

WOODHOUSE PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY
April 2025

‘Wisdom Grows From Wonder’

Aims

The aims of this policy are:

- To create a positive learning environment which meets the needs of all children with SEND.
- To provide a differentiated curriculum appropriate to and inclusive of an individual’s needs and abilities.
- Ensure the early identification of special educational needs and that these needs are assessed and provided for
- To identify the roles and responsibilities of all staff in providing for and supporting a child’s disability and/or special educational needs
- To enable all children to have full access to all elements of the school curriculum and school activities.
- To ensure, where possible and appropriate, that SEND pupils are involved in the development of their progress and achievements.
- To ensure that parents of SEND children fully participate in the decision making of targeted outcomes for their child’s future and are kept fully informed of their child’s progress and attainment.

Objectives.

To fulfil these aims at Woodhouse we work together as a team, with parents and other supporting agencies to achieve:

- Carefully structured policies and programmes of work in all areas of the curriculum which also link into the SEND policy and framework. This then ensures that SEND children receive fully integrated and individual learning programmes to match and support their specific needs.
- A social and behavioural education programme that helps to provide children with the skills to care for themselves and for others and to exercise appropriate behaviour.
- A stimulating teaching environment and an ethos that develops the confidence and the knowledge for all children to deal with new and challenging tasks and situations.
- Establish links and partnerships which promote outcomes with high aspirations for the future of all children.

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child is considered to have a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of children of the same age; or if a child has a disability, which prevents him/her making use of the educational facilities of a kind generally provided in schools concerned with children of his/her age.

Within our school all children to which the above definition applies will be closely monitored and given extra, relevant support as part of our Special Needs Policy.

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

Provision for Special Educational and Disability Needs

Special educational and disability provision is provision, which is additional to, or different from that provision made for children of a similar age. It is therefore our policy to ensure that children with a disability and/or special educational needs are:

- Identified and monitored closely, with regular assessment to ensure specific targets and outcomes are set and progress is measured.
- Given well-structured programmes of work to suit their needs.
- Receive quality first teaching within the classroom and where necessary, high quality small group teaching or individual teaching support sessions.
- Discussed regularly with parents who will contribute to decisions made to support their child's education and progress.
- Given resources appropriate to their needs and receive multi-sensory teaching.
- Supported in a positive way by all members of staff.
- Given the appropriate support by other outside agencies, with school staff and parents liaising with teams to ensure that education, health and care services work together.

Support Teaching

Teaching by an additional adult may be given as part of a child's SEND provision, and where support teaching is available and deemed necessary, it will be dependent on the child's specific needs as to whether the child is either withdrawn from the class or receives that provision within the whole class teaching environment. Withdrawal for support could occur if a child for example: has a hearing impairment; social /behavioural needs; speech and language needs; receives group support for learning needs; or receives individual support for learning needs. The support teaching which is given within the framework of this policy may be given, by the Head teacher, Support Services, Special Needs Co-ordinator, teaching assistants, or a teacher.

Identification and Entry on to SEND Provision

To help identify, monitor and cater for the needs of children with a disability and/or special needs at Woodhouse, all staff will follow the specific stages of support as outlined in the Code of Practice 2014. This code of practice encourages a graduated approach (for the most part) towards supporting SEND. The Graduated Approach system is a part of the national SEND Code of Practice. It encourages and requires schools to build support gradually, using assessment, planning, action and review to help increase support when required. Quality First Teaching is the first approach used for all children to develop their learning. Then assessments may indicate that school needs to provide more specific support to enable progress for a child. Trafford's Graduated Approach documentation is then used as a guide by staff to help decide if full SEND support and provision is required. The Graduated Approach states that if a child is showing consistent difficulties and needs within progress which are not being met by well-structured quality classroom teaching then SEND provision must be considered by the school in discussion with parents. Lack of adequate progress or inconsistent progress is seen as a significant factor in considering the need to begin SEND provision with a child. Data, including personal pupil progress, comparisons with national expectations, the child's views and self-confidence within their learning, parents/carers views and possibly data gathered from outside agencies will all be taken into account when SEND provision is being considered. Once SEND support has been decided specific cycles of provision are applied by the school. If serious concerns about progress still remain the school, liaising with parents and possibly other support agencies, might apply for formal assessment of needs by the local authority. Therefore due to this graduated system there are three broad levels of SEND in which a child may fit into.

