

Special Educational Needs and Disabilities Policy

Woodside Junior School

	ODBST	
Policy Level:	3	ODBST Statutory Policy Guidance All Academies must adopt a policy on this topic/area. All Local Governing Bodies will follow and have due regard to this guidance when drafting their local policy. No approval from the ODBST Board is necessary.
Other related ODBST policies and procedures:	Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme, Safeguarding Policy, Behaviour Policy Guidance, Use of Reasonable Force Policy Guidance	
Committee responsible:	Academy Effectiveness Committee	
Approved by:	AEC	
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Version	Date	Comments
New policy provided by Trust	November 2020	This Policy needs to be approved by the Governing Body September 2021 To be reviewed September 2022

ODBST SPECIAL EDUCATIONAL NEEDS AND DISABILITIES Policy Guidance

The Oxford Diocesan Bucks Schools Trust (ODBST) promotes and encourages its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. They promote care and respect and expect high standards in all aspects of school life. Each school's curriculum will offer a spiritual and moral basis for the development of each pupil's potential and a sure foundation for personal and social values based on the individual. It will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

*... stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit,
encourages the will to do good and opens the heart to others*

The Way Ahead 2001

Definition of Special Educational Need (SEND)

Woodside Junior School adheres to the definition of Special Education Needs from the Code of Practice 2015 which states that;

- A child or young person has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has Special Education Needs if they:

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

Additional provision means:

Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because of their home language, or form of the home language, is different from that in which they are taught.

Our school will have due regard for the Code of Practice 2015 when carrying out our duties towards all pupils with additional needs and ensure that parents are notified when additional provision is being made for their child.



Inclusion statement

Governors and staff of Woodside Junior School endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Woodside Junior School is fully committed to inclusion and developing an environment in which the teaching, learning, achievements, attitudes and well-being of all the children matters. The school believes that all pupils should be equally valued - regardless of ability, need, race, colour or creed. All pupils should have equal opportunities to engage intellectually, socially and physically in all aspects of school life.

Woodside Junior School strives to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

This policy builds on the Trust's Curriculum Policy Guidance which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body of Woodside School will ensure that appropriate provision will be made for all pupils with SEND.

Policy

Aims and Objectives of this Policy

- To ensure the Current 2015 SEND Code of Practice, the Special Educational Needs and Disability Act (SENDA) and other relevant legislation and guidance are effectively implemented across the school.
- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- Monitor our effectiveness in achieving the above aims

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

In accordance with the Code of Practice 2015 and our school requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements.



Management of SEND within Woodside School

All staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Learning Support Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of LSAs is class based to support the curriculum and deliver a range of intervention programmes to support children who have a greater need.

In line with the recommendations in the SEND Code of Practice 2015¹ and its 2020 update, the SENDCO is responsible for:

- Overseeing the day to day operation of this policy in partnership with the senior leadership team
- Supports and advises colleagues
- Works with staff to draft Support Plans
- Oversees and quality assures all interventions
- Monitors and evaluates the SEND provision and reports to the governing body;
- Manages a range of resources, human and material, to enable appropriate provision for children with SEND;
- Has responsibility for disseminating new initiatives in school intended to target and personalise learning for individual children;
- Evaluates data and planning around provision mapping and intervention groups.
- Co-ordinating provision for children with special educational needs in partnership with the Headteacher and relevant staff
- Liaising with the relevant Designated Teacher where a looked after pupil has special educational needs. At Woodside the Designated LAC teacher is the Headteacher.
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND in conjunction with class teachers and other relevant staff
- Contributing to and leading the in-service training of staff
- Liaising with external agencies including the Local Authority's support and Educational Psychology services, Early Years providers, other schools, health and social services and voluntary bodies.
- Being the key point of contact with external agencies, especially the Local Authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned
- Managing Learning Support Assistants in partnership with the Headteacher/Deputy Headteacher
- Working with the school's Senior Leadership Team and Local Governing Body (LGB) to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

¹ [Special educational needs and disability code of practice: 0 to 25 years](#)



Identification and Assessment

Identifying Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

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

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. The SEND Code of Practice (2015) outlines four broad areas of need, namely:

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

There may be other circumstances that may have an impact on a pupil's progress and attainment. These are not classed as special educational needs.

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

The Woodside Junior School follows the 2015 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using school tracking to monitor progress. Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEN List at the Targeted Support stage. Parents are consulted before this decision is made.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work, and plan homework effectively.



All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with additional needs have either a Support Plan or are included in a Year Group Provision Map, showing support in place, as appropriate, in addition to the Quality First teaching they are exposed to at all times in class.

The school supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, the pupils are not withdrawn from the classroom learning. 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.

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEND Code of Practice 2015.

Request for Educational Health Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need (in planning provision and identifying resources) is required. The decision to make a referral for an Education Health Care Plan (EHC Plan) will be taken at a Pupil Progress Review meeting. The SENDCo, where possible, will be part of this meeting. The application for an EHC Plan will combine information from a variety of sources including parents, teachers, SENDCo, Social Care (if relevant) and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

Education, Health and Care Plans (EHC Plans)

Following Statutory Assessment, an EHC Plan will be provided by Buckinghamshire County Council if it is decided that the child's needs are not being met by the support that is otherwise available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Partnership with Parents/Carers



The school aims to work in close partnership with parents and carers. Woodside Junior School values the knowledge; views and first-hand experience that parents and carers have that can contribute immensely to the development of their child's education. Parents and carers are essential partners in the educational process and are encouraged to keep in regular contact with the school about their child's progress and are encouraged to contact the SENDCo with any concerns about their child's special educational provision. This is in addition to the two parent / teacher meetings: autumn term and spring term and report discussion opportunity in the summer term; an appointment with the SENDCo can be arranged at any time that parents have a specific concern.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2015). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils.

