



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School
Daisy Road, Brighouse, West Yorkshire. HD6 3SX

Tel: 01484 714750

Fax: 01484 720347

Email: admin@woodhouse.calderdale.sch.uk

Headteacher: Mrs Lynn Daveney

Deputy Headteacher: Mrs Anne Crane

MANAGEMENT AND GOVERNANCE DOCUMENTATION
SPECIAL EDUCATIONAL NEEDS POLICY

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WOODHOUSE PRIMARY SCHOOL

MANAGEMENT AND GOVERNANCE DOCUMENTATION

SPECIAL EDUCATIONAL NEEDS POLICY

1) Principles

This policy has been formulated with regard to the Special Educational Needs and Disability Code of Practice 2015 which relates to Part 3 of the Children and Families Act 2014. Regulations associated with the Children and Families Act 2014 are: 'The Special Educational Needs and Disability Regulations 2014' and the 'The Special Educational Needs (Personal Budgets) Regulations 2014'.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify, and provide for, those pupils who have special educational needs. This will then allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

2) Definition of Special Educational Needs (SEN)

The Code of Practice 2015 says that:-

"A child has or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.....namely provision different from or additional to that normally available to pupils of the same age."

3) Disabled children and young people

The Equality Act 2010 defines a disability as '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

The definition is broad and can include children with a wide range of impairments, such as arthritis, asthma, diabetes or epilepsy, sensory impairments such as hearing loss, hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder. Impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people.

- Schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools must have regard to the needs to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

4) Disability and special educational needs

Some children and young people who have SEN may also have a disability as defined above. Children and young people who have a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

5) The school's policy statement for Special Educational Needs

This policy has been developed in consultation with staff, parents of pupils with special educational needs, and the Governing Body, who, via the Headteacher, assumes overall responsibility for achieving the aims and objectives within this policy statement.

Aim

The aim of this policy is to focus on the individual needs and desired outcomes for all pupils through high quality provision and inclusive practice which will remove barriers to learning and participation.

Objectives

- To identify and address, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN and additional learning needs
- To give each child entitlement to the full school curriculum, unless there is a specified modification or disapplication in the individual child's EHC plan.
- To make every effort to ensure that every pupil experiences success in their learning and achieves to their full potential
- To enable all pupils to participate in lessons fully and effectively
- To set challenging but achievable targets which are reviewed on a regular basis
- To develop the self-esteem and confidence of every individual
- To value and encourage the contribution of all pupils to the life of the school and in decision making
- To ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils
- To work in partnership with parents/carers
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEN Policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils, ensuring a collaborative approach
- To work within the guidance in the SEND Code of Practice 2014

6) Roles and Responsibilities

The Deputy Headteacher, Anne Crane, is the Special Needs Co-ordinator (SENCO). She has Qualified Teacher Status and holds the National Award for SEN Coordination.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from other members of staff.

Staff responsibilities are outlined in individual job descriptions. The SENCO works closely with staff, parents and carers, and other agencies to secure appropriate provision of high quality teaching for pupils with SEN and keeps the governing body fully informed of SEN issues **via the termly report to Governors.**

The Governing Body, in co-operation with the SENCO and the Headteacher, determines the SEN policy and ensures that appropriate staffing and funding arrangements are in place to meet the needs of pupils on the SEN register. The governing body has appointed a governor, Fiona Roberts, to monitor closely the school's work on behalf of children with SEN.

The Governing Body evaluates the effectiveness of the SEN policy using:

- The termly SEN report which includes attainment, progress, behaviour and attendance data relating to the progress of pupils identified with SEN

7) Working in partnership with parents

The school places a high priority on developing parental links. Partnership with parents plays a key role in promoting a culture of co-operation throughout the school community. This is important in enabling children with SEN to achieve their potential. When the school first identifies that a child may have special educational needs, the parents will be invited into school to discuss their child's needs with their child's class teacher and / or the SENCO. **If necessary, this could be a phone or online meeting.** This will be recorded using the Initial Discussion Document and parents will be given a copy. Via the SEN Information report, parents are also encouraged to contact their child's class teacher or Headteacher should they have a concern. Before a decision **is made to place a child on the SEN register**, parents will be fully consulted; however the final decision will be made by the school. Similarly, full consultation will take place before a child's name is removed from the special needs register.

The school will keep parents informed and involved by:

- Inviting parents to regular meetings to discuss their child's needs;
- Responding to parents' wishes for further discussion;
- Planning and reviewing targeted support in collaboration with parents

8) Pupil Voice

Children with special educational needs often have a unique view of their own needs and their views about what sort of help they would like to help them make the most of their education. Wherever possible, pupils' views are ascertained and, where appropriate, they are involved in their half-termly reviews. However, where the parent and staff believe this would not be appropriate, the child's views will be gathered informally prior to the meeting. Through the annual pupil questionnaire, the SENCO can ascertain the views of pupils with SEN and scrutinise how they compare with pupils who do not have identified SEN. In addition, school leaders hold pupil interviews regularly as part of ongoing monitoring of the quality of teaching.

