



## SPECIAL EDUCATIONAL NEEDS (SEN) POLICY Sept 2022

Mrs Alison Norman

(Special Educational Needs Coordinator)

This policy describes how we identify and support those children at Woods Loke Primary School who have additional needs as a result of a learning difficulty and/or a disability. This Policy is written in accordance with the Special Educational Needs and Disability Code of Practice 2014 0 to 25 years which is the latest guidance (June 2014) It has also been written with reference to the following documents:

- Equality Act 2010: advice for schools DFE (2013)
- SEND Code of Practice 0-25 (2014) updated May 15
- Schools SEN Information Report Regulations (2014) updated June 17
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy should be read alongside our Curriculum Policy, our Single Equality Policy, our Behaviour Policy and our Anti Bullying Policy. It has been written in liaison with the Governing Body.

### 1. What are Special Educational Needs (SEN)

A pupil has SEN where their learning difficulty or disability calls for special educational provision namely provision different from or additional to that normally available to pupils of the same age. (Taken from SEND Code of Practice May 2015)

At Woods Loke Primary School we identify pupils with SEN within these four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We believe that every teacher is a teacher of every child or young person including those with SEN.



## **2. Aims and Objectives**

At Woods Loke Primary School we believe it is the right of every pupil to learn in a safe, secure environment, with equal opportunities for all. We are an inclusive school, committed to offering access to the curriculum which ensures the best possible progress for all of our pupils whatever their needs or abilities.

The specific objectives of our SEN policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To ensure that pupils with special educational needs and disabilities join in, as appropriate to their needs, with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure parents/carers are informed of their child's special needs and that there is effective communication between them and the school
- To ensure that pupils and their families have the opportunity to express their views and are involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate

## **3. Identification and Review of Pupil Needs**

We aim to identify pupils with SEN as early as possible. Woods Loke uses a model provided by the Local Authority to respond to pupils' special educational needs.

Where the class teacher identifies a pupil with needs which are in addition to and different from those of the other pupils they will consult with the Special Educational Needs Coordinator (SENCO) at the school. Pupils identified as having special educational needs are placed on the schools SEN register. Pupils who are identified as off track with their progress, or attainment, are identified at tracking meetings. These pupils may be offered short term intervention according to their needs. Their support is reviewed at tracking meetings. If there are still concerns about a child's rate of progress following school-based intervention programs (a graduated approach March 2020) the SENCO would liaise with outside agencies to make further assessments towards identifying a specific SEN. Pupils would then be identified on the SEN register when the school is working with outside agencies or towards a diagnosis of SEN.

## **4. SEN Register**

There are two categories of SEN need. SEN Support, where pupils have an identified Special Educational Need and support takes the form of a four-part cycle known as 'The Graduated Approach' March 2020. This means we assess, plan, do and review the needs of the child at regular intervals through the year. Pupils at the level of SEN Support will have a support plan set up by the class teacher and SENCO. These include SMART targets and are reviewed and updated regularly and shared with the parents.

The second category of SEN need is an EHC plan (Education, Health and Care Plan). An EHC plan is required if a pupil requires a referral to a specialist alternative educational provision or has a specific need and this will be reviewed at least annually and support the pupil until they are 25 and in education.

A Support Plan will contain:

- The short-term SMART targets set for the pupil
- The teaching strategies to be used
- The provision to be put in place
- Diagnosis of SEN if appropriate
- Record of external support the child is receiving

A child will remain on the SEN register and have a Support Plan while there is an SEN concern.

Where targets are achieved, new targets may be set, or a child may no longer need to remain on SEN Support. In this case they would then be **monitored** on the SEN Register and by the class teacher. Where there is no longer a concern they will then be removed from the SEN register.

### **Referral for an EHC Plan**

Where a pupil on SEN Support continues to experience significant difficulty in making adequate progress, despite having a variety of school-based intervention and outside agency support a referral for Statutory Assessment may be made. This is particularly when a pupil's needs cannot be met in our mainstream school environment and a referral to an alternative specialist educational provision is required. An EHC plan will need to be in place before a referral can be made to a specialist educational provision.

Statutory assessment is a process where the Local Authority seeks advice and information about the pupil's needs from parents/carers, the school and professionals such as Educational Psychologists, Paediatricians and Speech and Language Therapists as appropriate. This is done in consultation with the parents/carers, class teacher, SENCO and representatives from the Local Authority.

