



SEN Policy

Approved by: Hannah Morgan/Wendy Scott

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Introduction:

1. Aims

The SEND aims of the school:

- > Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- > Ensure compliance with all Equal Opportunities, Race equality legislation and best practice guidance.
- > Ensure equality of opportunity for all children and to eliminate prejudice and discrimination against children identified as having additional needs.
- > Ensure that all pupils have access to a broad and balanced curriculum.
- > Provide a differentiated curriculum appropriate to the individual's needs and ability.
- > Ensure suitable resources are available within the limits of the school's SEND budget, and to seek further funding and support from the LEA where the need arises.
- > Build effective partnerships with parents, the LEA and outside agencies.
- > Ensure the identification of all pupils requiring SEND provision as early as possible in their school career through ongoing assessment.
- > Ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- > Ensure that pupils with SEND take as full a part as possible in all school activities.
- > To involve parents/carers in planning the provision for their child's needs.
- > Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- > To involve the children themselves, where appropriate, in planning and in any decision making that affects them.

Philosophy

Woodlands Primary School is committed to ensuring all pupils have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs

or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils. Every member of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to make sure that all young people have an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Mercia Learning Trust by taking positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

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.

The four areas of SEND are:

- > Communication and Interaction—this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes students for whom social interaction is difficult.
- > Cognition and Learning—this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.
- > Social Emotional and Mental Health Needs—this may include pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- > Sensory and/or Physical Needs–this includes pupils with vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) and physical difficulties

These four broad areas give an overview of the range of needs that should be planned for within the school setting. The purpose of identification is to clarify what action/s the school needs to take, not to fit a pupil within a category. It is the responsibility of the educational setting, in consultation with parents and the young person, to decide whether a child or young person requires additional SEND support, and that their progress has not been hampered by other factors such as poor attendance.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Hannah Morgan and the Deputy Head for Inclusion is Wendy Scott

They will:

- > Work with the head teacher and SEN 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, especially the local authority and its 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

4.2 The SEN Governor

The SEN governor (currently Janet Collins) will:

- > Help to raise awareness of SEN issues at governing board meetings
- > Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- > Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The head teacher

The head teacher will:

- > Work with the SENCO and SEN 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
- > Keeping the Governing Body up to date about any issues in the school relating to SEND.
- > Attend meetings with staff, parents/carers and other agencies as required.

4.4 Class teachers

Each class teacher is responsible for:

- > Setting high expectations for all pupils in the class.
- > 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- > Ensuring they follow this SEN policy
- > Identifying children at the earliest possible moment that they may require additional support to overcome barriers to learning.
- > Differentiating the curriculum to meet the needs of all pupils in the class.
- > Supporting other adults in the classroom to deliver high-quality and appropriate support for all the pupils in the class.

4.5 Curriculum

- > The curriculum is designed to challenge all SEND learners.
- > In line with our curriculum policy, high quality teaching is our first step in responding to pupils who have SEN and/or disabilities.
- > Teachers plan lessons and intervention so that pupils with SEN and/or disabilities can study each National Curriculum subject, wherever possible, by ensuring barriers to each pupil achieving are reduced.

- > Woodlands will provide interventions which are time bound and have a specific entry and exit criteria. Teachers monitor intervention to ensure effective impact.

Woodlands works hard to support pupils with SEN by differentiating the curriculum offer to ensure all pupils are able to access it, for example,

- > by grouping, 1:1 work, teaching style, and content of the lesson;
- > adapting resources and staffing;
- > using recommended aids, such as laptops,
- > using coloured overlays, visual timetables, larger font;
- > providing interventions to meet cognition and learning needs (e.g. pre/post teaching, reading, handwriting, maths catch up, Fresh Start, phonics etc).
- > providing interventions laid out by other professionals in relation to improving outcomes for the child.
- > differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- > ensuring each school has its accessibility plan on its website and;
- > modification of the environment to meet the physical, sensory or medical needs of a child.

SENCO and Inclusion Lead will refer to external agencies where appropriate and relevant for the child.

- Speech and Language Therapy
- Educational Psychology
- Autism Team
- CAMH's
- Inclusion and Attendance

And others

5.0 Monitoring arrangements

This policy will be reviewed by Hannah Morgan (SENCO) **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 body.



Appendix 1 SEND Journey