SEND School Support

At School Support level for special educational needs, it is the school, along with the parents and where necessary the addition of assistance from outside agencies, who are giving and making the provision to meet the child's needs and support learning. At the early stages of identification of possible needs, the class teacher will discuss concerns with the parent and consult the Special Needs Co-ordinator and Head Teacher for further support and advice. Together, they will plan for a child's needs and use the school's SEND procedures and policy to support planning, recording and assessing the development of targets and outcomes for the child. The parents will be informed of the steps being taken by the school to meet their child's needs and they will be encouraged to give their views and participate in contributing to support. A Support Plan will then be developed by the class teacher in consultation with the Special Needs Co-ordinator. Support Plans will record targets, strategies to use and provision to be given. Outcomes and achievement of targets will be reviewed on average twice a year but more often, if required by the needs of a particular child. Children at this stage of support will receive regular targeted provision by either the class teacher, Special Needs Teaching Assistants or the SENDCO, and targeted support within class lessons by the class teacher and class teaching assistant. The provision may focus on teaching being delivered in small groups, using multi-sensory methods and ensuring over learning and consolidation take place. The learning challenges will be aimed at helping to meet the targets and reach the outcomes given on the child's Support Plan. School will undertake, as far as is possible, to provide any alternative learning materials/specialist equipment that is needed. Outside agencies, where applicable, will be contacted for general advice on strategies, equipment or staff training.

For some children however, despite some additional support, there will be increasing concern about their progress. All children, including SEND children, are closely monitored through regular teacher assessment which follows the whole school assessment procedures. This assessment, along with the Support Plan reviews and analysis of all school SEND data by the SENDCO and The Senior Leadership Team, feeds into the review stage of the cycle within the graduated approach. If results show that a pupil is increasingly and significantly behind in working towards the achievement expected within their year group attainment and year group learning expectations, the school may then provide further intervention. Additional specific programmes which give further precise personalised learning could be introduced and used daily, or two/three times per week depending on need and staffing resources. Also advice and expertise from support services such as: Speech and Language and SENAS will be sought if required. Parents are always consulted beforehand, if their child is deemed as needing assessment or support from any service.

Finally, the school's Educational Psychologist, may become involved in helping to analyse a child's needs if this is required. The Educational Psychologist will work in consultation with the parents, the school and any of the support teams who are involved with the child. They can support moderation and analysis of the needs of a child if a statutory request for an Education Health and Care plan is to be put forward to the authority. The procedure for this is as follows.

Statutory Request for an Education, Health and Care Plan

The statutory request for an EHC Plan is at the next level of the graduated approach to SEND. A child that is considered to need the help of the local education authority in determining the provision needed to meet his/her disability and/or special educational needs will be referred for a formal assessment of needs which may lead to an Education, Health and Care Plan. A request for this level of formal assessment of a child's needs can be put forward by: parents, schools, carers and/or health and support teams. Once the authority has received the request for a formal assessment of needs, they will analyse the information and data put forward and then determine if this assessment is necessary. They must make a decision on how they intend to proceed within six weeks and inform the parent of this. If it is decided that assessment for an EHC Plan will take place, the whole process of the assessment of needs and the issue of the EHC Plan (if given) must take no more than twenty weeks. If it is decided that an EHC Plan will not be issued, parents will be informed within sixteen weeks. Parents may appeal this decision.

Education, Health and Care Plan

A proposal of an EHC Plan is the final tier of the graduated approach to SEND. The EHC Plan is a legal document produced by the local authority and its purpose is to ensure that the necessary SEND provision to meet the SEND needs of the child is put in place and therefore to secure the best possible outcomes for them across education, health and care services. An EHC Plan can run from the ages 0-25 and as a child or young person becomes older, prepare them for early adulthood. The LA will use the EHC Plan to:

- Establish and record the views, interests and aspirations of the child/young person and their parents/carers
- Provide a full description of the child's SEND needs and any other health and social needs
- Establish outcomes across education, health and social care based on the given needs and aspirations
- Specify the provision required from education, health and care services and how they will work together to meet the child's needs and support achievement of the agreed outcomes.