If the Local Authority refuses to proceed with statutory assessment the SENCO will meet with parents and the class teacher to review the provision for the pupil in school and formulate new strategies and next steps.

Where the Local Authority does make a statutory assessment of a pupil they may go on to issue a formal EHC plan (Education, Health and Care Plan) to provide further guidance for the school to follow. For more information about the processes involved in statutory assessment, parents are encouraged to talk to the SENCO in the first instance.

When a pupil on the SEN Register is moving into a new class, the SENCO discusses the pupil's needs with the staff involved and arranges transition meetings for parents, where appropriate. The SENCO also liaises with High Schools, other provisions and Pre-School settings to support SEN pupils moving educational settings.

### **Access to the Curriculum, the Role of Teachers, Teaching Assistants and the SEN Team**

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

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

Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational and behavioral needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teaching Staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. Lessons have clear learning objectives and teachers differentiate work appropriately, using assessment to inform the next stage of learning. Differentiation in teachers planning is informed by support plan targets written for those pupils on SEN Support or with an EHC Plan.

Teaching assistants support the teachers and all pupils in the classroom. They deliver specific programs as directed by Teachers. They may work with individuals or small groups.

Staff working with pupils who have SEN liaise regularly with the SENCO to discuss pupils' progress.

For more details about the Curriculum please see the Curriculum Policy.

### **Working with Parents and Carers**

We aim to promote good relations and positive communication with all parents/carers of pupils at Woods Loke. For parents and carers with children on the SEN register we work hard to keep them fully informed and involved.

We take into account the wishes, feelings and knowledge of the parents/ carers and children at all stages and encourage them to make an active contribution to their children's education. There are formal opportunities to share information at review meetings, but the SENCO encourages parents and carers to meet with her when they have any queries or concerns. This can be through discussions, phone calls or emails.

Targets are shared and discussed regarding the pupil's support plans. Support plans are regularly reviewed and progress is reported to parents/carers who are part of the process.

We inform parents/ carers of any outside intervention and always seek their permission before referring a pupil to outside agencies.

Communication is shared between school and home through discussions, meetings, phone calls and emails. There are times when we further support a pupil by using a 'Positive Book' which records all the good things that a pupil does. This is particularly useful when helping a pupil to build their self-esteem.

The school provides information about SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service). Parents of any pupil identified with SEN may contact the Parent Partnership Service by telephone on 01473 265210, by email to [Sendiass@suffolk.gov.uk](mailto:Sendiass@suffolk.gov.uk) or for more information about the service go to [www.suffolk.gov.uk/sendias](http://www.suffolk.gov.uk/sendias) for independent support and advice.

### **Working with External Services**

Woods Loke is fortunate to have excellent support from external services who keep in regular contact with the SENCO. This external support plays an important role in helping the school identify, assess, and make provision, for pupils with SEN.

The school nurse is available for advice and is involved with families with Safeguarding issues and those involved in the Common Assessment Framework (CAF) process as well as drop in and training opportunities.

The SENCO can make a referral to a range of outside agencies for further support and assessments if school strategies and support is not sufficient in supporting a pupil. These agencies include Speech and Language Therapists, Occupational Therapy, Newberry clinic, Specialist Education Service (for pupils with a diagnosis of autism, traits of autism or social, engagement or emotional and mental health difficulties and Educational Psychologist (EP). The professionals can come into school to observe and assess pupils and to meet with the SENCO and communicate with parents/carers. The SEN Team also receives documentation from health professionals including Paediatricians.

The school works with the Child and Adolescent Mental Health Service team (CAMHS) at Meridian House. The SEN Team attends meetings and shares information with staff regarding strategies.

The school can make referrals to a range of alternative specialist educational provisions. For example, a Hearing Impairment Unit, the Pupil Referral Units and Visual Impairment unit. We also use the Outreach Services of SES where support workers come into our school to work with the pupils. The SENCO has regular meetings with the staff from these organisations and liaises with class teachers to ensure advice is implemented in school.

### **Admission Arrangements, including Arrangements when Pupils Change Schools**

Woods Loke Primary School is an inclusive school and welcomes pupils from all backgrounds and abilities. We do not discriminate against pupils with special educational needs or disabilities. Our admission policy has due regard for the Equality Act 2010, DfE Admissions and Admissions Appeals Codes and the SEN Code of Practice 2014 (updated 2015).

Transition Meetings are held with feeder settings such as nurseries prior to a pupil with SEN joining us. If a child joins Woods Loke during the year transition arrangements will be made with the other setting to ensure a smooth transition for the child.

