



WOODLANDS  
PRIMARY AND NURSERY SCHOOL

# SPECIAL EDUCATIONAL NEEDS *and* DISABILITY POLICY

*Date: September 2023*

*Review Date: July 2025*

*Updated by Tina Murray – Lead SENCO in line with the SEND Code of Practice (2015).*

Woodlands Primary and Nursery School provides a broad and balanced creative curriculum for all pupils which includes developing outdoor learning opportunities and the wider curriculum offer. This policy sets out guidance on what is meant by SEND and the systems to ensure early identification, quick intervention and the assessment, review and monitoring of provision to all children. Our prime aim is that all children will have the opportunities to achieve their potential.

### **AIMS**

- Follow and work within the new SEND Code of Practice (Jan.2015)
- To ensure early identification of special needs and thus intervention to enable all children to make progress
- To work in partnership with parents, children and staff to ensure all involved are clear about targets, roles and responsibilities
- To ensure all children are included in the wider curriculum learning
- To set appropriate and challenging targets

### **DEFINITION**

The SEND Code of Practice (Jan 2015, p15) states

*A child or young person has SEND 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Woodlands Primary and Nursery School has been in its current accommodation since January 2012. This accommodation has full access to all areas on one level, numerous disabled toilets, and a hygiene room. Access to the school site has slopes and the car park has designated badge parking.

### ***English as an Additional Language (EAL)***

Children newly arrived from other countries will be given a length of time to settle and adapt to the new cultures and language for a truer assessment of their abilities. Advice and support from the Local Authority Multicultural Services is sought for the identification and assessment of special educational needs of children with EAL, as a lack of fluency in English does not necessarily equate to learning difficulties. The Multicultural Services offer assessments carried out in the child's home language to determine whether barriers to learning and progress are a language barrier or a special need.

### **STAGES of SEND**

#### **Initial Concerns**

Through observations, communication with other staff, concerns about progress and attainment, and daily ability of a child to access and engage with learning opportunities, a teacher may have initial concerns about a child. This is to be raised with the SENCo and the concern put on record for monitoring using an Initial Concern form. Teachers will put in place strategies and additional small group work to support the initial barrier to learning. This should include clearly adapted activities, additional resources to support learning opportunities and then a period of monitoring to consider the impact of these actions (Plan, Do, Review). Teachers should share initial concerns with parents and enquire about any concerns they may have, or changes in circumstances, to ensure all concerned have a shared awareness. 'Initial Concerns' children will be discussed at termly SEND

Pupil Progress Meetings, which are held between the SENCo and class teacher, and sometimes at strategic meetings held between the Lead SENCo (Tina Murray), Head (Yvonne Crilly) and Inclusion Manager (Mandy Fisher), who form the Inclusion Team.

### School Support (K code)

When a child has been an initial concern, and new initiatives have been followed and failed to make the progress expected, the child's name will be added to the SEND register. Parents will be informed that their child has been added to the SEND register. An appropriate Individual Education Plan (IEP), with specific learning and/or behaviour targets to meet the child's needs, will be written by the class teacher. The parents and child will contribute to the development of an IEP which will set out teaching and learning strategies, appropriate adaptations, resources, and interventions that will support the child's progress. The IEP will also include the 'Pupil Voice' where pupils share their strengths, difficulties and how they prefer to learn, and 'Parent Voice' is also requested.

Further assessment, advice and support may be sought from outside agencies if children show:

- little or no progress over a long period, working at attainment significantly below that expected of children of a similar age
- a continued difficulty developing Literacy and Maths skills
- emotional or behavioural difficulties that significantly and regularly interfere with the child's own learning, or that of peers, despite the implementation of behaviour strategies
- sensory or physical needs, requirement of specialist equipment or regular advice from specialist service
- on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENCo and/or the Inclusion Team may decide that a referral to an external agency is required to assess the child and advise the SENCo and teachers on strategies and resources to support the child's needs. Parental consent must be sought for outside agency involvement (e.g. Learning Support Advisory Team (LSAT), Speech and Language Services (SALT), 0-25 Access Team (Bee U service), Occupational Therapist (OT), etc). Class teachers will be asked to complete the school information sections on referral forms as they are in daily contact with the child and have the most informed information about the child's needs within school. Parents will be offered the opportunity to give additional information or comments to the referral forms.

### Inclusive School Forum (ISF)

The ISF is a school-led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND). To enable schools to intervene early, the forum has an allocation of high need top-up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and the required documentation has been completed. If the SENCo considers this is appropriate, there will be a meeting with the parent/carer of the pupil. Both parent/carer and pupil views and parent/carer consent will be gathered, alongside completed application paperwork. The SENCo will present the pupil's case at the next available forum panel, which are held monthly.