The assessment to support the development of the EHC Plan will include: parental/carer's views, the child/young person's views, educational, medical, psychological and social advice. All reports developed to support the EHC Plan will be seen and discussed with parents. If an EHC Plan is awarded, parents/carers may request a personal budget, which they themselves will use to secure the appropriate provision for their child or they may allow the school to apply the funding given in the personal budget for the child, to secure resources. Applications would need to be made to the LA if a personal budget was required and it is the authority who will inform parents/carers of their policy on/eligibility criteria for receiving a SEND personal budget. As always, parents/carers have the right of appeal to a given EHC Plan. Once the draft plan is sent to them, parents have fifteen days to consider the provision outlined within it and if required request changes by the authority.

Reviews of Education Health and Care Plans

Reviews of an Education Health and Care Plan follow the statutory requirements of the SEND Code of Practice and are held annually. The SENDCO, overseen by the Head Teacher, will ensure all necessary documentation is completed and issued to all attending the review, including the local authority. Parental/carer views on provision and progress and the child's views are included in this documentation. Parents, outside agencies, the LA, relevant school staff and the child are also invited to attend the review. The aim of the review is: to assess progress, the provision given within the EHC Plan, the appropriateness of maintaining the EHC Plan and to set new targets to support future outcomes for the child. A review held for a child in Year 5 will also need to discuss and indicate the provision for secondary school and under the LA legislation all Year 6 pupils will now have their Annual Review of their EHC Plan in the first half of the autumn term. This is to ensure that there is sufficient time to assess and manage the placement of

Year 6 pupils into the correct high school for their needs. If serious concerns about the child arise before an Annual Review is due to be held, an interim review can be called to discuss issues and any changes needed to provision within the EHC Plan.

Medical Needs

Children with medical conditions, are fully supported at Woodhouse and all efforts are made to provide the provision and resources required to meet their needs. Where required, individual healthcare plans will be set up in liaison with parents/carers, the supporting medical teams/agencies and where appropriate the child. Further detail on these plans is given in the school's policy on supporting children with medical conditions. If a child with a medical condition also has SEND needs, their full provision will be detailed in their individual healthcare plan. School follows the statutory guidance set on supporting medical needs as outlined in our medical practices policy.

Assessment, Recording and Reporting.

All children are entitled to a broad and balanced curriculum and have an entitlement to either the Early Years' Curriculum or the National Curriculum. Children with SEND follow these curriculums at their own pace and level, using Support Plans to support their learning. As for all children, they are regularly assessed using teacher assessments and if required some specific testing procedures. Their achievements and progression will then be recorded using either the EYFS learning goals, or NC performance descriptors. This recording and assessment are all a part of the whole school assessment procedures adopted at Woodhouse.

In addition to this assessment, children with SEND have further monitoring of their development through the graduated approach of the Code of Practice, detailed above, which is recorded in the class teacher's SEND File and in the school SENDCO's individual special needs files. Class teachers update a child's Support Plan twice a year, or as deemed necessary, evaluating and recording a child's progress and planning future targets and outcomes. The SENDCO also analyses all data of children, this analysis is made three times a year at the end of each term and this additional monitoring is then used to inform future targets and outcomes and the provision needed to reach these. The additional monitoring of all children's progress also helps to inform the SENDCO of any child who is not making age related expectations and so requires the start of provision within the level of SEND School Support or of any child who has closed the gap on achievement and now no longer requires extra, additional support.

However in a few, very specific cases, there may be some children for whom certain parts of the EYFS and the NC may not be appropriate. These children may require a disapplication from a specific part of the curriculums and if this is the case, this will be written into a child's EHC Plan.

It may also be necessary for the Head Teacher to make a temporary exemption to the curriculum. This is seen as a rare occurrence but it may be necessary for example if a child returns to school after a long period of hospitalisation. This temporary exemption of any part of the school curriculum will be for a six-month period and then reviewed. The Head Teacher will discuss the need for a temporary exemption with the parents/carers and inform the governing body.

