

Woodland Community Primary School



Policy for Special Educational Needs and Disability 2018

Status: Consultation Document

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Qualifications of SENDCO: BA (Hons) Primary QTS

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We at Woodland Community Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement "Achievement and Excellence for all" every teacher is a teacher of every child, including those with SEND. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65, Part 3 of the Children and Families Act 2014 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 (September 2015)
- Schools SEN Information Report Regulations (2015)
- Part 3 of the Children and Families Act 2014 and associated regulations

This policy has been created by the school's SENDCO, Miss Lauren McKnight, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disabilities.

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCo). The Governing Body, Head teacher and the SENDCo will work together closely to ensure that this policy is working effectively. High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something additional to and different from what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Woodland Community Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school is able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the school.

The staff and governors of the School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

Aims

We at Woodland Community Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we provide quality first teaching through an exciting curriculum, whilst building meaningful relationships with parents so that we can maximise each child's potential. We aim to equip all with the skills needed to exist within our increasingly diverse world. We believe in achievement and excellence for all.

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

Ensure the Equality Act 2010 duties for students with disabilities are met,

- To enable students with special educational needs to have their needs met,
- To take into account the views of the students with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for students with special educational needs,
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions,
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,

- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community, • Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Rochdale Local Authority.

In order to meet the special educational needs of our children at Woodland Community Primary School we aim to:

- identify those children who have SEND as soon as possible.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- use quality first teaching and a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- provide intervention at a suitable level when a child is identified as having SEN.
- use resources effectively to support children with SEND.
- assess and keep records of the progress of children with SEND.
- work with outside agencies who provide specialist support and teaching for children with SEND.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEND.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly (during Parent's Evening and review meetings).

The school's Local Offer can be found on the school website. This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping.

Roles and Responsibilities

Here at Woodland we have a whole school approach to meeting the needs of our pupils. All staff involved in the learning of our children accepts responsibility for meeting their needs academically, emotionally and socially.

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs and disability
- ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENDCO.
- Ensures that the SEND information report show the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The governing body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Woodland CPS this role is undertaken by June Williams who will meet regularly with the Head and SENCO.

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school, with the support of the SENCO.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
Thamesmead School SEND Policy 2016-2017 16
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the SEND team.
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress and act upon the advice and direction of the SENCO with regards to intervention. Whilst class teachers are responsible for the tracking of progress of all pupils' within their class, the SENCO is responsible for reviewing and monitoring the progress of pupils with special educational needs as a group. This includes the monitoring of the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO as part of the assessment process. Those who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and will liaise closely with the SENCO and keep fully informed of the progress of pupils identified as having special education needs in their particular subject.

The practice that the school articulates here, in terms of the responsibility for pupils with SEN, influences our:

- Job descriptions
- Staff handbook
- Questions at interview
- Induction of new staff

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision. Pupils with special educational needs will be admitted to Woodland CPS in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs prior to attending Woodland. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Access for Disabled

Woodland is situated on a large, predominantly flat site with a large car park to the front and rear. To ensure access to pupils, or their parents, with disabilities; the school has two disabled parking bays, which have dropped curbs to ease access to the main school entrance. This entrance is a double door which leads, with easy access for all, to the ground floor environment. Access to the first floor environment is provided by a lift which is easily accessed from the main entrance.

There are disabled toilets situated on both floors of the building, 4 in total, and 2 changing facilities are also available. A medical room which houses a shower and medical bed is situated on the ground floor of the building.

Access from classrooms direct into the school playground are flat and those who access the playground via doors off corridors are either flat too or have ramps installed. All doors throughout school are wide enough to accommodate a wheelchair, although some support would be needed to open the doors.