### Education Health Care Needs Assessment (EHCNA)

Where a child presents with significant and long-term learning difficulties, which meet the criteria set out by Telford and Wrekin, school will consult with the parents to make a request for an Education Health Care Needs Assessment (EHCNA). If this is accepted by the Local Authority (LA) panel, a period of LA assessment will gather and collate assessments and evidence to decide whether an Education Health Care Plan (EHCP) will be agreed. There are legal timeframes for the decisions and assessments to be completed.

### Education Health Care Plan (EHCP) (E Code)

Once an EHCNA has been agreed, this may lead to the LA issuing an EHCP. An EHCP is a legally binding document which entitles a child to the level of support written into their Plan, to meet their long-term and short-term outcomes. Annual reviews are held, at least once a year, to review a child's progress in meeting these EHCP outcomes. Parents and professionals from school, LA and outside agencies will be invited to attend and contribute to these reviews. When appropriate, staff from a receiving school will also be invited, such as the SENCO of a secondary for Y6 annual reviews.

## ***ROLES AND RESPONSIBILITIES***

### Head Teacher

The head teacher has the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body informed about SEND policy, provision, and development.

### Governors

Currently, the Link Governor for SEND is David Jackson. There are meetings between Inclusion Team members and Link Governor at least termly to review and monitor the Inclusion Team provision at Woodlands. Link governor duties include:

- Review policy
- Set up appropriate staffing and funding arrangements
- Promote high standards for all pupils including those with SEND
- Have regard for the SEND Code of Practice

### SENCO

The role of Lead SENCO is held by Tina Murray, who is supported in this role by Assistant SENCO Julia Housley. The Lead SENCO role also includes the whole school overview of SEND.

Daily, Mrs Housley has responsibility for SEND in our cognitive learning provision group, Jigsaw 1, and our nurture-based provision group, Jigsaw 2.

SENCO duties include:

- To work alongside colleagues to develop effective ways of teaching to help children to overcome barriers to learning, supporting Quality First Teaching (QFT)
- To ensure all children receive sustained effective teaching and make good progress towards their targets
- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs and disability
- Liaising with and advising teachers
- Overseeing the records of all children with special educational needs and disability
- Contributing to the in-service training of staff
- Liaising with parents of children with special educational needs and disability
- Liaising with external agencies
- Supporting and training teaching assistants
- Monitoring and evaluating the provision across school
- Monitoring the progress of children with SEND
- Completing statutory paperwork
- Liaising with local nursery settings and secondary school colleagues to support transition
- Attend LA network meetings to keep up to date with new initiatives, changes to statutory guidance and national policy changes

### Class teachers

Class teachers are responsible for:

- Planning, delivering and facilitating QFT, which includes adapted learning opportunities as per the Teaching and Learning Policy
- Writing IEPs for children identified with SEND within their class and should include succinct, measurable targets to enable children to make progress
- Reviewing and updating IEPs, termly
- Including recommendations of activities, strategies and resources from outside agency assessments and reports in the IEP
- Ensuring that a copy of the IEP is shared with the child, parents and SENCo
- Liaising with the SENCo and/or Inclusion Team to seek advice as required
- Liaising with support staff and parents/carers about provision and progress of children with SEND
- Keeping class records up-to-date
- Monitoring progress of all pupils including those with SEND within their class and attending termly Pupil Progress Meetings (PPM)
- Using the SEND identification flow diagram to identify children who may require additional support

### Teaching/Pastoral Assistants

Teaching assistants are responsible for:

- Supporting the delivery of specific programmes of support (including those given by outside agencies)
- Reading and using the IEP targets for children within the classes they work
- Supporting the teacher in assessing and reviewing IEPs, alongside the child
- Carrying out observations and share findings with the teacher and SENCo when appropriate
- Communicating successes and concerns with the teacher and child
- Monitoring the use of the IEP targets across all areas of learning
- Seeking advice from the SENCo when needed

### Parents/Carers

- Parents/carers will be informed when a child is placed on the SEND register.
- Parents/Carers are to be consulted and informed when school considers that a referral to an outside agency for assessment by a specialist is required.
- Parents/carers will usually need to give consent on referral forms to enable the referral to be made. If an outside agency is involved, parents/carers may be invited to meet with the agency involved after any assessments (or with the SENCo, if not available) and will receive a copy of any reports compiled by the outside agency. Further discussions can be held to interpret, explain and guide parents/carers on how they can implement any recommendations at home.
- Parents/carers may be required to meet with the class teacher and/or SENCo to discuss the child's needs and the provision put in place.
- Parents/carers will be given the opportunity to contribute comments to their child's IEP with regards to their own concerns and how they can support their child at home. Once these comments are recorded on the child's IEP, a copy of the child's IEP will be given to parents/carers.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### Identification