9) Identification and Assessment

There are four broad areas as detailed in the Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The identification of SEN is part of the school's overall approach to monitoring the progress and development of all pupils, and reviewing the quality of teaching, through data analysis, work scrutiny, lesson observations and pupil interviews.

The school aims to identify individual needs at the earliest opportunity in order to implement effective provision and therefore improve long-term outcomes for the child. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Class teachers make ongoing assessments of pupil progress along with formal termly assessments, which are monitored by the Head and Deputy; pupils who have made less than expected progress are identified. The purpose of this early identification is to plan appropriate targeted support, not to label children with a specific special need. If teachers are concerned about a child's emotional and social development and progress, they alert the SENCO, who will take action to identify and address the pupil's needs, in consultation with parents.

Although slow progress and low attainment do not necessarily mean that a child has SEN, they may be an indicator of a range of learning difficulties or disability. However, pupils whose attainment and progress is in line with that expected for their age may also have a learning difficulty or disability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. However, the school will take action to find out if the behaviour is as a result of learning or communication difficulties, or mental health issues.

Other issues including health, disadvantage, English as an additional language, attendance and punctuality and being a looked after child may impact on progress, but do not necessarily mean that a child has SEN. The school ensures that the effects of these issues on pupils' wellbeing, progress and attainment are minimised.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. 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.

Where there are concerns that a pupil may have SEN, the school uses a range of assessment tools to identify individual needs, in order to plan appropriate support targeted at their areas of difficulty. These assessments include, but are not limited to:

- DST-J Dyslexia screening
- Basic Number Screening Test
- Reading Age tests
- Boxall Profile
- SEAL Tracker
- Development of speech sounds
- Concept Ages & Stages Checklist
- SDQs
- Handwriting assessment

10) Graduated Response

In order to support children who have special educational needs, the school adopts a graduated response which recognises that there is a continuum of special educational needs and has therefore developed a support continuum for pupils on the additional needs register. (see Appendix A)

All pupils

The school strives to make Quality First Teaching with high expectations available to all pupils at all times, resulting in fewer pupils requiring SEN support.

Additional Needs

Where pupils have been identified as having additional needs, school will take action to remove barriers to learning and put effective provision in place. This will take the form of a four-part cycle of assess, plan, do, review, in order to gain deeper understanding of the child's needs and of what will support them to make good progress.

Level 1

Some children have additional needs, for example hearing impairment or dyslexic tendencies, which can be met through Quality First Teaching. These pupils are recorded at Level 1 on the additional needs register in order to recognise that adjustments need to be made in the classroom in order for them to reach their potential. Some of these pupils will require a one page plan (see Appendix B) to detail their needs and strategies to respond to them. These plans should be made available to all members of staff working with these pupils. The plan will be discussed and developed with parents at parent/teacher consultation meetings and reviewed annually in July to aid transition to the next year group or school.

Pupils who may possibly have SEN will also be recorded on the Additional Needs Register at Level 1. Targeted support will be planned and put in place for them and class provision maps identify what additionality is being provided to secure good outcomes. (see Appendix C)

Class teachers are responsible for maintaining and updating the plans and evidencing progress. The SENCO monitors class provision maps to ensure that clear targets are identified and the support is focused on outcomes.

Support may include, but is not limited to:

- Different learning materials or special equipment eg Memory aids, coloured overlays;
- Some group or individual support in the classroom eg Toe by Toe, Precision teaching, Plus 1, Power of 2, TRUGS, Smart Chute
- Extra adult support with learning or memory strategies with a focus on eventually being able to use them independently;
- Staff development and training to introduce more effective strategies eg Training linked to Dyslexia, Autism, Speech and Language, Precision teaching, Attachment;
- Access to LA support services for one-off or occasional advice on strategies or equipment.
- Better Reading, ~~Catch Up Numeracy~~
- **Social skills groups**
- Access arrangements for assessments
- One to one tuition

The impact of the support provided at Level 1 will be evaluated termly, and if there is further concern, assessments should be carried out to identify precise gaps in pupils' learning and development to clarify barriers to learning and determine if the child has a special need. The class teacher and SENCO will consider all the information gathered from assessments and observations of the pupil's learning behaviours in the context of national data and expectations. Pupils will only be identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and high quality personalised teaching. Parents will be **contacted and** invited to contribute to discussions regarding their child's needs and support at Parent/Teacher consultation meetings.

