



SEN Policy 2022-2023

Chair of Governors signature:
Review Date:

Our vision

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

Introduction

Our SEND policy aims to set out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities.

This policy 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.

Defining Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Categories of SEN:

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

- **Communication and Interaction** - a difficulty in communicating with others. This may be because children have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger's syndrome, and children with speech and language difficulties.
- **Cognition and Learning** - children with learning difficulties often learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** – children can experience a wide range of social and emotional difficulties which may manifest themselves in many ways, for example, becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Physical and/or Sensory Needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) may require specialist support and/or equipment to access their learning.

Children's needs and requirements may fall into one or more of these four areas; many children will have inter-related needs.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our objectives are:

- To identify any barriers to learning at the earliest opportunity. We will gather information from parents and carers, previous settings, as well as Health and Care services.
- To follow the 'Assess, Plan, Do, Review' graduated approach cycle recommended in the SEND Code of Practice.
- To develop effective whole school provision management of support for pupils, focusing on inclusive practices and removing/reducing barriers to learning to ensure pupils with SEND have full access to the Early Years Foundation Stage and the National Curriculum.
- To support all pupils with SEND to meet or exceed the high expectations we set for them against national data and based on their age and starting points.
- To ensure that assessment and monitoring systems are effective and provide sufficient information of attainment and achievement for careful planning of progression.
- To ensure that all those involved with children with SEND work as a team to support each child's learning, including outside agencies.
- To take into account the views of pupils and their parents/carers and to encourage their participation and partnership in decision-making about provision to meet special educational needs.
- To ensure that every child experiences success in their learning and achieves the best possible educational and other outcomes.
- To support children and young people with SEND and medical conditions to take part in the activities of the school alongside those who do not have SEND.
- To value and encourage the contribution of all children to the life of our school.
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the specific supervision of the school's arrangements for SEN and disability.
- To work closely with partners in education, health and social care, where appropriate, to support the needs of individual pupils, ensuring that there is a multi-professional approach to meeting the needs of vulnerable learners.
- To ensure that all staff have access to continuing professional development and advice to support quality teaching and learning for all pupils.
- To help children and young people prepare for a successful transition into the next phase of their education and to adulthood.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes SEND provision from birth to 25 years, across education, health and social care.

Nottinghamshire's Local Offer is available at:

www.nottinghamshire.sendlocaloffer.org.uk and the Woodborough Woods' Local Offer is available on our own website.

The SEND team at Woodborough Woods

Executive Headteacher (also Designated Safeguarding Lead): Mr D White



Special Educational Needs & Disability Co-ordinator (SENCo): Mr A McIlwaine



Designated Governor for SEND: Mr L Hollier

Roles and Responsibilities

The Headteacher works with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school. The Headteacher has overall responsibility for the provision and progress of learners with SEN and/or a disability.

The SENCo works with the Headteacher and SEND governor to determine the strategic development of the SEND policy and the co-ordination of SEND support provision in the school. They also provide guidance to colleagues and work with staff, parents, pupils, the local authority and other agencies to ensure that pupils with SEND receive appropriate teaching and support following the graduated approach outlined below. The SENCo attends network meetings to share good

practice with colleagues in local schools and keep up to date with SEND developments.

All Woodborough Woods, teachers are trained to work with children with SEND. All members of staff have access to advice, information, resources and training to enable them to support children with SEND effectively. Continuing professional development opportunities are provided through access to LA courses or INSET training organised by the school. Training needs are identified in response to the needs of pupils currently on the SEND register.

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any support 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 SEND policy.
- Teachers have access to a copy of the full SEN Register or alternative school documents used for tracking identified pupils, as well as information on individual pupils' special educational needs, *including intervention tracking, action plans, targets, reports from external agencies and AFN/HLN bids.*

The Governing Board, in consultation with the Headteacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. It is the statutory duty of the Governing Board to appoint a representative to oversee SEND provision and to ensure that the school makes appropriate provision for any child with SEND following the requirements of the SEND Code of Practice.

The Governor with particular responsibility for SEND is Mr L Hollier. The SEND Governor will work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school. The SEND Governor will also help to raise awareness of SEND issues at Governing Board meetings and monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.

The Graduated Approach to SEND Support

'When a flower doesn't bloom, you fix the environment in which it grows, not the flower.' Alexander Den Heijer.

According to The SEND Code of Practice: 0-25 years (January 2015), the **Graduated Approach** can be described as:

“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

By using the Graduated Approach, we aim to make reasonable adjustments to ensure that the majority of children and young people with SEND are able to access and have their needs met within our mainstream provision, so that they enjoy the same opportunities as their peers wherever possible and are fully included within school.