Curriculum access

Alongside our aim to meet the physical needs of all of our pupils, is our aim for all pupils to have access to every area of the curriculum. This is achieved through all class teachers, the SENCO and SEN support staff carrying out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- quality first teaching
- differentiation of the curriculum to match tasks to ability
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability. In KS1 this is within the class. In KS2, this is within class for Literacy and then streaming across the year group in Maths
- use of a range of teaching styles which recognise the individual learning styles of the children in the class
- use of TAs to provide additional support within literacy and numeracy lessons
- small withdrawal groups and 1:1 teaching by the SEN staff
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school
- access to extra-curricular clubs, and to the social life of the school
- access to the school's Nurture Leader, Learning Mentor and Home School Liaison Officer for both children and parents
- access to our Nurture provision, The Orchard Room
- in-service training for all staff on the needs of children with SEN

A complete overview of our Local Offer, which includes provision for children registered as SEN Support and those registered as having an EHCP forms part of the appendix of this document.

Resources

The governors at Woodland strive to ensure that the allocation of funds, e.g. resources bought, staffing costs and staff training, provide not only value for money but ensure that the needs of pupils with special educational needs are met and that as a direct result of this spending these pupils are making progress. They do this by appointing the role of SENCO to a senior member of staff, currently the assistant head teacher Lauren McKnight, whose role it is to be accountable for these moneys and its use.

Children with an Education and Health Care Plans

The Head and SENCO will use a child's Education and Health Care Plan (or Statement until it has been transferred) and our provision mapping document to identify the areas of pupil need and make appropriate provision.

Children with an EHCP have been identified as having 'high needs' that require additional funding on top of the funding already being provided by the LA in the Base Funding, which is for all children identified with SEN. This 'top up' can be used in many ways and parents will play a key

part in supporting school in identifying the best use of this funding to ensure progress for their child.

Additional funding may be used for:

- ICT equipment and/or software
- Specialist teacher visits to school
- Access to in-school speech and language therapy
- 1-1 support
- Speech and language resources
- Specialise equipment i.e. enlarged texts for visually impaired

Woodland is committed to rigorous financial procurement practices. 'Best Value' is most often achieved when resources and training are purchased centrally and used effectively with children with similar needs. Working within a consortium of schools provides us (and therefore the children) with a greater ability to source, negotiate and purchase high quality products at the very best prices.

Children identified on the SEND Register as SEN Support

Resources for provision for SEND pupils who do not require an ECHP at Woodland are funded according to an LA formula, which is known as Base Funding. The funding covers the cost of the staffing, resources and training needs for SEN in Early Years and both Key Stages.

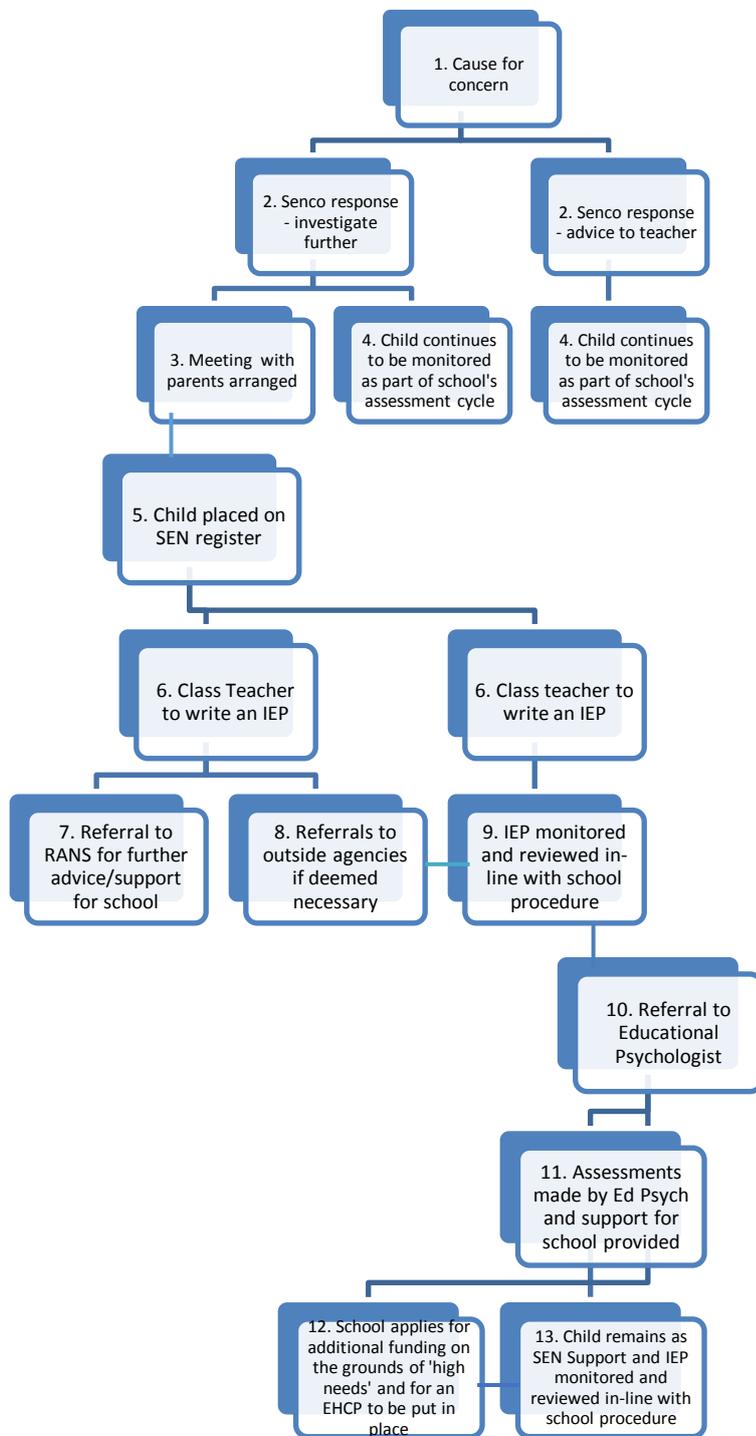
This funding is used for a wide variety of items and objects, and a large majority is used for additional staffing to support pupils' learning.

