

Woodside Primary Academy

SEN policy

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Woodside Primary Academy SEN Policy

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) a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

At Woodside Primary Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning

Responsibility for the coordination of SEN provision

- The person responsible for overseeing Inclusion is Justine Heath (Head of School)
- The person co-ordinating the day to day provision of education for pupils with SEN is the Inclusion Team: Justine Head (Head of School), Lema Osman (SENCo) and Charlotte Evans (SENCo).

Facilities for pupils with SEN

The school complies with all relevant accessibility requirements.

Identification of pupils needs

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the SEN register will be updated. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and that barriers to learning are removed. The support provided consists of a four – part process:

- Assess – what are the child's current needs?
- Plan – what do we need to do to support the pupil effectively?
- Do – put support in place
- Review – what impact did the support have?

This is an ongoing cycle which will allow our provision to be reviewed and refined. This cycle allows the school to identify what support is most effective in helping the pupil make good progress.

Referral for an Education, Health and 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 a lack of clarity around the needs of the child, are such that a multi-agency approach is needed to plan provision and identify resources needed.

The decision to make a referral for an Education, Health and Care Plan will be taken following a meeting with a member of the Inclusion Team. 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 or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Working in partnerships with parents

Woodside Primary Academy believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing academic and personal progress of children with SEN

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Links with other schools

The academy works in partnership with the other schools such as those within the Whitefield Academy Trust. This enables our academy to ensure consistent practise and accurate assessment procedures.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues.