



Wodensfield
Primary School

SEND POLICY

AIM TO BE THE BEST YOU CAN



Adopted by: Wodensfield Primary School

To Be Approved at Standards and Safeguarding Committee: 18th November 2024

Signed by Chair of Governors: 

Review date: November 2025

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Amendments

October 2021: Updated paragraph page 7 - Additional information in relation to COVID and isolation support through online learning.

September 2022 – Updated paragraph page 7 – changes in terminology around prolonged absences.

July 2023 – Updated paragraph page 4, page5, page 6 - changes in terminology.

Rationale

Learning at Wodensfield aims to inspire and motivate children to achieve their full potential. We are passionate about ensuring our children experience a broad and balanced curriculum, equipping them to become confident life-long learners capable of making a positive contribution to the wider world.

Wodensfield believes that all children have an equal right to a full and rounded education. We use our best endeavours to secure special educational provision for pupils who have a special educational need.

Definition of SEN

The Code of Practice (2014) defines children with special educational needs as children who have learning difficulties or disabilities which calls for Special Educational Provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly or greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in schools within the local educational authority.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not provided for them.

Pupils 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 are taught.

Aims

Wodensfield aims to deliver quality first teaching for all pupils. We believe in equal opportunity and will combat discrimination and prejudice on the grounds of ethnicity, gender and disability.

A child with special educational needs should have their needs met at Wodensfield. The views of the child and parents are at the heart of all decisions and support that we put into place.

Objectives

These aims will be met by:

- Creating an environment that meets the special educational needs of each child so that they can achieve their learning potential and become confident independent learners.
- Ensuring the pupils and parents views are sought and taken into account, as parents have a vital role to play in supporting their child's education.
- Have a collaborative partnership with parents, the Local Education Authority and other outside professionals, so that there is a multi-professional approach to meeting the needs of all vulnerable learners.
- There is a high level of staff expertise to meet pupil's needs, through continuing staff's professional development.
- There is support for pupils with disability and medical conditions and full inclusion in all school activities by consulting and planning with health and social care professionals.
- All staff to have clear roles and responsibilities in order to meet the needs of children with SEND.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

Educational Inclusion

We ensure that, all aspects of the curriculum meet the needs of all pupils. This takes into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. At Wodensfield we aim to meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society.

Teachers respond to individual pupil's needs by:

- Providing support for children who need help with communication, language and English.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The role of the Governing Body

The Governing Body, in cooperation with the Head Teacher determines the schools policy and approach towards the provision of children with Special Educational Needs. The Governing Body, along with the Head Teacher and SENCo ensure that all teachers are aware of the importance of providing for these children. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full Governing Body.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The responsible governor at Wodensfield is Miss K Hill. The SEND Governor ensures that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

Planning for children with SEND

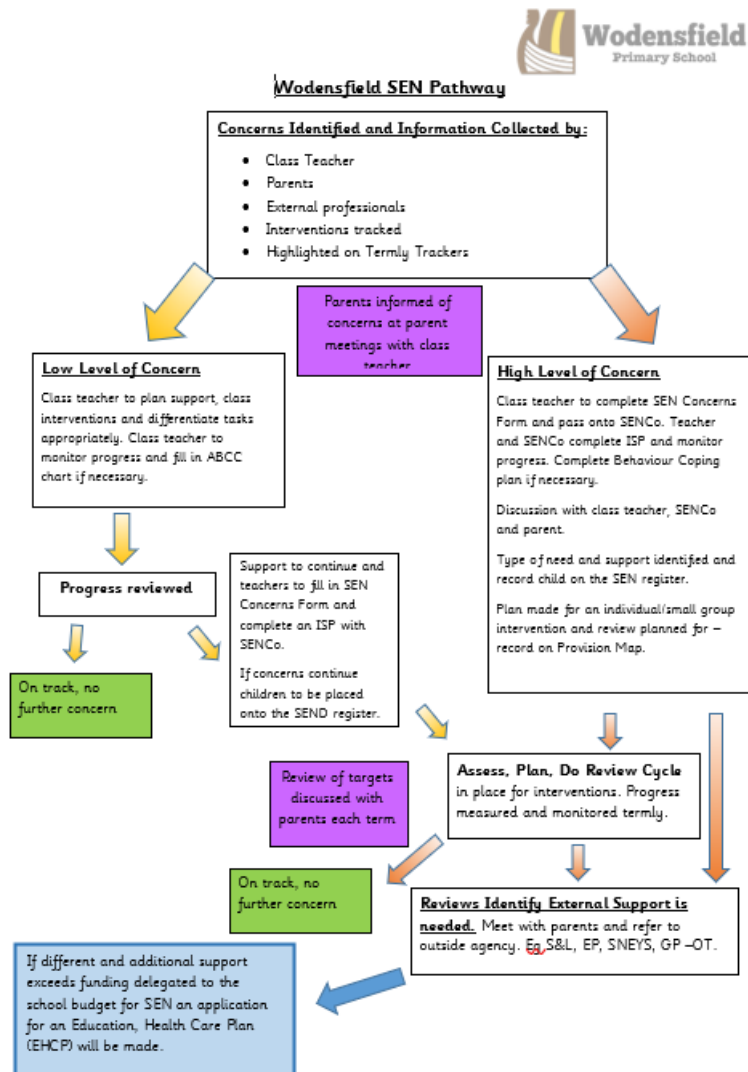
Children with special educational needs have difficulties that call for special provision to be made. At Wodensfield we aim to identify children's need at the earliest possible time so that teachers, special educational needs professional and parents can work in partnership to plan for these needs. Class teachers follow the Wodensfield SEN Pathway if they have a concern about a child.