Admissions Arrangements for Pupils with SEND

At Woodhouse we follow the procedures laid down by the SEND Code of Practice, to provide the special educational provision needed to meet the needs of all children. Therefore the admission procedure for pupils with SEND is the same procedure which is used for all children wishing to enter the school. These admission arrangements follow the authority's policy, a copy of which is available in school.

The Role of the SENDCO at Woodhouse is to:

- Manage the day to day operation of the SEND policy.
- Coordinate the provision for and manage the responses to children's SEND needs.
- Support class teachers and teaching assistants.
- Maintain the school's SEND register and support staff in maintaining their class SEND files.
- Track and analyse the progression of all children with SEND.
- Ensure all children receive a Graduated Approach to their needs as required by the SEND Code of Practice.
- Ensure referrals to the appropriate outside agency are made and follow the requested pathway of evidence and consultation with both child and parent/carer. Contribute and assist in compiling the necessary documentation to support the requirements for referrals.
- Informing parents/carers of SEND provision that has been made for their child.
- Link with parents/carers and support discussion and integration of parent/carer views and aspirations into the planned outcomes for their child.

- Maintain resources and a range of teaching materials to enable appropriate provision to be made.
- Link with external agencies and ensure meetings with staff, parents/carers and pupils are organised appropriately.
- Report to the governing body.
- Contribute to CPD training.

The Role of the Governing Body for SEND at Woodhouse is to:

- Ensure that provision of a high standard of teaching and assessment is made for SEND pupils.
- Ensure that a 'responsible person' is identified to inform on, monitor and support all SEND provision, especially the Education, Health and Care plans of children.
- Ensure that SEND pupils are fully involved in school activities.
- Have regard to the Code of Practice 2014 when carrying out these responsibilities.
- Be fully involved in developing, monitoring and subsequently reviewing SEND policy.
- Report annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

The Role of the Class Teacher for SEND at Woodhouse is to:

- Ensuring a high standard of quality classroom teaching is given for all in all lessons.
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the SENDCO, parents/carers and child to decide the action required to assist the pupil to progress.
- Working with the SENDCO, parents/carers and outside agencies to collect all available information on the pupil when assessing needs.
- In collaboration with the SENDCO, parents/carers, child and if applicable outside agencies, develop Support Plans for SEND pupils and where required Individual Health Plans for those who have some medical need but do not require specific provision for progress in their learning.
- Working with SEND pupils on a daily basis to deliver the Support Plan of targets within differentiated planning.
- Developing constructive relationships with parents and children.
- Being involved in the development of the school's SEND policy.
- Undertaking training and development courses to promote knowledge and skills to support children with SEND.

The Role of the Head Teacher for SEND at Woodhouse includes:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENDCO/SEND team.
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies promote involvement of the parent/carer in deciding outcomes within their child's education.
- Ensuring that all children with SEND participate as fully as possible in all areas of the school curriculum and school life.
- Ensuring that appropriate training within areas of SEND is undertaken by all staff.

Resource Allocation of SEND Pupils

Each year there is an allocation within the School Budget for special needs and funds are also devolved to schools if there are children with an Education, Health and Care Plan within school. The allocation of funds from an EHC plan is used to provide personalised support and teaching for the child, usually in the form of: a specific teaching assistant available to give more personalised support/teaching around specific needs and targets; support within whole class teaching to enable improved access to the curriculum and school life and the purchase of specific resources required to enable learning and the achievement of outcomes. The amount of hours for which a TA can be provided for, depends on which financial banding the authority gives to a child and how much extra the school can contribute from their own budget. All schools are now expected to contribute the first six thousand pounds of an EHC plan from their nominal budget. Funding can also be used, to finance staff development and awareness training. Priorities for resources and training are identified within the SEND Subject Leader Plan and also where relevant within the School Development Plan.

Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher, senior leadership team, governors, SEND coordinator and subject co-ordinators.
- Analysis of pupil tracking data and test results for individual pupils and cohorts – this takes place on a termly basis in line with the school assessment policy.
- Pupil Progress meetings between the Head Teacher and the class teacher – when applicable the SENDCO will be a part of this meeting.
- Consideration of each pupil's success in meeting Support Plan targets and outcomes.
- Pupil Support Plan reviews with child and parent.
- Annual review meetings for children who have additional provision given by the authority.
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LA SEND moderation process
- The School Development Plan
- Monitoring and evaluation by Ofsted

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of: school staff, parents/carers, pupils and external professionals.

Evaluation of the Education provided for pupils with SEND by the Governing body.

The governing body at Woodhouse are aware of their obligation to review and evaluate the education provided for all children. A curriculum committee reviews all curriculum policies, including Special Needs and following their recommendations the governing body discusses and formally approves these. The criteria to support evaluation of SEND education is as follows:

- That there is a whole school approach to the identification and monitoring of children with SEND reviewed regularly by both staff and relevant governors.
- Support Plans and Individual Health Plans are planned, implemented and assessed with full liaison between parents/carers and school.
- The whole school teaching environment positively encourages appropriate attitudes and behaviour towards all.
- Parents/carers are kept fully informed of their child's special needs and the provision provided to meet these needs. They are actively encouraged to be a part of the target setting to achieve future outcomes.
- Regular contact with education, health and care support agencies to ensure liaison between all when providing provision for needs.
- An at least twice yearly review on the number of children at each stage of SEND provision.

When Governors have evaluated against this criteria the information is presented in the Annual Report to Parents.

Complaints Procedure for parents of pupils with SEND

Parents/carers who are dissatisfied with the special educational provision for their child may make a formal complaint to the Governors. This complaint will be investigated by a committee of three Governors. Their decision can be subject to appeal and a further three Governors will make up an appeal committee. In addition to this procedure, parents/carers can also appeal to the Special Educational Needs and Disability Tribunal if still dissatisfied with the Governors' decision. They may also refer to Trafford's SENDIASS service for further support and advice.

Staff Continuous Professional Development

To ensure a whole school approach to the issue of special educational needs and disability and to maintain continuous teacher professional development, the following are implemented at Woodhouse:

- Regular progress meetings so that all staff can participate in the planning of support for children with SEND and discuss any recent developments and changes needed.
- Continuous Professional Development meetings delivered by the Head Teacher, senior leadership team and SENDCO to support all staff in developing their knowledge of useful teaching strategies to cope with meeting

the specific needs of children; updating staff on the resources within the school and how these may be used to help children with SEND and raising staff awareness of authority/government initiatives.

- Special Needs Co-ordinator, support staff and all teaching staff to regularly attend courses and to disseminate information gained by working closely with other staff. Courses to involve local authority training and full staff involvement with the TTSA – Trafford Teaching School Alliance courses and forums.
- Specialist services to be invited to run courses for all staff, to provide support on developing knowledge and skills on specific SEND areas of need.

Roles and Responsibilities of Teaching Staff and Support Services

All teachers have a responsibility to meet the needs of all pupils within their class and provide the highest standard of teaching, learning and assessment, including those pupils with SEND. Added to this differentiated whole class teaching, support for SEND additional provision is provided within the school by Mrs J. O'Connor, the Head Teacher, Mrs Howarth the Special Needs Co-ordinator, the school's team of teaching assistants and the governors, one of whom is specially designated for SEND.

Outside agencies are used to provide additional support when applicable. These agencies include: the School Educational Psychological Service, CAMHS, Speech and Language Therapists, SENAS, TSISS, Physiotherapists, Social Services and the school nurse.

Those pupils receiving support from a member of one of the teams may work within the classroom environment with close liaison between the support team and class teacher. Where necessary however, children may be withdrawn to work in small groups or on a one to one basis. Regular meetings are held for the class teacher, support teacher/TA, Special Needs Co-ordinator and parent/carer to discuss the specific needs of the child, their provision programme and proposed outcomes.