When a pupil with SEN joins our school, in any year group, the SENCO will contact staff of the previous setting to discuss the pupil's special educational needs. This is to ensure that relevant information is shared in order for the school to meet the pupil's needs.

When pupils on the SEN Register transfer to another school, the SENCO will pass on all SEN documentation. The SENCO is available to discuss the pupil with his/her new class teacher/SENCO.

If a pupil attends a special school on a shared or dual placement, while at Woods Loke, the SENCO liaises with parents/carers and staff at the special school to ensure continuity.

If a pupil with an EHC plan is leaving Woods Loke to attend a special school we make arrangements for the pupil, parents/carers and SENCO, to visit the school beforehand.

The local High Schools have excellent transition programmes for all pupils moving at the end of Year 6. They have additional opportunities for pupils with SEN and we liaise closely with the staff at the high schools to pass on relevant information.

## **Funding for SEN Pupils**

The LA gives mainstream schools a national SEN budget from the School's Block. The school is expected to use this budget to:

- Meet the needs of pupils with low cost, high incidence SEN
- Contribute up to a certain level, towards the costs of provision for high SEN needs, including those with high cost, low incidence SEN

The school can apply for High Needs Funding where a high level of staff support is required for the pupil. We use the updated electronic forms sent by County on a termly basis and evidence for each pupil is collected and submitted, when requested, for sample scrutiny. The SEN funding is then allocated, as appropriate, and is paid to the school on a termly basis. The funding supports SEN staffing in our school. If a pupil is on a dual placement the funding is withdrawn until the placement has finished for that child.

The school is also able to claim additional funding for SEN children in the Nursery. Reception age pupils are included in the main High Tariff Needs process and will be entered on a termly basis.

## **Facilities and Allocation of Resources**

The SENCO oversees the SEN Register for the school and provides individual fully costed Provision Maps for pupils with a high level of SEN. The Headteacher uses this information to inform the governing body of how the funding allocated to support SEN has been employed.

An annual SEN budget is used to purchase equipment for SEN support for example, specialist chairs, writing slopes, SEN assessment documents, games, Woodlands Class materials and other SEN resources.

Woods Loke Primary School is a mainstream primary school. SEN provision takes place both in and out of the classroom. There is a designated SEN sensory support Room, a sensory garden, the SEN Office, the reception and nursery intervention room (E3), the Library and on occasions the Headteacher's or Deputy Headteacher's offices are also used for group work and one to one work with pupils. The SENCO coordinates the use of rooms for SEN on a regular basis in order to accommodate outside agencies and make the most effective use of resources across the whole school.

There is an equipped disabled toilet and ramps for access to the school building. Matters relating to physical access to school facilities and adjustments to the environment to enable access for those with a disability are covered in our Accessibility Plan which forms part of our Single Equality Scheme. PEEPs (Personal Emergency Evacuation Plans) are also in place for pupils with restricted mobility. See our accessibility plan on our website

9.6 Specialised medication for individual pupils is stored safely along with clear instructions for use. Each Key Stage holds a Care Plan folder for their department and full copies are also kept by the Pastoral Support Lead. The Pastoral Support Lead regularly checks that all care plan medications and inhalers are in school and in date. Mrs Paisley our First Aid Teaching Assistant checks all the First Aid kits, resources and bags for trips regularly. All antibiotics, and other medications needing refrigeration, are signed in and out and stored in the medication fridge in the office. Please refer to the school Administering Medicine and First Aid Policy for full details about how and when the school administers medicines.

## **5. The Role of the SENCO**

The SENCO is responsible for the SEN Policy and its day to day implementation within the school. The current SENCO is Mrs Norman and her responsibilities include:

### **10.1 Supporting Staff**

- Managing a team of SEN teaching assistants and Pastoral Team and allocating members of the response team to support areas of greatest SEN need across the school on a daily basis.
- Assisting teachers in identifying pupils with special educational needs and helping to develop and implement strategies to put in place to support pupils to make progress through the 'Learning made easier' toolkit and referral document.
- Advising teaching and non-teaching staff on the support of SEN pupils through differentiation.
- Assisting teachers with the writing of Support Plans and strategies and resources linked to these, such as visual timetables etc.
- Support for pupils with an EHC plan and ensuring annual reviews are conducted.
- Liaising with teaching assistants and monitoring intervention groups in place.
- Supporting and advising the school's Pastoral Support Lead and Nurture practitioner, monitoring social, emotional and behavioral interventions.

