



## Special Educational Needs and Disability Policy

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| <b>Policy name</b>                | <i>Woodlea Special Educational Needs and Disability Policy</i> |
| <b>Date written</b>               | <i>January 2024 and reviewed September 2025</i>                |
| <b>Written by</b>                 | <i>Abigail Oliver Headteacher and Simone Elliott SENDCo</i>    |
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## **Aim**

As a school and staff, we are dedicated to ensuring all pupils enjoy a broad and balanced education that meets individual needs. We currently cater for the full range of abilities and aptitudes and the presence or absence of a Special Educational Need and Disabilities (SEND) is never a factor in the admission of pupils. All children are admitted to Woodlea Primary using the criteria laid out in the school's admissions policy.

We value pupils of differing abilities and support inclusion. Parents of children with an Education, Health and Care Plan (EHCP) or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs. If the school is able to meet the EHCP provisions, and the placement is compatible with the efficient education of other children with whom the child would be educated or with the efficient use of resources, the child will be offered a place.

In school, most pupils' educational needs are met through normal classroom arrangements. For some children the identification of learning barriers is required to enable the school to provide an accessible curriculum that meets their individual needs.

Our SEND provision provides a co-ordinated and well-resourced SEND framework that is fully integrated into the school. We offer a range of strategies to support our children with SEND to make at least good or better progress. The Special Educational Need Co-Ordinator (SENDCo) ensures all staff are aware of the children's needs. The SENDCo ensures that we focus on early identification, tailored support and utilising the knowledge of other professionals to support all of our children.

We are passionate about quality first teaching as we know this has the greatest impact on SEND children and therefore we ensure there is regular SEND training for both our Learning Support Assistants (LSAs) and our teaching professionals. This allows us to continually update the range of strategies used by all staff to cater for every need within our school. We have a close relationship with a network of specialist professional consultants that enhance our provision for individual pupils and can offer both support and diagnosis for children with additional needs.

We are passionate about working in partnership with families and taking into account their views in respect of their child's particular needs. In addition we continually make every effort to raise the achievements of identified pupils and praise and acknowledge areas in which they succeed. The SENDCo ensures that we are continuously developing our SEND practice to ensure that we meet the needs of all of our learners and ensure that they succeed.

## **Provision**

The Headteacher, has overall responsibility for the teaching provision for all pupils at the school, including those with Special Educational Needs. The SENDCo, has specific responsibility and training for organising and monitoring provision for children with Special Educational Needs within the school.

The SEND Code of Practice, 2015, states:

*‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’*

In accordance with the SEND Code of Practice and the Hampshire Criteria, a child is placed on the SEND register if they meet the criteria in one or more of these areas:

- Cognition and Learning;
- Communication and Interaction;
- Social, Emotional and Mental Health Difficulties;
- Sensory or Physical.

A child can be placed on the register at two levels:

- SEND support – the teacher works with the SENCo to create an Individual Education Plan(IEP) this outlines additional support in place – child receives no additional funding.
- EHCP– in place from the Local Authority (LA) or requested by the school or previous school – child receives additional funding for provision in school;

### **Identification**

We will identify children with special educational needs using the agreed school criteria and Hampshire guidance.

Evidence to place children on the SEND register can be found through:

- Class teacher or parental expression of concern;
- Liaison with feeder pre-schools / previous school;
- Examination of Key Stage 1 and new entrant screening results;
- Lack of progress;
- Termly assessments;
- Further assessments/screening tests as necessary;
- Educational Psychologist assessment/Health Support Services assessment.

### **Intervention**

Most children on the SEND register have an IEP with SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets for children to work towards. These IEPs are used as a working document and are annotated weekly to indicate a child’s progress towards meeting their targets. IEPs are reviewed and written on a six weekly cycle and are always shared with families.

An IEP includes details on:

- Learning needs;
- Ways to support the child;

- The outcomes set for the pupil;
- The provision put in place for the pupil.
- The child's progress in terms of each target.

All children who are on the SEND register for learning difficulties will receive additional support alongside quality first class teaching. This may be in the form of small group intervention, which may go alongside the normal Maths or English lesson, or as an additional target session. Some will also receive highly personalised, 1:1 sessions focusing on academic skills and specific programmes such as occupational therapy and speech and language.

Responsibility for meeting the needs of all children is shared by all staff, led by the Headteacher and the SENDCo. All teachers and LSAs are aware of all the special educational needs of the children they teach.

All staff attend relevant courses; additionally, in- service training takes place within the school. Full use is made of advisory teachers and external agencies, such as: Occupational Therapy, Physiotherapy, Hampshire Educational Psychology Service, Speech and Language Therapists, Behaviour Support Team and CAMHS for advice, assessment and support.