SEN Support

Pupils who have been identified as having special educational needs will receive targeted SEN support and will be recorded on the school's Additional Needs Register as 'SEN Support'. The school's support continuum recognises that pupils have varying levels of need, requiring varying levels of support:

- **Level 2** – Children with **mild** special needs who require additional support which is over and above the usual level of differentiation
 - **Level 3** – Children with **moderate** special needs who also require external or specialist support
 - ~~**Level 4** – Children with complex needs who require multi-agency support~~
 - ~~**Level 5** – Children with complex, significant needs which are impacting on progress~~
- EHC Plan** - Children with long-term complex, significant needs

Along with continual assessment for learning, at the end of each term, teachers assess what pupils can do and what they need to do next, enabling them to set targets and intended outcomes and plan targeted support to achieve those outcomes. Termly Individual Learning Plans (see Appendix D) will be written for these pupils, showing their targets and intended outcomes, and the strategies in place in order for these to be achieved. Pupils will have their own version of the plan, and will be invited, where appropriate, to monitor their own progress. Copies of plans will be given to parents. A mid-term progress meeting will be held with parents, as well as a formal review meeting at the end of term to evaluate progress towards outcomes and evaluate the effectiveness of the provision. Pupils will be asked to share their thoughts, hopes and feelings in order to contribute to the review. Class teachers are responsible for maintaining and updating the plans

and evidencing progress. The SENCO will check that ILPs have correctly identified the pupils' needs and demonstrated how barriers can be removed. The SENCO will also monitor frequency of progress and review meetings and attendance of parents.

Where a child's progress does not accelerate and the targeted support does not result in the intended outcomes, the SENCO will consider drawing on support from external agencies and professionals who may carry out more specialised assessments. **This may be through meeting a child at a clinic or in school, or if necessary, conducting a virtual assessment.** The SENCO is familiar with the referral thresholds and procedures for a number of agencies and professionals, including **but not limited to:**

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Service
- Early Years Support Service
- **Open Minds Calderdale (CAMHS)**
- **Specialist Inclusion Teams - Hearing Impairment Team, ASD Outreach**

School will implement and evaluate strategies ~~interventions~~ as advised, and all involvement of specialists will be shared with parents.

Calderdale's Local Offer details other sources of support for pupils and their families; parents are informed of the Local Offer through newsletters and the link on the school's website **and SEN Information Report.**

Where a multi-agency approach is required, the SENCO, with parents and the class teacher, will develop an Additional Needs Support Plan for the pupil in order to coordinate the support. If evidence shows that a pupil is making good progress and sustainable improvements have been demonstrated, they may be moved to a different level of support on the Additional Needs register. Parents would be informed of this change at progress meetings and reviews. If, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child does not make progress or meet the intended outcomes, and there is evidence that the needs are long-term, complex and significant, the school will consider requesting an Education, Health and Care needs assessment. This will be done in consultation with parents and external agencies supporting the child and/or family. Parents may also make a request for an Education, Health and Care needs assessment directly to the Local Authority.

EHC Plans

The purpose of an EHC plan is to make special educational provision to meet the needs of a child to secure the best possible outcomes and prepare them for adulthood. The Local Authority carry out the EHC needs assessment and write the EHC plan in consultation with children, their families and the school. The class teacher is responsible for implementing the actions to secure the intended outcomes and the SENCO is responsible for coordinating the provision and monitoring its effectiveness.

As well as half-termly progress meetings and formal reviews, an Annual Review is also held to review progress towards outcomes outlined in the plan. The school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

11) Monitoring and evaluation of SEN provision

The school's leadership team are responsible for monitoring the progress and attainment of all pupils. The SENCO takes specific responsibility for monitoring the wellbeing, attainment and

progress of pupils on the Additional Needs register and for evaluating the provision. This includes:

- Checks on observation of pupils' learning and development and how provision is impacting on progress and attainment
- evaluating the Quality First Teaching for these pupils
- pupil progress discussions with class teachers
- tracking attainment and progress data and comparing to national data and in-school data
- monitoring of class provision maps, individual learning plans and one page plans to ensure that needs have been identified and actions in place to remove barriers to learning
- monitoring of attendance and behaviour of pupils with SEN
- pupil interviews
- parental questionnaires

Evidence gathered through the above methods is then compiled in a termly report to Governors. In addition, the SEN Governor meets with the SENCO at least termly to evaluate provision.

12) Training and provision

The LA has calculated each school's "Notional SEN budget" which is the funding available within each school's budget to each school to support children with SEN. The Leadership of the school consider how the funding can be best utilised to promote good outcomes for pupils and will depend on the current needs of the pupils with SEN. Effectiveness of provision and value for money is monitored by the SENCO, Headteacher and School Business Manager, and provision adjusted accordingly.