There are several ways in which the identification of SEND may be triggered, including the following:

- Records and information received from a previous setting



- Parent/carer concerns
- Pupil concerns
- Support staff/Class teacher concerns for learning behaviour, difficulties or barriers to learning that pupils may be displaying
- Analysis of termly data demonstrating low attainment and/or a little/lack of progress during Pupil Progress Meetings, despite strategies and interventions already implemented
- Referral reports or recommendations from an outside agency

**See App A for flow diagram for identification.**

### Assessment

The attainment and progress made by all pupils at Woodlands Primary and Nursery School in reading, writing and maths is carried out termly, and entered, tracked, and analysed. Senior Leaders and class teachers then complete termly Pupil Progress Meetings (PPM) using this data. With regular and rigorous monitoring of data, accurate and swift intervention is ensured for all pupils.

Assessment of children and their barriers to learning will also be conducted by observations of the child initially by the class teacher, TA and SENCO to develop a rounded picture of the child's needs. Assessments of some identified pupils are carried out by outside agencies to specify and measure gaps in learning and learning needs. These assessments are then compiled into a report, often with recommendations and strategies suggested to support the child's learning need. Recommendations and strategies to support the child's learning difficulties and/or barriers to learning should then be reflected in the IEPs of those children with SEND. IEPs will be reviewed termly to assess their impact, the child's progress and the views of the child, their teachers, and their parents/carers. Where a child has an EHCP, targets are clear and detailed and are reviewed annually by parents and professionals during an annual EHCP review.

### Individual Education Plans (IEPs)

At Woodlands Primary and Nursery School, IEPs are to be written for all children on the SEND register to formally document the provision put in place to support the child's learning needs. Targets are specific, measurable, realistic, and timed targets (SMART). IEPs are to be written by the class teacher, in conjunction with the child and support staff.

An IEP is a record of the strategies recorded to enable a child with SEND to make progress. These should include short-term targets for the child and set with the child where appropriate (in child-friendly vocabulary). The IEP should also include the teaching strategies and the provision to be put in place. The IEP should only record that which is additional to or different from the adapted curriculum that is in place as part of daily teaching and learning. The IEP should include 3 or 4 key targets and reflect any recommendations by outside agencies. IEPs should be discussed and shared with parents, the child and other staff involved in the implementation of the IEP. IEPs are to be continuously reviewed and formally reviewed termly.

### **MONITORING OF SEN**

The monitoring of provision will be carried out by the SENCO and Assistant SENCO and, at times, the SENCO in partnership with other members of the Senior Leadership Team and/or Link Governor. The quality, effectiveness and level of impact will be monitored and recorded via observations of SEND support from TAs, the learning by SEND pupils in lesson observations, book looks, pupil interviews and data analysis on progress for SEND children. Monitoring of the SEND register will take place termly, in conjunction with termly School Census data. Monitoring of children's needs will also take the form of termly 'conferencing' through the SEND PPMs with the SENCO reviewing the needs of year groups with the class teachers before the termly review of IEPs.

### **PARTNERSHIP**

Woodlands Primary will continue to build home/school links and encourage and support parents to be partners in the education of their child. Parents will be asked to contribute to and receive copies of IEPs. Before outside agencies are involved, parents will be asked for consent. Reports made by outside agencies are shared with parents and support with understanding and interpreting them will also be available from school staff. The SENCO, alongside the class teacher, will be available to

Speak with and advise parents on how they can support their child. There are regular consultation meetings held when parents are invited to school to discuss any aspect of their child's progress. Meetings can also be arranged at other times with the class teacher and/or SENCo. The Lead SENCo is accessible via school dojo system, attached to every class dojo. There are positive and supportive working relationships with the SENCos of the local cluster primary schools, our main feeder nursery settings and our 2 main secondary schools. These partnerships are particularly key to support the transition points for our children moving between settings. Partnership with the Governors will be mainly via the Link Governor for SEND, David Jackson. This partnership will include regular meetings between the SENCo and Link Governor to update on SEND provision, draw up action plans and monitor provision and its impact in joint 'learning walks' and pupil interviews. The Lead SENCo provides a half-termly SEND update to communicate to the full body of governors.