Links with Other Services

As a school we work collaboratively with other agencies to support fully the needs of the child and the family. Sharing knowledge and information with our support services is the key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

Continuous Professional development

In order to maintain and develop the quality of our provision, Woodside's Governing Body expects the staff to undertake appropriate training. Recent courses undertaken should be reported to Governors in the Headteacher's termly report.

Resources

The provision for SEND is funded by allocating additional funding to specific aspects of the budget including staffing, resourcing and Continuous Professional Development. Such funding is not regarded as part of the school's General Annual Grant and so is not subject to the annual academy charge. Funds are deployed locally to implement the SEND policy.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher using the Trust's complaints policy. The Trust, through the CEO, may be involved if necessary. Clear procedures are set out in the Trust Complaints Policy. The Woodside School also has its own Complaints Policy, which is available on the school's website.

Dissemination and Review

This policy, once approved by the Governing Body will be reviewed annually.

This policy needs to be read in conjunction with schools' policies on Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme.



Policy Implementation

A Graduated Approach to SEN Support / Managing Pupil's Needs Quality First Teaching

- All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children, Quality First teaching always being our key aim for every child to experience throughout their time at Woodside.
- All class teachers provide differentiated learning opportunities that aid pupils' academic progression. This may be through additional support, use of ICT, practical opportunities to extend their learning, evidence recorded by staff.
- Any pupils who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored by class teachers and discussed during Pupil Progress meetings (termly) in order to gauge their level of learning and possible difficulties.
- Class teachers complete Year Group Provision Map, where additional support for all pupils who require different or extra support is noted. This is evaluated half-termly.
- Class teachers are asked to complete a Concern Form, where the additional 'in class' provision has a minimal impact on child's progress. The SENDCo will be consulted, as needed, for support and advice. It is then determined which level of provision the child will need to make progress. Parents will be consulted at this stage.
- At this stage, pupils are not recorded on the school's SEN List.
- If a pupil has recently been removed from the SEN list, they may continue to be monitored, if necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

All support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

SEN Provision

- Pupils are identified as having SEN if they do not make adequate progress despite good quality first teaching and appropriate intervention (as per Year Provision Map) and individual targeted support.
- Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be recorded as being on the SEN list as "SEN Support". The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.



- If the individual targeted support review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. Where pupils' educational needs cannot be met through the interventions listed in the School Offer, higher level interventions will be implemented with the support of additional services, such as Speech & Language. External support services will provide information for the child's new Support Plan.
- HNBF (Higher Needs Block Funding) is applied for where felt appropriate, to access additional funding for a short and specific period of time. Where necessary, a HNBF application is then sent to the Local Authority, where HNBF staff assess the bids. Schools are informed whether or not an application for additional funding has been agreed. Any support funded by HNBF is given in addition to support already provided by the school. The SENDCO will work in partnership with outside agencies and parents/carers to co-ordinate how this money is most appropriately used to support the child's needs.
- When necessary Woodside will support an application for an Education, Health and Care Plan (EHCP). A person centred review will be held to assess the pupil's strengths and next steps. The application for an EHCP is a 20 week process from the local authority's receipt of the request.

Other Agencies

As a school we work collaboratively with other agencies to fully support the needs of the child and the family. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents. The following services may be involved as, and when, necessary:

- Occupational Therapy
- Speech and Language Therapy
- Specialist Teaching Services (visual impairment team, hearing impairment team, physical disability team, cognition and learning team, speech, language and communication team)
- School Nurse
- Physiotherapy
- Community Paediatrics
- Pupil Referral Unit
- CAMHs (Child and Adolescent Mental Health Service)
- Family Resilience
- Social Care
- County SEN Team

The Role of the Governing Body

The Woodside's Governing Body has due regard to the Code of Practice 2015 and Equality Act 2010 when carrying out its duties toward all pupils with SEND. It does its best to secure the necessary



provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA, the Trust and other schools, when appropriate, and ensure that appropriate information is placed on the website for parents.

The Woodside Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The named SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SENDCO has designated responsibility for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP. The Business Manager reports to the governing body regarding the allocation of SEND funding. The SENDCO can apply for funding through the Disability Access Grant to supply resources such as handrails, access ramps and modifications to the school building. The Headteacher and the SENDCO meet regularly to agree on how to use funds directly related to EHCPs.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The SENDCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Social and Emotional Well Being

At Woodside we are committed to developing the social and emotional wellbeing of every child. In some cases children may need additional support in this area. The SENDCO will liaise with external agencies such as CAMHS, the Pupil Referral Unit (PRU), Community Educational Psychologist and School Health Teams.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEN system in school. The SENDCO is also involved in supporting teachers involved in developing Year Group Provision Maps. The SENDCO and the Headteacher monitor the work of the school in this area through Pupil Progress meetings and regular monitoring of teaching and learning within the school.

There is a named governor responsible for monitoring provision for SEND within the school. This governor meets with the SENDCO to scrutinise evidence. The Governing Body, in consultation with the SENDCO, reviews this policy annually and considers any amendments.

Transition

Woodside Junior School supports transition throughout the school and will liaise with appropriate secondary school Transition Teams, the school's feeder school (St. George's School) as well as any other feeder infant schools. Year 2 pupils have the opportunity to meet their new teacher during the summer term and additional visits to the school are arranged where appropriate. Year 6 staff



and the SENDCO liaise with all receiving schools to ensure smooth transition and that all relevant documentation is passed on sensitively.

Reviewing the Policy

In line with the Code of Practice (2015), the SEN policy is reviewed annually alongside the review of the School's annual SEN Report

