



# Woolmore School

## SCHOOL POLICY

Name	Special Education Needs/Disability Policy		
Agreed by	Governors		
Date agreed	March 2022	Review date	March 2023
Signed & dated	S. Rashid 08/03/2022		

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

### **Our Vision:**

- We welcome and celebrate difference and diversity within our community.
- We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.
- We will always endeavour to keep the views of the child and their family at the very centre of our planning.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be. Early identification of special educational needs and/or disabilities (SEN/D) is what we are working towards.
- We aim to equip all our staff with the knowledge and skills to support our children with SEN/D and believe that most of the needs of our children can be addressed through Quality First Teaching (QFT).
- We will provide expert support and resources for children with SEN/D as and when appropriate.

### **Rationale**

At Woolmore Primary we will ensure that children with special educational needs have those needs met. We aim to meet the needs of the children within an atmosphere of encouragement, acceptance, dignity and respect for the achievement of each individual child.

Some children with special educational needs also have disabilities (SEND). The procedures in this policy will often be applicable to children with SEND and children identified as disabled but not SEN. However, this policy needs to be read alongside our equality policy and school accessibility policy for a detailed definition, approach and adjustments for children with disabilities.

We believe that children with special educational needs and/or disabilities should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. Every teacher is a teacher of every child or young person; including those with SEND.

### **Policy Development:**

The SEND policy is reviewed annually by the Head and SENDCo. The 2014 review of the SEND policy reflected the 2014 SEND Code of Practice, 0-25 guidance.

Initial drafts are put forward for consultation with the SLT and whole school team. The final draft is shared with the governors and made available to parents, both on the school website and in paper form where requested.

In July 2018 the SENDCo and Head also produced a SEND information report which is available to view on the school website.

**Responsibility for the leadership of Inclusion and SEN/D Provision:**

The people responsible for leadership and management of the day-to-day provision of education for pupils with special educational needs or disabilities at Woolmore Primary School are:

**DHT – Inclusion: Hannah Williams** (also designated safe guarding lead)

**SENDCo: Sharon Cargill**

**Our Approach:** At Woolmore Primary School we:

- Value all pupils equally.
- Recognise that we will need to consider the individual needs of pupils when planning our curriculum.
- Recognise the importance of early identification and assessment of vulnerable children, pupils with special educational needs or disabilities.
- Recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and will make every effort to keep them fully involved in their child's education.
- Believe in the involvement of the child, and the importance of taking their views into account in decision-making about their special educational needs.
- Are committed to effective collaboration between all agencies working with a child.

**Objectives of our Policy**

Our SEND Policy exemplifies:

- How we identify specific individual needs and support children within the school environment.
- How parents/carers are kept informed of all the Special Needs' provision given to the children.
- How the class teacher is supported in providing suitable differentiated opportunities for individual children.
- How we monitor the progress made by each child, keeping accurate assessments and records.
- How we keep up to date record of steps taken to meet the needs of individual children.
- How we provide, where necessary, the support of outside agencies through contact with the SENDCo and with parents.

**Arrangements for the Leading and Management of SEND Provision**

The SENDCo is responsible for the following agreed procedures for coordinating SEND:

- Establishing an individual SEN record/profile for pupils with SEN
- Maintaining and overseeing all records for pupils with SEN/D
- Involving parents and offering support and advice
- Liaising with the Inclusion Lead, Head teacher and Deputy in developing provision maps
- Liaising with teachers and teaching assistants about pupils' SEN/D, providing advice, and support
- Reviewing and evaluating the impact of provision
- Advising staff on strategies for meeting pupils' SEN/D needs
- Identifying and providing relevant and up to date training
- Meeting with other members of staff and the parents/carers of pupils with SEN/D
- Liaising with outside agencies when relevant

The SENDCo, the parents and the child, the teachers and the teaching assistants should work together to decide upon the best actions needed to support the child. These actions should enable the child to learn and progress to their best ability.

**Admission Arrangements:**

- Pupils with SEN/D are welcomed into the school, the same as any other child.

- The school ensures a smooth transition for pupils with SEN/D by thoroughly planning and liaising with parents prior to admission, where possible. The LA currently has full responsibility for arranging all pupil admissions from Reception through to Year 6.
- Children who have an Education Health Care plan and wish to attend Woolmore Primary will take priority; in line with the borough's regulations.
- The accessibility policy aims to remove any barriers that the building might present to any pupils, parents, staff and member of the community.

#### **Allocation of Resources:**

- The head teacher, in collaboration with the Governing Body, allocates resources to manage the SEN/D needs within the school.
- The SENDCo is responsible for ascertaining the need of specialised equipment and ensuring it is allocated to the appropriate child/classroom.
- Class teachers are responsible for ensuring the provision of differentiated resources for use during lessons.

#### **Identifying Special Educational Needs**

##### **Identification of Need:**

Identification of need is based on the four broad categories of need as stated in the 2014 Code of Practice. These include:

- Communication & Interaction (C&I)
- Cognition & Learning (C&L)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory & Physical Needs (S&P)

The purpose of identification is to work out what action the school needs to take on an individual 'case by case' basis. We as a school take a holistic approach when identifying the needs of pupils. This involves considering the needs of the whole child and their family; not just their special educational need.