A comprehensive overview of the resources that we provide can be viewed on our provision map, which is within the appendix of this document.

Identification, Assessment and Reviews

At Woodland we are skilled at identifying children with special educational needs, as amongst our staff team we have a wide range of experience. Identification of children with special educational needs is part of our rigorous and continuous assessment cycle, carried out by class teachers, in partnership with teaching assistants, and all members of the senior leadership team as part of our progress tracking. At Woodland we aim to identify children with special educational needs as early as possible so that any barriers to learning can be established and actions taken to remove them at the earliest possible point within a child's education. The flow chart below details our identification procedures.

Identification of SEN:



1. Class teachers are required to inform the SENCo of any child that they have concerns about through the completion of a Cause for Concern form.

2. The SENCo then responds to this by stating a course of action. This may involve an observation of the child in the classroom, a scrutiny of their work, a meeting with the class teacher to discuss things in more depth, amongst other things. From here the SENCo will make the decision as to whether or not the child needs to be placed on to the special needs register.

3. If a child is to be placed on the SEN register then a meeting will be arranged with the child's parents, SENCo and the class teacher to raise school's concerns, listen to any concerns that parents have and to make a decision as whether they will be placed on the register. If placed on the register at this point it is under the title SEN Support. If it is decided that they will not be placed on the register, then their needs will continue to be met through school's Universal Offer.

4. At this point no further action will take place, teachers will adapt their practice according to advice given and the child will continue to be monitored in-line with the schools assessment cycle.

5. If deemed necessary then a child will be placed on the special needs register.

6. At Woodland, any child who is placed on to the SEN register requires an Individual Education Plan (IEP), with the exception of the children who have an Education and Health Care Plan, as this will supersede an IEP. The IEP will be written by the class teacher, in conjunction with the SENCo, and the aim of the plan will be to target the areas of greatest concern. Targets set will be: real - relating to the child's needs; relevant - so that the child sees the purpose of the activity and realistic - so that the child can achieve success.

6. IEPs will be monitored and updated, according to pupil progress on a termly basis.

7. As part of this process, and in order to ensure that school are meeting a child's needs, a referral may be made at this point to the Rochdale Additional Needs Team (RANs). School will then work with an allocated specialist teacher in identifying the child's needs and translating this in to an IEP. School will always inform parents and seek their permission before making any referrals. School may at this time also decide to refer to other outside agencies for support e.g. Occupational Therapy or Speech and Language Therapy.

