

WOODHOUSE PRIMARY SCHOOL
SPECIAL NEEDS POLICY

'Committed to Excellence'

Updated annually, last review July 2017

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Introduction

At Woodhouse we provide all children with a broad and balanced curriculum, which will help them to become confident individuals who make a successful transition into secondary education. This curriculum will enable them to develop spiritually, morally, physically, socially and intellectually and it is our aim that each individual child reaches his/her potential, so providing an early basis to promote progression into becoming positive members of society. The Early Years Curriculum and the National Curriculum are the starting points for teaching that meets the needs of children and teachers in all year groups set suitable learning challenges to develop the various areas of learning. A minority of children however, will have particular learning and assessment requirements that could create barriers to their development and progress. These requirements could arise as a consequence of the child having a disability and/or special educational needs. This policy reinforces the requirement that all curriculum planning, teaching and learning and assessment for children with a disability and/or special educational needs meets their individual requirements and that the governing body will ensure that the appropriate provision will be made for all pupils with SEND. This policy also adheres to the new SEND Code of Practice, which is a part of the new legislation developing from the Children's and Families Act 2014.

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.

N.B. 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;

- 1) Identified and monitored closely, with regular assessment to ensure specific targets and outcomes are set and progress is measured.
- 2) Given well-structured programmes of work to suit their needs.
- 3) Receive high quality Wave 1 teaching within the classroom and where necessary, high quality Wave 2 group work or Wave 3 individual support.
- 4) Discussed regularly with parents who will contribute to decisions made to support their child's education and progress.
- 5) Given resources appropriate to their needs and receive multi-sensory teaching.
- 6) Supported in a positive way by all members of staff.

- 7) Given the appropriate support by other outside agencies, with school staff and parents liaising fully 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 Wave 2 group support for learning needs, or receives Wave 3 individual support for learning needs and this support will take place in one of the smaller teaching environments set up around school. The support teaching which is given within the framework of this policy may be given, by the Head, Support Services, Special Needs Co-ordinator, Special Needs Teaching Assistants, Nursery Nurse or part time teacher.

Strategies

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 new Code of Practice 2014. This code of practice encourages a graduated approach (for the most part) towards supporting SEN and focuses on the promotion of 'assess, plan' do, review'. Therefore 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 for further support and advice. Together, they will plan for a child's needs and use the School SEND Action File 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 try to meet their child's needs and they will be encouraged to give their views and participate in contributing to support. An I.E.P. (Individual Educational Plan) will then be developed by the class teacher in consultation with the Special Needs Co-ordinator. I.E.P.'s will record targets and evaluate outcomes 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 Special Needs Teaching Assistants or the Senco and targeted support within class lessons by the class teacher. 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 IEP. 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 IEP reviews and analysis of all school data by the Senco, feeds into the review stage of the cycle within the graduated approach. If results show that a pupil is increasingly, significantly behind in working towards achievement in expected year group attainment/progress points within 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, The Nursery Inclusion Team, Literacy, ASD, Physical and Medical Needs Advisory consultants, the EAL Team, and behaviour support team will be sought if required. If a child does receive support from one of these teams, termly meetings are held between the class teacher, parent, the Special Needs Co-ordinator and the member of the support service to ensure a co-ordinated I.E.P. for the child is made and to review outcomes and progress. Parents are always consulted beforehand, if their child is deemed as needing 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 put forward 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 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 LEA 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 LEA 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 made available for the child, to secure resources. Applications would need to be made to the LEA if a personal budget was required and it is the authority who will inform parents/carers of their policy on/eligibility criteria for receiving an 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 Senco, overseen by the Head, 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 LEA, relevant school staff and the child if appropriate are also invited to attend the review and so have a further chance to put forward any issues which they feel need focus or change. 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 high school and under the LEA 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 individual educational 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 early years' learning goals, or national curriculum performance descriptors. This recording and assessment are all a part of the whole school assessment procedures adopted at Woodhouse.

In addition to this assessment however, 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 Class Action Files and in the school's Special Needs Action File. Class teachers update individual class files twice a year, or as deemed necessary, evaluating and recording a child's progress and planning future targets and outcomes. The School's Action File with I.E.P.'s and evaluations for all children with any level of SEND is reviewed twice a year by the Special Needs Co-ordinator. The Senco also analyses all curriculum test results of those children on the Special Needs Action File to monitor their level of progress within the national curriculum expectations. 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 progress also helps to inform the Senco 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 early years' curriculum and the national curriculum may not be appropriate. There are obvious implications for children who are visually impaired, or who have communication difficulties, and for those who have physical disabilities.