At Woodborough Woods, we endeavour to ensure that all pupils have access to a broad and balanced curriculum through high quality whole-class teaching. The **Universal Level** describes the support that is available to all pupils, including those with and without SEND. At the Universal Level, needs are met through High Quality Teaching and Learning, along with universal health and care services that are available to all children and young people.

In many cases, pupils with SEN and disabilities will be able to study the full curriculum within whole class settings. Careful planning of lessons and regular assessment of pupil achievement and progress can address potential areas of difficulty and remove many barriers to learning. We also consider evidence that a pupil may have a disability under the Equality Act 2010 and if so, what reasonable adjustments may need to be made for them.

What is Universal Provision?

Universal provision forms the foundation for all other provision or support in schools, colleges and other settings, and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people. Universal provision is based on inclusive approaches to teaching and learning which benefit all children but are essential for those with SEND. Reasonable adjustments for individual needs are made to ensure schools and settings are, for example, dyslexia-friendly, communication-supportive and adaptive for any sensory and physical needs that pupils may have. (nasbtt.org.uk)

‘The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well’. (SEND Code of Practice, 2015 para. 1.31)

Identifying children with SEND

In addition to high quality teaching, some children may need additional support- such as focused interventions targeting particular skills. We recognise the benefits of

early identification of SEND and that making effective provision at the earliest point improves long-term outcomes for the child or young person.

Children with SEND are identified as early as possible within our setting. Initial concerns are usually raised through comments brought by parents or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

At Woodborough Woods, we assess each pupil's current skills and levels of attainment on entry and at regular intervals, building on information from previous settings and key stages where appropriate. Assessment may include progress in areas other than attainment – for instance where a pupil needs to make additional progress with their wider development or social needs in order to make a successful transition to adult life. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress. 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.

Where a pupil is making less progress than expected, the first response is high quality teaching targeted at their areas of weakness. The progress of every child is monitored at termly Pupil Progress Meetings. Where children are identified as continuing to make less than expected progress, given their age and individual circumstances and in spite of High Quality Teaching, they are discussed with the SENCo and/or Headteacher and a plan of action is agreed. This will be based on the Woodborough Woods' Graduated Response for SEND. The class teacher, working with the SENCo, will assess whether the child has SEND. While gathering evidence (including the views of the pupil and their parents), the school may put in place extra teaching or other interventions, designed to secure better progress, that are additional to or different from those provided as part of the school's usual curriculum offer and strategies. The pupil's response to such support can help identify their particular needs.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to

frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

In addition to school-based assessments, parents/carers may ask us to look more closely at their child's learning. We understand the importance of listening and understanding when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves. Frequently, the concern can be addressed by High Quality Teaching or some parental support. Otherwise, a graduated approach to supporting pupils with SEN or disabilities is initiated, following the process explained below.

Quality First Teaching:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support:

In deciding whether to place a child on the SEND register, 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 reliable assessment materials. For higher levels of need, the SENCo may (with parental consent) request the

involvement of external support services (such as Educational Psychology, Schools and Family Support Services, Speech and Language Therapy, CAMH's Links Service, Physiotherapy and Occupational Therapy Services) who can provide more specialist advice and assessments that can inform planning and measurement of a pupil's progress, give guidance on the use of specialist strategies or materials, help with setting targets, and in some cases provide support for particular activities.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact Small Steps, or their GP if they think their child may have ASD or ADHD or some other disability.

When pupils have been identified as having persistent and moderate difficulties and display SEND requiring provision that is additional to and different from the mainstream curriculum, a meeting with parents (and pupils where appropriate) will be arranged before placing the child at **SEND SUPPORT** and adding the child to the school's **SEND register**. This meeting will include information gathering with the aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The school will then seek to remove barriers to learning and put effective special educational provision in place, following the cycle of *assess, plan, do, review* with the child/young person at the centre of the process.

Once a child has been identified at SEND Support, a **support plan** is set up. This is used to record the child's and parents' views and to collate assessment data from a range of sources. Details of additional levels of support are recorded to outline the provision available to the child, e.g. resources and strategies to be implemented towards desired outcomes. The information within a support plan may be updated when appropriate. Parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular meetings (termly) where the support plan will be discussed and reviewed, and the impact of support interventions will be evaluated.

Targets for children at SEND Support are specific to their needs in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the intervention teacher – who monitors progress towards the targets during the intervention – and by the SENCo, who monitors overall effectiveness and progress after the intervention.

Interventions and other support strategies are planned and reviewed each term or sooner. Children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention/support strategy,

to change to a new intervention/strategy, or to allow a period of consolidation in class/group.