##### **Identification and Review of Pupil Needs:** - A Graduated Approach to SEN Support.

It is our policy to strive for early identification of children with special educational needs, with the support of the child, parent and outside agencies when appropriate.

The school follows the graduated model as laid out in the 2014 Code of Practice.

Decisions to place a child on the SEN register follow the Assess, Plan, Do, Review Cycle as set out in the 2014 Code of Practice.

##### **Phase 1: In School:**

- Initial concern raised by teachers or parents require teachers to complete a cause for concern form clearly stating issues to be addressed and what has already been tried.
- This then leads to children being observed and where appropriate assessed by teachers, the SENDCo or Assistant Head for Inclusion who after consultation, devise a plan of additional 'in house' intervention programmes and in class adjustments /quality personalised teaching.
- This programme is reviewed after a period of time (usually around 6 – 10 weeks) and judgements are made on the effectiveness of the intervention in relation to the child's progress. Parents are informed prior to referrals to outside agencies

##### **Phase 2: Outside Agencies:**

(Speech and Language therapist, Educational Psychologist, Play therapists, Occupational Therapists, etc.)

The school asks for assessment and advice from outside professionals. Advice, strategies and personalised intervention programmes designed for individual children are followed with clear timelines for assessment and review.

Judgements are made on the effectiveness of interventions and child's progress by the SENDCo, in consultation with teaching teams and external professionals.

Parents are informed of any outside agency assessments and programmes prior to and post intervention. Parents are also invited to take part in termly progress meetings with their child and SENDCo as part of our child centred approach.

### **Phase 3: Education Health and Care plans (EHCP)**

If it is felt that the child is still in need of further specialist support which cannot be met within phase 2, Statutory Assessment may be sought. This will involve assessments and reports being sent to the SEN panel at Tower Hamlets who will then assess what else needs to be put in place to support the child's needs.

In a small number of cases an EHCP may be issued if a child's needs meet the criteria set by the London Borough of Tower Hamlets.

All children identified as having SEN/D and are within either phase 2 (outside agency involvement) and/or phase 3 (EHCP) will be recorded on the schools SEN register.

In line with the 2014 Code of Practice, pupils will be placed on the SEN register if they are not making adequate progress after having quality first teaching and/or in house interventions and/or in class adjustments/quality personalised teaching.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialised staff.

If the school needs to involve several agencies in the identification, assessment and monitoring of a child's needs, we use the Early Help Assessment framework (EHA)

Parents are always informed of any outside agency assessments and programmes prior to and post intervention. Children with Education Health and Care plans also attend Annual Review meetings and/or 8 week review meetings as well as termly progress meetings with child and SENDCO as part of our child centred approach.

### **Managing Pupils on the SEN Register - How the process works**

- Class teachers and other members of staff can refer a child whose progress is causing concern to the SENDCo at any time.
- Parents who are concerned about their child's progress may request SENDCo involvement via the class teacher or by approaching the SENDCo directly.
- Each term, the SENDCo meets with the class teacher to discuss the children in their class who have been identified with additional needs (or discuss children they are concerned about), decide or review what stage they should be placed at on the SEN list, and support/advise the teachers with writing 'small step' outcomes/targets
- Pupil progress meetings (PPMs) with a member of SLT also reviews pupil needs.
- Goals and Learning Plans are developed in consultation with teachers and teaching assistants. Pupils and parents are always invited to share their views on the goals and provision being suggested.
- Learning Plan targets may be updated at any time during the school year if, for example, a report provided by a professional suggests new outcomes.
- As part of the Learning Plan process, parents and the child are asked to comment on their progress and learning.
- The teachers review progress and discuss new outcomes/targets termly.
- Assessment and advice from external agencies will be kept in the child's file in the locked filing cabinet in the Inclusion room. It is the responsibility of the class teacher to regularly review these files, using advice in them to form the child's personal goals.
- The school's assessment, monitoring and tracking system enables class teachers, the SENDCo and other members of staff to monitor the progress of individual children.

### **Access to the Curriculum**

At Woolmore Primary we aim for Quality First Teaching (QFT) for all our children, whilst providing access to the National Curriculum unless otherwise stated in an Education, Health and Care plan. We also acknowledge that all teachers are teachers of children with special educational needs.

### **Inclusion**

- Children with SEN/D take part in all classroom learning and activities which it is possible for them to access; with or without support.
- Children with SEN/D are taught in the classroom, using the same learning intentions, as far as possible, as the rest of the class, though with differentiated resources. When their needs require different learning objectives and activities, children are taught in class as far as possible.
- Arrangements are made to ensure children with SEN/D are able to join in educational trips and extra-curricular activities, as part of the curriculum.
- Care is taken to ensure the necessary adjustments are made within the school/class environment to ensure that each child is being supported to be the very best they can be. For example; a child with vision impairment may have all texts enlarged and a child with Autism may require more frequent sensory breaks to support their emotional regulation.
- Children with SEN/D often have access to appropriate teaching assistant support to enable them to join in classroom learning and activities.