### **Inclusion**

Each class teacher is responsible for all children making progress in their class. Teachers are responsible for meeting a pupil's individual needs by removing barriers to learning, with support from the SENCo. Our aim is that all children are fully integrated in the classroom and receive support there from the class teacher and LSAs. Where appropriate, pupils are withdrawn for short periods, for small group support or individual tuition from focus teachers or learning support assistants. All children are encouraged to take part in extra-curricular activities. Lunchtime supervisors are made aware of any child who needs support during the lunch period and support is provided as appropriate.

### **Partnership with parents**

The school believes that children make best progress when teachers and parents work in partnership. The school values good relationships with all parents. There is a particular emphasis on maintaining this with SEN pupils. The SENCo is available to discuss individual concerns via appointment or email and she is available at parents evenings to discuss on a 1:1 basis.

### **Staff**

The school has a qualified SENDCo who is responsible for leading and managing SEND provision. Individual class teachers support the children within their class. LSAs support small groups or individual children on their targets. We have a designated Emotional Literacy Support Assistant ELSA who supports children with emotional needs.

### **The role of the SENDCo**

The SENCo is responsible for leading and managing SEND provision and we work together as an SLT team to support our SEND pupils.

- Overseeing the day to day operation of the School's SEND Policy;
- The assessment and identification of children with Special Educational Needs in collaboration with other staff;
- The supervision of appropriate tests and monitoring of pupil's progress;
- The analysis and interpretation of national, county and school data to inform target setting for children with Special Educational Needs;
- Co-ordinating provision for children with Special Educational Needs;
- Regularly liaising with, and advising fellow teachers;
- Managing, liaising with and supporting LSAs, this includes regular meetings and extensive timetable planning;
- Ensure the best use of LSA time and evaluating impact of LSA interventions;
- The SENDCo is the line manager for all of the LSAs and undertakes their performance management
- Maintaining the SEND Register;
- Liaising with class teachers on planning, implementation and evaluation of Individual Education Plans (IEPs);
- Teaching or assessing children individually or in small groups, when appropriate for their identified need;
- Working closely with the school ELSA
- Liaising with other schools, LEA support services and/or professional agencies;
- Liaising with parents of children with Special Educational Needs;
- Conducting EHCP review meetings;
- Participating in and contributing to the in-service training of staff;
- Managing the SEND resources budget;
- Providing regular information to the Headteacher, SLT and Interim Executive Board (IEB) on assessment and provision for Special Educational Needs.

### **The Role of the Class Teacher**

- Developing the abilities and attainment of all children, including those with SEND
- Planning differentiated work that ensures access to the curriculum
- Creating and reviewing IEPs using professional reports and advice related to the child
- Being aware of the procedures for identifying, assessing and meeting provision for pupils with SEND
- Managing and liaising with their class LSA if they have one
- Working in partnership with the SENDCo and outside agencies
- Working in partnership with families

### **The Role of the Learning Support Assistants (LSAs)**

- Working under the direction of the class teacher and the SENDCo.
- Providing in-class support
- Working with children individually and in small groups.
- Delivering specific interventions
- Recording children's progress in regards to their IEPs or specific interventions

- Liaising with the class teacher and the SENDCo to share children's progress and gain advice.

## **Allocation of Resources**

The SENCO and SLT are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. The Headteacher informs the IEB about how the funding allocated to support special educational needs has been deployed, and its impact.

## **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, SLT and SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The school 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, with the support of the SENCO, can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before completing an EHCP. The needs of the child are considered to be paramount in this.

## **Accessing the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children progress and feel a sense of achievement.

Teachers all follow our Teaching and Learning Policy and use a range of strategies to meet children's special educational needs. Teachers ensure that lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

IEPs, which employ a small-steps approach are used, when necessary, to break down the existing levels of attainment into finely graded steps and targets, to ensure that children experience success.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times, though, when to maximise learning, that children work in small groups, or in a one-to-one situation outside the classroom.

## **The Role of the LGB**

The LGB has due regard to the SEND Code of Practice when carrying out its duties towards all pupils with special educational needs.

The LGB ensure that the SLT and all staff are aware of the importance of providing high quality education for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs in the SEND Information Report. The LGB ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The LGB has identified a member to have specific oversight of the school's provision for pupils with special educational needs. The SEND IEB member meets regularly with the SENDCo to evaluate and support the SEND provision in the school. The SEND IEB member ensures that the Board are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

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This policy has been developed in accordance with the principles set out in the revised **SEND Code of Practice and Disability 2015**. It should be read in conjunction with the **SEND Information Report**, as well as the following school policies: Teaching and Learning, Assessment and Behaviour Policy.

This policy and the SEND Information Report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out the schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the SEN information report.
- The 2014 SEND Code of Practice which contains guidance on the special educational needs and disability system for children and young people aged 0 to 25.