At Woodland, alongside the IEP, each child on the SEN register will be placed upon our provision map; which identifies their needs and what resources, interventions and funding that they are accessing at any point. Our provision map is within the appendix of this document.

If a child is deemed as no longer requiring this level of support, a meeting will be called between class teacher, SENCo and parents to discuss this and if a decision is reached that all parties feel it is appropriate, the child will be taken off the SEN register and IEPs will cease. From this point on the child will continue to have their needs met through our Universal offer.

8. It might be that the adults working with the child feel it necessary to refer to outside agencies at this point, to investigate specific areas of need. These could include the Speech and Language Service, Occupational Therapy, CAMHs, amongst others (an extensive list of outside agencies is contained within the policy). School and parents will then engage with these agencies and their advice will be acted upon.

9. At this point, with an IEP that has clearly identifiable targets and provision has been clearly planned for, the child will continue to be monitored through our assessment cycle and the termly monitoring of IEPs.

10. Sometimes the SENCO may deem it necessary to investigate a child's learning needs to a greater depth; in order for school to be confident in meeting needs. This is often the case if a child continues to make little or no progress despite a high level of intervention and support. Referrals would then be made to the Educational Psychologist; school will always inform parents and seek their permission before making any referrals. The Educational Psychologist will initially meet with parents and teachers and may then go on to carry out some further assessments.

11. Over a period of time, the Educational Psychologist will work closely with the child, parents and school to support all in building a picture of any barriers to learning that exist and advising school and home on how to support the child in order to overcome these barriers.

12. At times the findings of the work of the Educational Psychologist with parents, class teachers and SENCO may lead to the conclusion that a child has 'high needs' and will require a greater level of funding for their needs to be met. At this point the school will request permission from parents to apply for the child to be assessed by the LA for additional funding and an Education and Health Care Plan.

13. At other times however, school will follow any advice given from the work with the Educational Psychologist in order for a child to progress, this will be reflected in the child's IEP and will then be reviewed and monitored termly, in-line with school policy.

Review process:

Children registered as requiring SEN Support will have their IEPs reviewed termly by class teachers and sent out to parents, who are invited to discuss the IEP with their child's class teacher if they wish to, by booking an appointment after school with them. Parents may wish to take the IEP along to Parents Evening to discuss it there instead. The SENDCO reviews each IEP and makes recommendations and/or advises staff in terms of resources and interventions.

Education Health Care Plans will be reviewed termly by class teachers, who will review targets and provide details of achievements towards targets within the term. This review will be sent home to parents, who will be invited in to discuss the Plan if they wish too. Annually the EHCP will be reviewed by all agencies involved with the child. This review will be held at school and school will be responsible for inviting all involved. At this review parents will be given the opportunity to discuss any concerns that they may have, as will all agencies involved and any changes to the EHCP will be agreed upon. Actions for each agency will be noted and targets set for the child in school and at home.

At Woodland we also include the child, where appropriate, by gathering their views about their learning prior to the meeting. The SENDCO will then present this to the group on behalf of the child.

Curriculum

At Woodland we provide a broad and balanced curriculum with a strong emphasis on Numeracy and Literacy. Our aim is to equip all children with the skills needed to live within our ever diverse world through an exciting and engaging curriculum that engages children and develops a passion for learning.

Children with SEN will be provided with the support, resources and interventions required to enable them to access our curriculum fully in an enjoyable and meaningful fashion.

At times a more bespoke curriculum will be devised so that the child is able to make progress; however the aim will remain the same, to provide a broad and balanced curriculum that develops a love of learning.

Action that we take to ensure that pupils have access to and make progress across the curriculum include:

Access to Literacy/Numeracy

We pride ourselves on identifying a need for intervention in these core subjects very early on so that the attainment gap between SEN pupils and Non SEN pupils is minimalised. Our rigorous tracking, followed by termly pupil progress meetings helps to do this.

We ensure that all staff that lead an intervention are fully trained, provided with support by senior members of staff and that their impact is monitored and reviewed regularly.