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 Headteacher to make a temporary exception 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 exception of any part of the school curriculum will be for a six-month period and then reviewed. The Headteacher will discuss the need for a temporary exception 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 Senco

At Woodhouse the role of the Senco 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 and advise class teachers and teaching assistants;
- Maintain the school's S.E.N.D register and support staff in maintaining their class SEND files;
- Track and analyse the progression of all children with SEND;
- Contribute and assist in compiling the necessary documentation to support the requirements from outside agencies;
- 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

At Woodhouse the role of the Governing Body 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

The Code of Practice 2014 clearly acknowledges the importance allocated to the class teacher, and their responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO, parents/carers and child to decide the action required to assist the pupil to progress
- Working with the SENCO, parents/carers and outside agencies to collect all available information on the pupil when assessing needs
- In collaboration with the SENCO, parents/carers, child and if applicable outside agencies, develop IEPs for SEND pupils and where required IHPs
- Working with SEND pupils on a daily basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with parents and children
- Being involved in the development of the school's SEND policy

The Role of the Headteacher

The head teacher's responsibilities include:

- 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 SENCO/SEND team
- Informing parents/carers of the fact that SEND provision has been made for their child
- 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

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 Wave3 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. Parents/carers can also request a personal budget as part of their child's EHC plan (see above) and then liaise with the school in how they wish to buy in the resources required to meet the outcomes on the EHC plan. 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.

Access to the Curriculum for pupils with SEND

As stated all pupils are entitled to a broad and balanced curriculum and access to the programmes of study within the Early Years Curriculum and the National Curriculum. Inclusive teaching within our school means that teachers plan activities which match and extend the abilities of all children and which are differentiated to suit their own needs. At Woodhouse pupils with special educational needs follow the curriculum at their own pace and level, with staff following both the national framework and the school's own policy for delivering the curriculum. However, if relevant, areas of the curriculum will be broken down into further smaller stages or steps appropriate to the child to help them to achieve targets and also if necessary aspects of work from programmes from a different year group will be given. A multi sensory approach to delivering lessons, together with an individual educational programme, extra teaching support and the use of specialist resources and support ensure we aim to achieve the best special educational provision for each child.

Evaluating Success

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

- Monitoring of classroom practice by the Headteacher, senior management 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. The Senco will produce organised data on all SEND pupils to specifically monitor their progress and so inform future provision.
- Termly Pupil Progress meetings between the Headteacher and the class teacher.
- Consideration of each pupil's success in meeting IEP targets and outcomes
- Pupil IEP reviews with child and parent.
- Annual review meetings for children who have additional provision given by the authority.
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA SEND moderation process
- The School Development Plan/SEND 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:

- Teachers
- Parents/carers
- Pupils
- 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. For Special Educational Needs and Disability, Mrs Grace Broadhurst has been appointed SEND Governor.

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.
- Individual Education 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.
- A twice yearly review on the number of children at each stage of SEND provision and the movement between stages.

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 3 Governors. Their decision can be subject to appeal and a further 3 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 'Parents and Partnership' service managed by G. English 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 for the Headteacher, senior management team and Senco 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, SEND TA's and all teaching staff to regularly attend courses and to disseminate information gained by working closely with other staff.

- 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.

The School's SEND INSET needs will be included when appropriate in the School Development Plan

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 Headteacher, Mrs Bell the Special Needs Co-ordinator, the school's team of teaching assistants and the governors, one of whom is specially designated for SEND. At present this is Mrs Grace Broadhurst.

Outside agencies are used to provide additional support when applicable. These agencies include: the School Psychological Service, CAMHS team, Speech and

Language Therapists, Trafford Advisory teams, Physiotherapists, Social Services, Educational Welfare Officers, Hearing Impairment Service, Visual Impairment Service, the school nurse and medical officers.

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 (Wave 2 teaching) or on a one to one basis (Wave 3 teaching), outside of the classroom environment. 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 a 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, Co-ordinator and Headteacher to determine the support and action necessary.

The Headteacher or Senco, 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 targets and any extra support which could be given at home to accelerate progress and so ensure the child meets year group targets. However, it may be the case that a child needs to become part of the SEND group within school at School Support or Education, Health and Care Plan level and have a specific IEP. Once this has been decided termly meetings will take place between the parent/carer, class teacher, Senco, outside agency if one is involved and where appropriate the child to discuss provision, set targets and review outcomes. A copy of the IEP is always given to the parent so that they can support targets at home. The procedures of formal assessment and the drawing up of an EHC Plan require contact and meetings between school, support agencies, the authority, parents/carers and when appropriate the child. All parents of SEND children also have access to the Parent Partnership service run by Trafford, this is currently led by Geraldine English.

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:

- School Council – all children from every year group are eligible to stand as school councillors and the children themselves vote for whoever they wish to represent them. This choosing and running of a school council makes all children aware of their part in the day-to-day activities and behaviour within school.
- 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 IEP, 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 I.E.P.'s 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 etc Children within KS2 and at times some KS1 children, also consider targets they wish to particular focus on and these are added to their IEP. The review of their personal target will take place during the review meeting of their IEP. 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 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 Headteacher, Senco, 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 six, 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.