff and parents and we have a child-friendly leaflet which is accessible to the pupils.

5.14 Working with other agencies

We maintain close links with all supporting agencies and support services to ensure we are meeting pupil's SEN and also supporting their families.

When a pupil joins our school, we ascertain whether there are any external agencies supporting them and make contact to ensure good communication; this is usually through our Inclusion Lead. If we feel that further support is needed from a new agency in regard to a pupil's special educational needs, we will make appropriate referrals, in discussion with parents.

Agencies we have regular contact with are:

- Partnership Support Team (formally Early Help Team)
- CAMHS
- Educational Psychologist Service
- Northamptonshire's Information Advice Support Service
- NNC Sensory Impairment Service
- Local NHS Services
- Strengthening Families Practitioners (formally Targeted Support Team)
- Education Inclusion Partnership Team
- Early Years SEN Support Service
- Multi-agency Safeguarding Hub
- Specialist SEND Support Service
- Community Paediatrics
- Early Mental Health Practitioners

In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with Special Educational Needs in our school. For pupils with Education, Health and Care Plans, we comply with requests from independent facilitators to provide information and co-operate fully with other agencies.

We also liaise with voluntary bodies, often at the request of parents, in order to be as familiar as possible with best practice when the Special Educational Needs of a pupil are very specific (e.g. Autism, Visual Impairment, Down's Syndrome etc).

5.14b Contact details of support services for parents of pupils with SEN

We work with a variety of support services to support our pupils with SEN. The service providers work with parents and pupils as well as the school. We will speak with parents about why we feel it would be beneficial for the pupil to involve a particular service and will either make the referral or, support the parent to do so, where this is appropriate.

Effective working links are made with:

Educational Psychology Service: Contact Number: 01604 630082 [Information and support for families - Schools and education \(northamptonshire.gov.uk\)](#)

Education Entitlement Team: Contact Number: 0300 126 1000 [Attendance and behaviour support for parents - Schools and education \(northamptonshire.gov.uk\)](#)

Information Advice and Support Service for SEND in Northamptonshire: Contact Number: 01604 364772 <https://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked-After Children: Contact Number: 0300 126 1000 [Virtual school | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

Sensory Impairment Service [Sensory Impairment Service - Special educational needs and disability \(SEND\) support \(northamptonshire.gov.uk\)](#)

5.15 Complaints about SEN provision

If a pupil or parent has any concern relating to SEN provision, we encourage them to talk to the class teacher as soon as possible. Where an issue cannot be resolved in this way, an appointment will be made with the SENDCo.

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. 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 Arrangements for supporting pupils who are looked after by the Local Authority and have SEN

Pupils who are looked after by the local authority have the same rights as all of the pupils in our school, however, we recognise that they may have additional needs due to previous life experience such as: attachment issues, early neglect, separation and loss, trauma and multiple placement moves. These barriers to learning can affect educational outcomes and personal, social and emotional development.

Additional barriers, such as placement instability, extended time out of a school setting, unmet needs (emotional, mental and physical) can all have an impact on the progress of a pupil who is looked after by the Local Authority. We therefore ensure we work closely with the pupils' carer, social worker and the virtual school to ensure that the provision being made available is suitable and meets their needs.

Our designated teacher (DT) for looked after pupils is: Sarah Faulkner

The responsibilities of our designated teacher include:

- Monitoring the progress of pupils who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities and provision in school
- Ensuring that the pupils who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed (six weeks after a pupil has become looked after, at 3 months, and 6 monthly intervals thereafter)

- Ensuring that information concerning the education of pupils who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the pupil's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.

Our school works closely with North Northamptonshire's Virtual School which promotes the educational needs of Looked After Pupils and monitors admissions, PEP completion, attendance & exclusions.

5.17 The local authority local offer

Our contribution to the local offer can be found here: [Click here to access policies](#)

Our local authority's local offer is published here: [Local Offer \(northamptonshire.gov.uk\)](http://Local Offer (northamptonshire.gov.uk))

6. Monitoring arrangements

This policy and information report will be reviewed by the named 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 Local Advisory Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix 1 – Graduated response

Step 1: Initial Concerns

Teacher/parent/carer/pupil expresses concerns around pupil's progress.

Teacher/parent/carer/pupil meet to for initial discussion. Actions agreed which are made available through Quality First Teaching (QFT).

Teacher put QFT strategies into place and starts the Assess, Plan, Do, Review (APDR) process (minimum 6 weeks).

Review: Has the pupil made expected progress through QFT strategies?

YES

NO

Carry on with QFT strategies

Step 2: Intervention

As expected progress hasn't been made, a further meeting is held (SENDCo to be informed/attend) to discuss more targeted support. An Individual Learning Plan (IPP) is created with specific intervention to target identified areas and increase progress. APDR cycle continued - to be reviewed between 6 and 12 weeks.

Review: Has the pupil made expected progress through intervention?

YES

NO

Carry on with Intervention in place. On-going review to identify when intervention can cease

Step 3: Targeted Support

Complete targeted assessment to identify any specific barriers to learning. Seek external advice if this is needed eg Educational Psychologist, Speech and Language Therapist. Incorporate advice into IPP regarding needs identified and provision to be made available. ADPR cycle continued – to be reviewed between 6 and 12 weeks

Review: Has the pupil made expected progress through targeted support?

YES

NO

Carry on with targeted support. On-going review to identify when targeted support can reduce

Step 4: Complex Support

If expected progress still isn't be made, consideration will be given to request a statutory EHC needs assessments. 20 week process from request being made. If an EHC Plan is issued, consideration will be given to the provision which will be most suited to the needs of the pupil.

**All reviews to include parent/pupil/school and external professionals as appropriate.*

Appendix 2 – Assess, plan, do, review on-going cycle