Reading interventions:

Better Reading Partnership

Daily reading

Booster Phonics

Sight Vocabulary Building

Writing interventions:

Booster Phonics

Daily high frequency word focus sessions

Rapid Writing

Speed writing

Maths interventions:

Big Maths Revisit sessions

Numicon small group and 1-1 intervention

1st Class @ Number

ICT

We have a large amount of ICT equipment within school – around 90 laptops and 60 ipads; which are shared throughout the school on a rota basis. This rota includes the use of the equipment for children with SEN. Children with SEN needs, where deemed appropriate, have a laptop modified for their use and specialist software bought in to support with an area of their learning.

Teacher planning:

All teaching staff are required to identify on their planning, in all curriculum areas, how they will accommodate for children's individual needs. This is monitored through regular planning and book scrutinies carried out by the senior leadership team.

Differentiation:

All teaching staff are required to identify on their planning, in all curriculum areas, how they will differentiate learning activities to cater for children's individual needs. This is monitored through regular planning and book scrutinies carried out by the senior leadership team.

Disapplication:

Occasionally when a child is unable to access statutory assessments, such as the Y1 Phonics Check or the end of KS1 and 2 Statutory Assessments, school will apply for disapplication. School is required to provide evidence to support their argument for disapplication and to have this evidence available for if the school is moderated during the KS2 SATs week.

Children who are dis-applied will have their progress tracked and recorded through teacher assessments. Where appropriate summative assessment that are accessible by the child will be used as part of this process.

Withdrawal:

At Woodland we believe that, if we are to be fully inclusive, pupils should remain within their classroom as much as possible and learn alongside their peers. However, there are times, when a child needs to be withdrawn from class in order to participate in an intervention group or activity. This can range from the Better Reading Partnership mentioned above to a fine motor skills group. At these times, the sessions need to be completed in a different learning environment in order for maximum impact.

Interventions at Woodland are, where possible, within the afternoon so that children remain in their classrooms during the key learning times for the core subjects. We alternate the times for the intervention so that they do not miss the same subject repeatedly and we try to avoid the children missing areas of the curriculum where they enjoy particular success.

IEPs in relation to curriculum:

Often IEPs reflect the area(s) of the curriculum that the child is making the least progress in currently. However sometimes they may be linked to physical, emotional or social skills that are hampering a child's academic progression. Teachers will build in to the relevant sessions of the curriculum, activities and direct support that correlates with the child's IEP so that every learning opportunity possibility is seized to ensure progress for the child.

Access to the full life of the school

All children in our care are provided with the opportunity to access all areas of school life from assemblies to P.E. lessons with our specialist Sports Leader. We believe that this is a very important part of attending a mainstream setting and being a fully inclusive school. We have high expectations of all of our pupils and team this with high aspirations for their futures and firmly believe that to fulfil this, each child must be provided with the opportunity to engage fully in school life whilst here at Woodland.

At Woodland we offer a wide range of extra-curricular activities after school. We offer these out to all pupils and, where possible, will provide additional support/resources if required, so that children can access these activities.

Complaints

Any persons wishing to make a complaint with regards to the special educational needs provision at Woodland, must do so via the schools complaints procedure which can be found on our website. The school will work hard to ensure that all matters are resolved quickly and with the best interests of the child concerned at the core.

Training

Woodland are committed to ensuring that all staff involved in our pupil's learning are fully and appropriately trained in order to fulfil their roles and responsibilities. This extends of course to those who work with our children with special educational needs.

Our SENCO keeps up to date and informed on a continuous basis and attends termly local authority cluster meetings. They also attend SENCO training sessions run by the local authority specifically designed for staff carrying out this role.

Staff leading interventions are always trained fully by qualified trainers before delivering the intervention. Sharing of good practice is also encouraged at staff meetings, during informal chats and within planning times. TAs leading on intervention are provided with planning time together so that they can support each other and share resources and ideas.

