



Special Educational Needs and Disability Policy

September 2019

INCLUSION AND SAFEGUARDING STATEMENT:

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

In the Inspire Partnership all pupils are valued, inspired and respected within our happy, welcoming family.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. Across the Partnership we celebrate this diversity by valuing the contribution of all pupils and providing a learning environment that encourages interdependence.

At Woodside we pride ourselves on being a Rights Respecting school, meaning that the United Nations Convention on the Rights of a Child is at the centre of everything we do. We ensure that children are aware of their rights and the rights of others. By teaming this with a broad and balanced curriculum and an awareness of British values, the children at Woodside are able to thrive and are prepared for life beyond the school gates.

Our Partnership is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

We recognise that some children will have additional needs at some point in their school life. This may be a learning or behavioural difficulty, or a medical need.

Aims

It is the school's aim to ensure that all children at Woodside are given the opportunity to achieve to the best of their ability. We aim to fulfil the entitlement of all children, whatever their needs, to support and enable them to have full access to the curriculum and to participate in the life of the school to the best of their abilities.

Safeguarding and SEND

The school recognises that some SEND children can have disproportionate risks of abuse such as bullying, isolation, communication and behavioural difficulties. They can be a vulnerable group of children who require careful monitoring and support according to individual needs. This policy and the Safeguarding policy are closely aligned.

The Assistant Heads for Inclusion

The Assistant Heads for Inclusion have the responsibility for the following:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with additional needs
- liaising with and advising staff
- managing SEND Learning Support Assistants and monitoring the programmes they implement
- identifying children with additional needs and tracking the impact of the interventions and support provided
- liaising with parents/carers of children with additional needs
- contributing to the in-service training of staff
- liaising with external agencies.

Management

The Assistant Heads for Inclusion are members of the Senior Leadership Team of the school and work closely with the Principal and the SEND designated governor to carry out the role. Regular meetings are held with the Principal to discuss ongoing practice and the needs of individual children, and where necessary to include the SEND Governor. Termly written reports to the Governing Body are made.

Monitoring of the attainment of all pupils is an important element of the role. This is achieved through:

- the analysis of assessment data in close liaison with the Assessment Co-ordinator
- regular meetings with all teachers to review pupils' progress
- meetings with the class teacher and parents/carers of SEND pupils to review provision and interventions in place. SEND learning passports will be reviewed and updated during these meetings

Admission Arrangements

Children are admitted to the school in line with local authority policy. There are no special priorities. The standard number will not be exceeded except as a consequence of an appeal to the LA.

SEND Specialism

It is the responsibility of all teachers to identify and support children within their class who have special educational needs.

There is no special unit attached to the school. However, a number of teachers and learning support assistants have specialist knowledge in areas such as ASD, dyslexia, dyscalculia, behaviour management, sensory processing, speech and language, hearing impairment and the development of fine motor skills. We also use small group interventions to support the needs of some pupils including those with SEND.

Special Facilities

Due to the fact that Woodside is an old school built over 120 years ago and situated at the junction of two busy main roads access for those with restricted mobility can be challenging. However, where possible, we provide inclusive access.

Allocation of SEND Resources

The school receives an allocation of delegated funding. Additionally, funds are made available to supplement this allocation based on individual needs.

Identification and Assessment Arrangements

Identification of children with a special need can be made by a parent, carer, guardian, teacher or an external agency.

The School's Assessment Policy is used to identify any children who are failing to make satisfactory progress through:

- End of EYFS assessment data
- Key Stage 1 SATS
- Individual reading, maths and spelling standardised tests
- Termly analysis of Teacher assessment data
- Termly pupil performance meetings.

Implementation

The 2014 SEND Code of Practice is used to plan for the needs of individual children.

All pupils at Woodside Primary School have access to quality first teaching.

Children whose overall attainments fall significantly outside the National Curriculum level descriptors are identified as having special educational needs.

When a child is identified as possibly having SEND the class teacher, supported by the Assistant Heads for Inclusion, assess the pupil to identify the areas of need or barriers to learning. With parents/carers, school staff will plan appropriate interventions and identify suitable provision **that are additional to or different from** those provided as part of the school's usual differentiated curriculum and strategies. The form this takes will depend on the needs of the child at that time. Some will be withdrawn from the class to follow an individual or small group programme, while others are supported within the classroom.

All SEND pupils have an individual learning passport which documents their strengths, areas of need/barriers to learning, interventions and provision in place, outcomes for the year and termly targets set. These are reviewed termly with parents/carers, the class teacher and, where possible, one of the Assistant Heads for Inclusion. During these meetings the impact of the interventions and provision in place will be monitored. Changes to provision or a request for advice from an outside agency may be recommended.