### **10.2 Training**

- Identifying and providing for the training needs of the whole SEN support team
- Ensuring that information about relevant courses and meetings are available to teachers and teaching assistants and the SEN team.
- Ensuring that when the school wishes to introduce a new strategy, those who will deliver the intervention are provided with the appropriate training and support.

### **10.3 Working with Pupils, Parents/Carers**

- Assessing individual pupil needs through discussions with parents, teachers and observing pupils in class.
- Raising awareness to parents whose children are on the SEN Register, and liaising with these parents regarding their progress and inform parents of the strategies that are in place to support their child.
- Arrange and attend review meetings.

### **10.4 Working with External Agencies**

- Liaising with support services as necessary and supporting teachers to implement suggested strategies to support the child.
- Refer a child to the relevant agency according to their need.
- Attend meetings with external agencies to discuss pupil progress and plan next steps.
- Liaising with other schools as necessary, e.g. to support transition.

### **10.5 Funding and Allocation of Resources**

- Operating the SEN budget
- Managing and completing the SEN HighNeeds process
- Generating a Provision Map, which is sent as evidence to support HTN applications.

### **10.6 Monitoring and Evaluation**

- See section 11 of this policy

## **10.7 Developing SEN Provision**

- Attending SEN Network Meetings in our local cluster.
- Continuing to look for further opportunities to develop our provision for SEN pupils
- Attending courses relating to SEN.
- Attending County CPD opportunities.

## **10.8 Record Keeping**

- Keeping a Special Needs Register which is updated regularly. This lists all the pupils with SEN and their status with regards to Monitoring, SEN Support or EHC plan. The Register also highlights the specific area of need and records any diagnosis given.
- Securely maintaining a file for each pupil on the SEN Register. The files contain all SEN documentation related to the pupil.
- Maintaining copies of Support Plans for each pupil that are used by class teachers
- Maintaining a chronology of each SEN pupil which gives details of all incidents, letters and reports, notifications and meetings
- The SENCO updates the electronic diary so that everybody is aware of observations, meetings, outside agency involvement etc.

- **Monitoring and Evaluation**

11.1 The SENCO works closely with teachers and teaching assistants checking on pupils' progress. Support Plans are reviewed, and the impact of interventions are assessed.

11.2 Tracking is discussed between the SENCO and teacher. Data is scrutinised. This determines whether SEN pupils are on track to meet their targets. If they are not on track additional strategies are added to their programme of learning. These meetings are also useful to identify pupils who may need to be added to the SEN Register.

11.3 The SENCO monitors the movement of pupils within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.4 The SENCO carries out the Performance Management of SEN teaching assistants. They monitor the impact of interventions they conduct and the use of Support Plans as working documents.

11.5 The SENCO keeps the Headteacher informed on the progress of individuals and groups of pupils. The SENCO's performance is managed by the Head teacher.

11.6 The SENCO meets with the SEN Governor throughout the year for monitoring purposes.

## **6. The Role of the Headteacher**

12.1 The Headteacher is responsible for overseeing and assisting with the efficient implementation of the SEN Policy. The SENCO and the Headteacher meet regularly to discuss SEN matters.



12.2 The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for SEN provision within the school, including the provision for pupils with Educational Health Care Plans.

### **7. The Role of the Governing Body**

The governing body, as a whole, is responsible for ensuring the school makes appropriate provision with regards to special educational needs. This governor meets regularly with the SENCO and reports to the governing body.

### **8. Complaints Procedure**

14.1 We aim for a close working partnership with parents/carers and, if they are anxious about any aspect of their pupil's education, we encourage them to approach the school. In the first instance parents should raise any concern they have with their child's class teacher. Following this, a meeting may be arranged with the SENCO, Key Stage Manager or Headteacher, as appropriate.

14.2 A copy of the school complaints procedure is available on the school website or on request from the school office.

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

Some pupils, for whom English is not their first language, may need support at some stage. However, any lack of competence in English must not be equated with the definition of SEN as described in this policy. See our English as an Additional Language Policy.

### **10. Gifted and Talented**

We have a register of gifted and talented and more able pupils which is reviewed regularly. Provision for them is made within differentiation in lesson planning. See our Gifted and Talented Policy.

This Policy was agreed by the Governing Body on -----

Mr. J. Crawley  
Head Teacher

Mr. P Humphrey  
Chair of Governors

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Reviewed: September 2022

Date of next review: September 2023