The Educational Psychologist is contacted (with the agreement of the parent/carer) when, after close monitoring and support by both the school and possibly another relevant outside agency, the child is making insufficient progress and further analysis of needs is required. All records and information will be reviewed by the Educational Psychologist and if further support is to be provided meetings will be held with the parent/carer, child, teacher, SENDCO and Head Teacher to determine the support and action necessary.

The Head Teacher or SENDCO, when appropriate, will approach the other listed services after discussion with relevant staff. Parent/s/carers are always informed of this.

Role played by parents/carers in the SEND procedures

Woodhouse believes in developing a strong partnership with parents/carers, as they have a unique view and experience of their child and their development. Our whole school policy is that all children at Woodhouse are regularly assessed and progress monitored, this enables staff to quickly be aware of those children not making sufficient progress. Discussions with parents/carers about their child's progress are held in both the autumn and spring terms but if a teacher or the parent/carer is particularly concerned about progress additional meetings will be held to discuss this. All parents of SEND children also have access to the parent support service SENDIASS run by Trafford.

Pupil Participation

The ethos and organisation within Woodhouse promotes and supports active pupil participation within their learning and development. The children are encouraged to have a greater sense of commitment to the school and themselves by taking part in the following:

- Self- assessment – curriculum, social and behaviour targets are discussed with all children and the children's target booklets are used within lessons for the children to make judgements on their own progress within these. For SEND children these targets reflect the targets given in their Support Plan, so they are fully aware of which skills and knowledge they are aiming for. All children are also encouraged to assess their progress against individual learning challenges within each lesson, by using systems such as: peer assessment, marking ladders, success criteria and 'green pen' marking – this marking is a whole school strategy used to ensure that children read and discuss marking and teaching comments made on their work and make relevant corrections in line with this. The focus on these specific, small steps/challenges help to move towards the attainment of main targets.
- In addition children who have Support Plans and One Page Profiles to cover other areas of needs e.g. behaviour, have their targets made accessible in a variety of other ways for example, independent daily diaries, visible charts, use of Social Stories. Children within KS2 and at times some KS1 children, also consider targets they wish to particularly focus on and these are added to their Support Plans. The review of

their personal target will take place during the review meeting of their Support Plan. This process again encourages children to consider and evaluate their own progress towards aspirations and achievements.

- Annual Review – pupils are invited to contribute to the annual review of their EHC Plan, by discussing their opinions on school, their additional provision/support and their progress. These opinions are then recorded and submitted to the meeting as part of the evidence to be considered. The child may also join in parts of the discussion within their review meeting if appropriate and again will be encouraged to voice for themselves their opinion on their learning and support.

Links with Other Schools and Transition Arrangements

Before a child begins their education at Woodhouse either in the nursery or reception class all parents/carers are invited to a meeting to discuss our philosophy and practice. Here provision for special educational needs and disability is outlined and parents/carers are informed of the procedures used in school. If a child has been identified as having SEND before entry to Woodhouse there is liaison between the Head Teacher, SENDCO, parents, authority and agencies involved to ensure the appropriate support is available and the school is fully aware of the specific needs of the child and can provide for those needs.

Later in school life, as a child is preparing to leave our school in Year 6, meetings are held between the Year 6 teacher and the relevant year tutors from the secondary schools. For those children with SEND the Special Needs Co-ordinator is also involved so that the secondary school is fully aware of the child's needs. All records are sent to the secondary school and parents/carers are fully informed of the transmission of relevant information so that they know provision for their child will be continued if necessary. SEND children in Year 6, are also given extra support to cope with their transition by having the additional provision of being a part of discussion groups aimed at answering questions and raising awareness. They are also fully supported in taking part in their high school transition programme.

N.B. At any time in their school life, if a pupil leaves our school all records are always sent to the future school.

Additional support for transition between year groups within the school is also given to SEND pupils if required. Again these pupils will work as part of a group who will make extra visits to their new teacher and new classroom environment, to gain confidence and promote positive engagement with these, before transition takes place. This extra preparation usually ensures a smooth transition, which enables the child to be ready to fully engage as soon as the new school year begins.

Julie O'Connor - Head Teacher
Elizabeth Howarth - SENDCO
Kay Jones - SEND Governor

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