### **Evaluating Provision**

The Governing Body meets its duties as laid down in the SEN code of practice by:

- Ensuring that the necessary provision is made for any pupil who has special educational needs
- Co-operating with the head teacher to determine the school's general policy and approach to provision for children with SEN/D
- Establishing the appropriate staffing and funding arrangements
- Maintaining a general oversight of the school's work
- Reporting to parents on the implementation of the school's SEND policy

The name of the governor with responsibility for SEN/D can be found on the school website.

### **Complaints procedures:**

If parents/carers are concerned that their children's special needs are not being addressed by the school, we ask that they discuss their concerns first of all with the class teacher, then the Inclusion team.

If a parent/carer wishes to make a formal complaint, copies of our Complaints Procedure can be obtained from the school office and from our website.

Tower Hamlets Local Authority provides a Parent Partnership Service to support parents of SEND children on any query or concern they may have regarding their child's education. The Parents Advice Centre (PAC) is widely respected amongst parents and schools for providing independent advocacy and mediation services for parents within Tower Hamlets. Please see the SENDCo for further information.

Parents may also seek advice on resolving disputes formally through the Local Authority. Parents need to contact the Borough's SEN section to enquire further.

### **In Service Training:**

- The SENDCo is available for training teachers and teaching assistants, both through formal training and on a day-to-day informal basis.
- All staff have access to relevant and up to date information, advice and expertise available within the school.
- In-school INSET relevant to SEN/D is provided for teachers and teaching assistants, delivered by the SENDCo, or by people with appropriate expertise invited by the school.
- The SENDCo promotes training for all staff.
- The SENDCo will assess yearly the whole school training requirements.
- Teachers and support staff are informed about, and encouraged to attend relevant courses in SEN/D
- Teaching assistants are expected and enabled to attend training courses in SEN provision as part of their performance management.

### **Links to Support Services:**

For pupils whose SEN may include challenging behaviour, the school can call upon the Behaviour Support Team and/or the services of Cherry Trees School Outreach programme.

- The Educational Welfare Advisor (EWA) and Family Support team (Susan Sibley-Mason and Lorraine Palache) can be consulted for problems with attendance or if Social Services are involved.
- The Language and Communications Team and the in house Speech and Language Therapy Team (from Blossom Tree and Bart's Health) assess children with language delay and/or difficulties. They provide advice and appropriate programmes which are then implemented within the school, usually delivered by specifically trained teaching assistants.

The school also makes use of the service and expertise of the Occupational Therapy service, CAMHs (child and adolescent mental health services), the Specific Learning Difficulties Team, the Vision and Hearing Impairment team as well as the Complex Medical team in the borough.

- The school uses the services of an Educational Psychologist from the EPS (educational psychologist service), to provide assessment and advice for specific pupils.
- We also have access to schools that provide outreach support. Phoenix School provides support for our children who have been diagnosed with ASC (Autism Spectrum Condition) and Cherry Trees School provides support for children with Social and Emotional difficulties. Stephen Hawking School provides support for children with profound learning difficulties.

### **Working in partnership with the child and their family – The Child and Parent Voice**

- Parents/carers of children with SEN/D have a right to know any concerns the school may have about their children's progress and what provision the school is making for them. They should be involved in the discussion of all entitlements and the stage at which SEN provision is being delivered.
- Parents/carers of children with SEN are informed about the identification of their children as having SEN at, or soon after, that identification. They are kept informed about the school's provision for their child's SEN, and their child's progress, through parent interviews, meetings with the SENDCo and through meetings with their children's class teacher and/or SENDCo at their own or the school's request.
- We believe that the parents/carers of children with SEN/D make a positive contribution to their children's progress especially if they know and understand what challenges their child is facing with their learning and how they can support their progress at home and school.
- Parent's views will be recorded as part of the SEN process.

### **Links with other schools**

- When a child with SEN/D is admitted to Woolmore, we liaise with his/her former school to obtain information, including relevant documentation, about provision for, and the progress of, the child while at that school.
- When a child with SEN/D leaves Woolmore to go to another school, either during their primary school career or for transition to KS3, we provide their new school with verbal and documented information about provision for, and the progress of, the child while he/she was at Woolmore.
- After a child has left Woolmore to go to another school, we cooperate at any time in providing any information or advice which is still felt necessary or helpful.

### **Evaluation**

The success of the Special Educational Needs Policy is demonstrated by the progress of the children. It is achieved by monitoring targets and evaluating the implementation of programmes.

Regular planning, review of programmes and decision making will be made collaboratively and involve all appropriate parties.

This policy will be reviewed annually by the SENDCo, taking into account the views of the pupils, parents, staff and governors.

**Related Policies**

- Accessibility Plan
- Anti-bullying Policy
- Safe Guarding and Child Protection Policy
- Complaints Policy
- Educational Visits Policy
- Positive Behaviour Policy
- SEND Report
- Equalities Policy