If a child has been identified as being a "Low Level of Concern" and has a barrier to their learning appropriate provisions will be put in place and an Individual Support Plan will be implemented with specific targets set. A range of strategies can be implemented so that the barrier to learning is either reduced or removed. This level of support is called "SEN Support". The class teacher will offer interventions that are additional or different to those provided as part of the school's usual working practices. The class teacher will inform parents of the interventions in which are being provided and the targets in which they are working on, so that the learning can be supported at home.

If the barrier continues despite interventions being implemented the child may become a "High Level of Concern". In this case the SENCo, if not already, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCo will then take the lead in further assessments, working closely with the parents, the child and class teacher and refer to outside agencies who can provide advice and expertise to further support the child.

We will record all provisions on the school Provision Map. Individual Support Plans are put in place where targets will be set to break down learning into smaller more manageable steps. These targets will continue to be evaluated and reviewed at least termly.

If the child continues to demonstrate a high level of need, a request for an Educational Health and Care Plan (EHCP) will be made to the LEA. A range of written evidence about the child will support the request.



It is the role of the SENCo to:

- Work alongside the Head Teacher to lead the strategic development of the SEND policy and provision.
- Have day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision to be made to support individual children with SEND, including those children with EHCPs.
- Provide professional guidance to colleagues.
- Work closely with children, parents and other agencies to monitor pupils’ progress and plan interventions where progress is slower than expected.
- Act as a key point of contact with outside agencies and other support agencies, especially the local authority and its support services.
- Monitors and evaluates the special educational needs provision and reports to the Governing Body.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Liaise with local high schools so that support is provided for Year 6 pupils as they prepare to transfer.

Identification, Assessment and Provision

Early identification of children's Special Educational Needs is vital. The earlier action is taken the more responsive the child is likely to be, identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Assessment is not a single event it is ongoing and continuous, regular assessment will support the identification of children who are making less than expected progress given their age and individual circumstances.

Class teachers are responsible and accountable for all the pupils in their class. The progress of children with special educational needs is monitored by the class teacher and SENCo and is in line with school practice through observation and assessments. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate targets that are recorded on Individual Support Plans.

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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, staff differentiate work appropriately and use assessment to inform the next stage of learning.

If children require extra support, children will be put into small intervention groups which are additional to Quality First Teaching. Individual targets are set, which employ a small-step approach, to break down learning into smaller, more manageable steps, so that children experience success. All children with SEN support or an EHCP will have individual targets for the provisions that they are receiving.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. These groups are usually for a set period whilst taking part in the intervention strategy such as Every Child a Reader (ECR), Better Reading Partners (BRP), Precision Teaching, etc. School have also developed a 'Hub' for pupils with complex additional needs that need an individualized curriculum allowing them to access an education tailored to their needs and the development of life skills.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. We value the contribution that parents make providing the most effective support for their children.

Termly meetings with parents enabling the sharing of progress and valuable updates for example: any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

To ensure that relationships are developed between school and parents and parents with each other, we offer a half termly 'Making Connections Coffee Session' which has a specific focus every half term as well as the opportunity to share thoughts and ask questions of parents and professionals.

Monitoring and Evaluation

The SENCo monitors the movement of children within the SEND system and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo is involved in supporting teachers with any SEND barriers that children may have and guidance on interventions or equipment to provide. The SENCo and the Head Teacher hold regular meetings to review the work of the school in this area.

Support during absence

Children with SEND (whether they have an EHCP or have SEN support) may require specific support and transition for the changes to the routine that this will involve. A homework menu offer is provided by class teachers each week in which children can access through the school website. If absence is prolonged and children require a specific transition back to school plan then the SENCo will coordinate with parents to organize this. Class Teachers and the SENCo will plan to meet these needs through social stories to help with the transition, visuals in classrooms to support any changes and meetings will be held with parents to discuss transition back to full time school if needed. All discussions and specific support will be based around the individual risk assessments which have been completed previously.

Links to other policies

- [Accessibility Plan](#)
- [Behaviour Policy](#)
- [Safeguarding Policy](#)
- [SEND Information Report](#)
- [Wolverhampton Local Offer](#)

Review

Policy written in line with the July 2014 Special Educational Needs and Disability Code of Practice: 0 to 25 Statutory Guidance, Children and Families Act 2014, Equality Act 2010 (Disability) Regulations 2010.