High emphasis is placed on continual professional development in order to review and improve strategies used to identify and support pupils with additional needs. As part of the induction of teachers new to the school, the SENCO explains in detail the systems and structures in place around the school's SEN provision and practice, and discusses the needs of individual pupils as appropriate. Through ongoing evaluation of effectiveness of provision by the SENCO, staff training needs are identified. In addition, staff are asked to complete an audit of skills annually, which is then used to plan appropriate professional development. Sharing good practice is key to effective SEN provision. In order to keep up to date with local and national developments, the SENCO attends LA termly network meetings and regular cluster meetings.

13) Transition

At the end of the school year, arrangements are put in place to ensure effective transition of all pupils to their new class. Special care is taken for pupils with SEN to ensure that progress is maintained and provision continues to be as effective as possible. Pupils are asked to complete a pen portrait GR8 Learner Passport to share with their new class teacher during transition week, which takes place before the summer holidays. At the formal review of progress held with parents at the end of term, wherever possible, both the new and existing class teachers will be invited so that information is shared with all concerned. If necessary, some pupils will spend time on a one to one basis with their new class teacher in their new classroom in order to begin to build relationships and familiarise themselves with their new environment.

When children move to secondary education or transfer to another school, teachers and the SEN Co-ordinator will liaise with the special needs department of the receiving school and provide information and records as required. At the annual review of an EHC plan in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with EHC plans, to allow the receiving school to plan appropriate support to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Additional transition visits to high schools will be organised if they would be beneficial to supporting pupils with SEN in their transition to a new setting.

14) Complaints

In the first instance any misunderstandings or complaints about the school's SEN procedures should be directed to the Headteacher. Following consultations with the appropriate staff, the Headteacher will report back to the parent. If the parent feels that the complaint has not been resolved satisfactorily the complaint should be put in writing and the school's Complaints Procedure will be followed.

15) Other documentation which supports this policy:-

National documentation:

- Special educational needs and disability code of practice: 0 to 25 years DfE January 2015
- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England 2014
- Teachers Standards 2012

Local Authority documentation:
Calderdale's Local Offer

School documentation:

- Emotional Wellbeing and Mental Health Policy
- School SEN Information Report
- Accessibility plan
- Safeguarding Policy
- Anti-bullying Policy
- Policy for supporting pupils at school with medical conditions (including managing medicines and asthma)

16) Reviewing the policy

This policy will be reviewed in consultation with all stakeholders annually in the first instance, then every three years or earlier if deemed necessary.

APPENDICES

- a) Support Continuum
- b) Class provision map proforma
- c) One Page Plan proforma
- d) Individual Learning Plan proforma
- e) Additional Needs Support Plan proforma
- f) Glossary of terms

Appendix A **Support Continuum**

All pupils		Quality First Teaching, Differentiation, High expectations and Aspirations	
Additional Needs Register		Level 1 <ul style="list-style-type: none"> Children with additional needs which are being met through QFT Children with additional needs which are being met through QFT and a one page plan Children who may possibly have SEN: <i>Targeted support within class and if there is evidence this has not had the intended impact, carry out assessments to identify precise gaps in pupils' learning and development to clarify what the barriers to learning may be and if the child has a special need.</i> 	Provision Maps identify what targeted support is being provided to secure good outcomes
	SEN Support (K)	Level 2 <ul style="list-style-type: none"> Children with mild special needs who require additional support which is over and above the usual level of differentiation 	Highly personalised individual learning plans Half-termly progress meetings Termly review meeting
		Level 3 <ul style="list-style-type: none"> Children with moderate special needs who also require external or specialist support 	SEND Support Plans Half-termly progress meetings Termly review meeting <i>Use of PIVATs or DSST to track progress</i>
	EHC plan/ (E) Statement (S)	<ul style="list-style-type: none"> Children with long-term complex, significant needs 	Highly personalised individual learning plans Half-termly reviews Termly review meeting Annual review <i>Use of PIVATs or DSST to track progress</i>

If after 2 terms of assess, plan, do, review there has been good progress, remain at the same level for a further term and re-evaluate. If progress has been maintained, move to the level below.

If after 2 terms of assess, plan, do, review there has been insufficient progress, move to the next level.

Some pupils may go straight into SEN Support when they join school, and some may move through levels more quickly at the SENCO's discretion.

Appendix B Class provision map

Name	Support Continuum Level/PP	Barriers to Learning	Targeted support	Frequency (<i>include weekly total</i>)	Outcomes - annotate half-termly: working towards v achieved √√ secure √√√

Appendix C

One Page Plan

Name	
D.O.B	
Support Continuum Level / PP	
Date of Plan	
Number of terms at this level	
Areas of Need/ Barriers to Learning	
Strategies	
Review comments	

Name (Class)		Individual Learning Plan Spring 2020		SEN Support L2/3	
Need Identified	Small Step Target	Who will	Do what (by end of March 2020)	Progress	

Appendix F

Glossary of terms (from Code of Practice 2015)

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: 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.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Special Educational Needs (SEN): 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.