SEND support can take many forms. This could include:

- an individual learning program
- evidence-based interventions to support different areas of need
- additional support from a teacher or a teaching assistant
- creating or adapting materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- supporting a child to take part in class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- following a care plan or action plan provided by an external agency, e.g. Educational Psychology, Speech & Language Therapy, Physiotherapy, Occupational Therapy, Healthy Schools Team etc.

Meetings with parents will be held termly and a record kept to support the *assess, plan, do, review* cycle. A record of any external agency support, contact or advice will also be kept, as well as any records of observations or evidence which supports any observed impact on learning (e.g. class work, photos, behaviour log, etc.)

Support for children at **SEND Support** level is tailored to the needs of the individual child, and provided through a variety of means. The school uses a range of support strategies and interventions which are recorded on class provision maps. These are reviewed and evaluated at least termly. When allocating additional TA support for children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable each child to reach challenging individual targets, but without developing a learned dependence on an adult.

Complex

If a child's difficulties are persistent and significant, requiring consistent high levels of specialist interventions, the next stage of the Graduated Approach is **COMPLEX**. If a child fails to make progress, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child at SEND, the

school (or parents) may apply for the child to be assessed for an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

A request for an EHCP assessment will only be made in a small minority of cases where a child has demonstrated significant special educational needs. School (or parents) will complete an EHC Needs Assessment application which collates information about the child's progress over time, and will also include documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. External agencies will be invited to provide additional relevant information. Pupil and parent views will also be collected. The **EHC Needs Assessment** Application is submitted to the Local Authority. All decisions relating to EHC needs assessments are made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the LA will produce an **EHC Plan** which will record the decisions made at the meeting, bringing together the child's health and social care needs as well as their special educational needs. This EHCP will be reviewed by school each term and annually by the LA.

An EHC Plan includes:

- Record of parental views;
- Record of child or young person's views;
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and SENCo);
- Smaller, SMART targets for the child or young person based on outcomes described in the EHC Plan;
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (*assess, plan, do, review* cycles);
- Specific amounts (times and costs) – e.g. costed provision map;
- Log of meetings with parents - minimum of 3 meetings within a 12 month period to support the *assess, plan, do, review* cycle;

- Record of any external support, contact or advice (including action plans, reports or assessments) which has been implemented and reviewed;
- Records of any completed observations or evidence which supports any observed impact on learning (e.g. class work, photos, etc.).

Specialist Provision

For a very small minority of pupils with SEND, it may be deemed necessary for them to receive their education within specialist provision. This outcome will be presented at a multi-agency EHCP review meeting, with the final decision being made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager.

Allocation of resources for pupils with SEN.

All pupils with SEND will have access to Element 1 and 2 of a school's budget (Up to £6,000). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (the Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Head teacher of the school, in discussion with Governors and SENCo, determines the support staffing allocation and budgetary implications with reference to supporting pupils with SEND.

Criteria for removing pupils from the SEND Register.

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with High Quality Teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Inclusion of pupils with SEND.

The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is reviewed to ensure it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub (MASH) and the GAPS

Team (Gedling Area Partnership). The admission arrangements for all pupils are in accordance with national legislation.

Evaluating the success of provision.

SEND provision is mapped and evaluated to enable pupils to achieve academic and wider outcomes. Each child with SEND has a support plan which is monitored regularly by the SENCo. Parents are informed of their child's progress and effectiveness of provision through review meetings. The review meetings give parents an opportunity to give their opinions about provision. If provision is provided by an outside provider, it is our responsibility to measure and evaluate the success of such provision; through liaising with the appropriate professionals and ensuring clear communication between all agencies involved. Termly progress meetings between class teacher and SLT are also held to monitor progress of different groups including children with SEN.

Complaints procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to advise on formal procedures for complaint. A copy of the school complaints procedure is available from the school office.

What is the local offer?

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to the families in Derbyshire that have an EHCP and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on www.nottinghamshire.sendlocaloffer.org.uk

In service training (CPD).

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo regularly attends Springboard meetings – the Family of Schools SEN planning meetings - where representatives of Schools & Families Specialist Service and Educational Psychology Service are available to provide support and advice. The SENCo attends relevant SEND courses and facilitate/signpost relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENCo, and the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. We review CPD training on an annual basis.

Working in Partnership with Parents.

Woodborough Woods believes that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEN leading to the correct intervention and provision. Collaboration between school and home is vital in supporting social and academic progress of children and helping the child to meet personal and academic targets. The class teachers will talk to parents termly and also more informally at the end of the day or by appointment. There is an end of year written report and parents' evening for parents on each child's progress. If more frequent contact with parents is necessary e.g. in times of crisis or approaching transition, this will be arranged by the SENCo and/or class teacher according to the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor (Lee Hollier) can also be contacted in relation to SEN matters.

This document is subject to review as part of the cycle of whole school self-evaluation. The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)