### **TRANSITION**

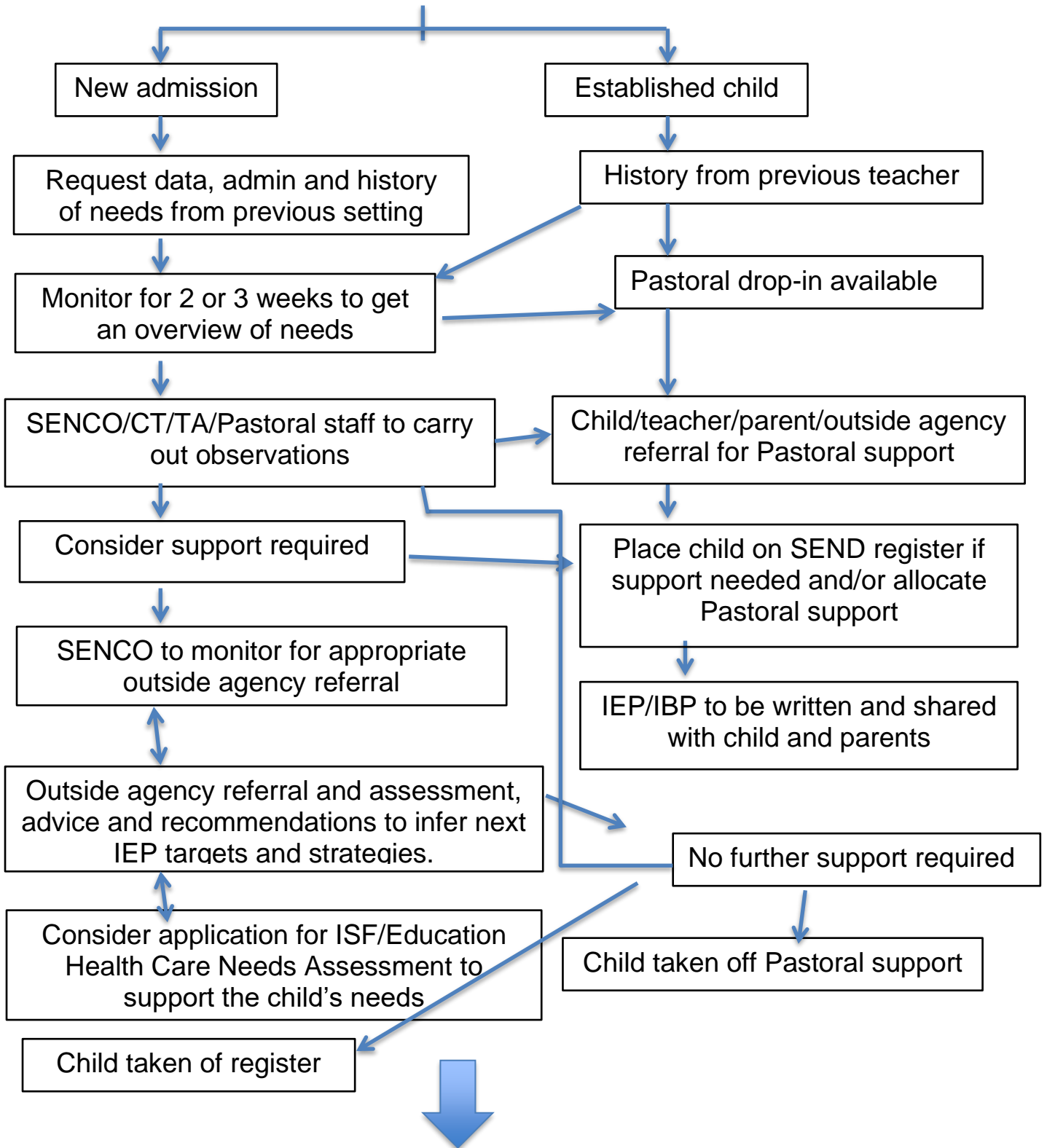
Records and educational history of new children arriving at Woodlands Primary and Nursery School during the academic year will be requested. Any child admitted with SEND will remain on the register until the termly review of the SEND register and after PPMs between the class teacher and SENCo.

Woodlands Primary and Nursery School have links and communication with local secondary schools. This is supported by the Inclusion Manager and Pastoral Team staff who deliver a transition programme to all Y6 pupils and develop specific plans for some children with SEND in liaison with the parent, child, Head Teacher, SENCo, class teacher, and staff of the receiving secondary school. Transition meetings are held between Woodlands Primary and Nursery School and the individual receiving secondary schools to share data and SEND details to facilitate a smooth transition from Y6 to Y7. In some cases, the SENCo from the future secondary school is invited to attend annual review meetings and transition meetings.

All records are prepared and passed on to receiving schools of any pupil with SEND leaving Woodlands Primary School. This will happen at the end of summer term or very early autumn term for year 6 pupils transitioning to year 7 for secondary school.

**This policy was reviewed and updated in October 2023, by Tina Murray – Lead SENCo in line with the SEND Code of Practice (2015).**

Woodlands Primary and Nursery School  
Flowchart for SEN/Pastoral Support



**SENCO/Inclusion Manager/Head to hold termly strategic meetings to review children on SEND and/or Pastoral registers**