The triggers for a request for advice from an outside agency are if the child:

- Continues to make little or no progress over a long period
- Continues to work at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and maths skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning
- Has sensory or physical needs and requires additional specialist equipment
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Although the needs of the great majority of children can be met within a mainstream setting without reference to the LA, in a very small number of cases a request for an education and health care plan (EHC plan) may be made. This is where a pupil has demonstrated significant cause for concern. A request for an assessment may be made by:

- the child's parent/carer
- a person acting on behalf of a school (this should ideally be with the knowledge and agreement of the parent where possible)

Education and Health Care Needs Assessment involves consideration by the LA, working co-operatively with parents/carers, school and, as appropriate other agencies, as to whether an assessment of the child's special educational needs is necessary. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school or other provider can meet the child or young person's needs without an EHC plan.

Arrangements will be made to ensure that parents/carers are able to attend SEND reviews. However, if a parent is unable to be present the class teacher and an Assistant Head for Inclusion will hold the review. A copy of the learning passport will be sent to the parent.

Each class teacher has an inclusion file. This contains all relevant documentation for the children in their class with additional needs and other supporting material. This information passes to the next class teacher with the children.

Access to the Curriculum

The school offers a balanced curriculum which aims to allow access by all pupils. Teaching strategies allow a differentiated curriculum, flexible groupings or focus teaching for groups of all abilities. For those children who require additional support through withdrawal from the classroom, care is taken to ensure they still have access to the whole curriculum. Strategies have been agreed by the school to ensure each child has access to the curriculum and these are recorded on their learning passports.

The school recognises the entitlement of every pupil to a broad and balanced curriculum, including educational visits. The curriculum and resources are differentiated suitably to allow all pupils access, whatever their need. In exceptional circumstances, if a child is demonstrating behaviour in school that is unsafe to themselves or puts others, including members of staff, at risk then attendance at an activity off-site will be subject to a health and safety risk assessment. If the risk is assessed to be high a family member will be required to accompany the child on the off-site activity and take responsibility for their behaviour and safety for the duration of the visit. If the pupil demonstrates unsafe behaviour during the visit, then the teacher in charge will instruct the accompanying adult to return to school with the child. If a family member cannot accompany the child on the visit the child will be unable to take part in the activity and must attend school as usual. Suitable learning activities will be set for the pupil by their class teacher which they will complete in another class.

Integration

Pupils with SEND will join in the activities of the school together with pupils who are not identified as SEND. They are integrated in all areas of the curriculum as far as is reasonably possible or appropriate for the individual child's needs.

On occasions children may work in small groups with a teacher or Learning Support Assistant to follow a set programme. However, children would not be denied access to the curriculum whilst doing this.

Evaluation of Success

This will be evaluated in the following ways:

- termly progress reviews with class teachers

- clear, precise and manageable learning passport outcomes and targets evaluated through termly reviews
- involvement of the child in his/her own learning programme by recording his/her own targets where appropriate
- involvement of the parents/carers in the child's learning programme by encouraging dialogue via termly review meetings, Home/School contact book and informal discussions before or after school
- efficient reporting to parents/carers during reviews.

Complaints

It is hoped that the systems in place will enable parents/carers to discuss any issues which are giving them concern before a complaint needs to be made. However, in those circumstances where further action needs to be taken, a complaint concerning special needs should be made first to one of the Assistant Heads for Inclusion then to the Principal. Finally, the LA complaints procedures should be followed.

Inset

In-Service training as a whole is co-ordinated by the Deputy Head Teacher. It is intended that regular training is given to all staff on aspects of SEND.

Priority aspects of Inclusion are identified and addressed through the School Development Plan. The in-service training needs of the staff is met through the Performance Management process.

External Support

The school consults and liaises with any outside agency that may offer support and advice which will help the school meet the needs of that child.

Partnership with Parents/Carers

Parents/carers are seen as partners in the educational process with unique knowledge and information to impart. The school based stages of assessment utilises parents/carers' own distinctive knowledge and skills, and contributes to parents/carers' own understanding of how best to help their child. Class teachers and the Assistant Heads for Inclusion are available to meet with parents/carers.

Links with other schools

The school uses other local schools wherever possible to share good practice and to pool resources and expertise. We also have a close relationship with a local teaching school to further develop the skills of our staff. The school also supports the transfer process into EYFS and to KS3 by ensuring that good transition plans are in place for the most vulnerable pupils, including those with SEND.

School policies that are also relevant include:

- Inclusion policy
- Behaviour policy including exclusion and truancy procedures,
- Anti-bullying policy,
- Admission including information on part time/shared placement,
- Attendance policy,
- Equal Opportunities policy,
- Pupil Premium policy
- Physical restraint policy,
- School Development Plan.