Outside agencies including Health Services

At Woodland we have close and very positive working relationships with a number of agencies and believe that this is integral for the successful education of children with special educational needs. These agencies include:

Local Authority Access Team / SEN Assessment Team

Speech and Language Service

Occupational Therapy Service

School's Health Team

Family Support Service

Healthy Young Minds

Child Development Unit

Rochdale Additional Needs Service

Health Visiting Team

Educational Psychologist Service

Local health centres – Phoenix Centre, Callaghan House

Local Sure start Centres – Derby Street and Woodland

Diabetic Team

Epilepsy Team

GPs – York Street Surgery, Argyle Street Surgery, Longford Street Surgery and Birtle View Surgery

Children with Disabilities Team

Supporting Pupils and Families

Rochdale's Local Authority's Local Offer can be found at

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for

personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP. The

Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Child Protection Co-ordinator is: Mrs Nicola Brogan.

The position of the School's Child Protection Governor is: Headteacher

Parents

'Local authorities **must** ensure that parents, children and young people are involved in discussions and decisions about every aspect of their SEN, planning outcomes and making provision to meet those outcomes, and in:

- planning and reviewing the local offer;
- reviewing special educational provision and social care provision; and
- drawing up individual EHC plans, reviews and reassessments.'

(Special Educational Needs Code of Practice, DfE and DfH, October 2013)

New Government reforms for provision in education for children with special educational needs, places the child and their parents at the heart of the process. Here at Woodland we have always aimed to do this and will continue to do so, as we know that this is the best way to ensure the best outcomes for our pupils.

Parents will be involved at every step of the way here at Woodland if their child is identified as having a special educational need.

Firstly they will be invited to discuss school's concerns with the SENCO and their child's class teacher. This is an opportunity for parents to listen and respond to school's concerns and also to air any concerns that they may have themselves with regards to their child's learning.

The decision to pursue things further and place a child on the special needs register must ultimately be the decision of parents. School will aim to inform, advise and support parents with this decision as fully as possible. Our SENCO and class teachers have an 'open door' policy for all parents who wish to discuss their child.

Once a child is placed on to the special needs register, on top of our normal school procedures for reporting to parents, parents of these children will also receive a termly review and update of their child's IEP and an opportunity to discuss this with relevant staff.

If at any point school would like to refer a child to an outside agency, their parents will be fully informed via a telephone conversation or a meeting in school, and permission sought, before any referral is submitted.

If a child is working with an outside agency within school, then their parents will be provided with regular updates of progress and an outline of the work taking place. These updates will sometimes be within meetings between school staff, the agency involved and parents and held at school or they will be written reports from the agency themselves, generally via school.

Parents will be informed by school of any specialist resources and/or equipment that is purchased for their child and informed of how it will be used with their child and the desired outcome.

Children with Educational and Health Care Plans will be involved in annual reviews of the plan, which will involve all agencies that currently work with that child. The parents' opinions, concerns and wishes, along with their child's, will form the basis of these reviews.

In order for a child to be provided with the opportunity to meet their full potential, parents will have responsibilities placed upon them for assisting school in meeting their child's needs and supporting their child at home with their learning. As with all children, parents will be asked to adhere to a home-school agreement that ranges from attendance to homework. Support within all aspects of their child's life, for example ensuring that their child attends medical appointments and that they come to school prepared for the day, is an essential part of future success.

Links with other schools

Woodland has links with all Heywood schools, as we are part of the Heywood Cluster Group, SHINE.

Particularly strong links however, have been formed with Siddal Moor, our link high school. Engagement with Siddal Moor includes:

- access of facilities for activities such as gardening and food technology
- sharing of resources, such as the minibus, P.E. equipment, specialist teaching staff
- visits to school regularly to support our projects, such as reading week
- additional transition activities for our more vulnerable pupils, including those with special educational needs

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Behaviour Policy

The school will ensure that reasonable adjustments are made for students with SEND as outlined in the school's behaviour policy.

Bullying

Bullying Bullying is taken very seriously at Woodland Community Primary School. To view the school's policy on anti-bullying, see the school's website. Statistically, children with SEND are

more likely than their peers to experience bullying. Consequently, staff and governors at Woodland Community Primary School endeavour to generate a culture of support and care among pupils.

Evaluation of policy

This policy should be evaluated, along with the school's local offer and school's provision mapping on an annual basis in order to ensure that the code of practice set out by the DfE is being met and that pupils with SEND at Woodland are receiving the best possible provision in order for them to meet their potential.