

**Special Educational Needs and  
Disabilities (SEND)  
Policy and Information Report**

<b>Responsibility of</b>	<b>SENCO Senior Leadership Team</b>
<b>Reviewed by</b>	<b>Tracey Brotherton</b>
<b>Last reviewed</b>	<b>May 2021</b>
<b>Next Review</b>	<b>May 2023</b>
<b>Cycle</b>	<b>2 year</b>
<b>Approved by Full Governing Body</b>	<b>June 2021</b>

**Woolenwick Junior School  
Special Educational Needs and Disabilities (SEND) Policy**

## **Contents**

1. Mission statement
2. Aims
3. Legislation and guidance
4. Definitions
5. Identification and assessment of SEND
6. Responsibility for the co-ordination of SEND provision.
7. Evaluating the success of provision.
8. Mental Health and Wellbeing
9. Complaints
10. Monitoring

### **1. Mission Statement**

At Woolenwick Junior School, we are committed to inclusive education, equal opportunities and equity of learning for all. This means putting systems in place to ensure that every child

has an equal chance for success. We continually strive to understand the challenges and barriers faced by individual pupils and provide additional support to help them overcome them.

We understand that each pupil has individual and unique needs. A proportion of pupils in our school have special educational needs and/or disabilities. Many of these pupils may require targeted support throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We aim to ensure that all pupils, whatever their needs, receive appropriate educational provision within a broad and balanced curriculum.

We have high expectations of all our children whatever their ability or needs and all children are given the opportunity to achieve their full potential.

We understand and respect the fact that children:

- ❖ have different educational and behavioural needs.
- ❖ require different strategies for learning.
- ❖ have individual vulnerabilities that may affect their emotions, behaviour and learning.
- ❖ acquire, assimilate and communicate information at different rates.
- ❖ benefit from a range of different teaching approaches and experiences.

At Woolenwick, we believe that all teachers are teachers of children with SEND needs. We understand that it is the class teacher's responsibility to meet the needs of all children in their class through high quality teaching, differentiation and by making reasonable adjustments for individual pupils.

## **2. Aims**

Our aim is to provide all children access to a broad and balanced education in line with the National Curriculum and the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

We aim to:

- ❖ Identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and each child reaches their full potential.
- ❖ Track the progress of all pupils in order to aid the identification of emerging SEND needs and monitor the progress of pupils with SEND.
- ❖ Work in close partnership with parents/carers of children who have SEND.
- ❖ Listen to the needs of pupils with SEND and involve them wherever possible in deciding how their needs will be met.
- ❖ Adapt and differentiate the curriculum to meet the needs of children with SEND.
- ❖ Make appropriate reasonable adjustments to the curriculum, the classroom environment and behaviour management strategies in order to meet the needs of individual pupils.

- ❖ Ensure all adults in school are aware of the procedures for SEND and receive appropriate training as required.
- ❖ Ensure all adults in school understand the needs of the pupils they are working with in order to support and teach them so they achieve their full potential.
- ❖ Work in close partnership with external agencies and professionals to support the needs and provision for children who have SEND.

### **3. Legislation and guidance**

Both this policy and the following SEND Information Report is based on the statutory **Special Educational Needs and Disability Code of Practice: 0 to 25 years**, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) as well as the following legislation:

**Part 3 of the Children and Families Act 2014**, which along with the Code of Practice sets out schools' responsibilities for pupils with SEND and disabilities.

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

**The Special Educational Needs and Disability Regulations 2014**, which sets out schools' responsibilities in terms of Education, Health and Care Plans (EHCP's), Special Educational Needs Co-ordinators (SENCOs) and the SEND Information Report schools are required to publish. <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

**The Equality Act 2010**, which states the statutory duties of schools to ensure they do not discriminate and must make reasonable adjustments for individual pupils, including the use of auxiliary aids and services for children and young people with disabilities.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

### **4. Definitions**

Pupils who are underachieving do not necessarily have SEND needs. The SEND Code of Practice states that:

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. (1.24)*

*A pupil has SEN 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. (6.15)*

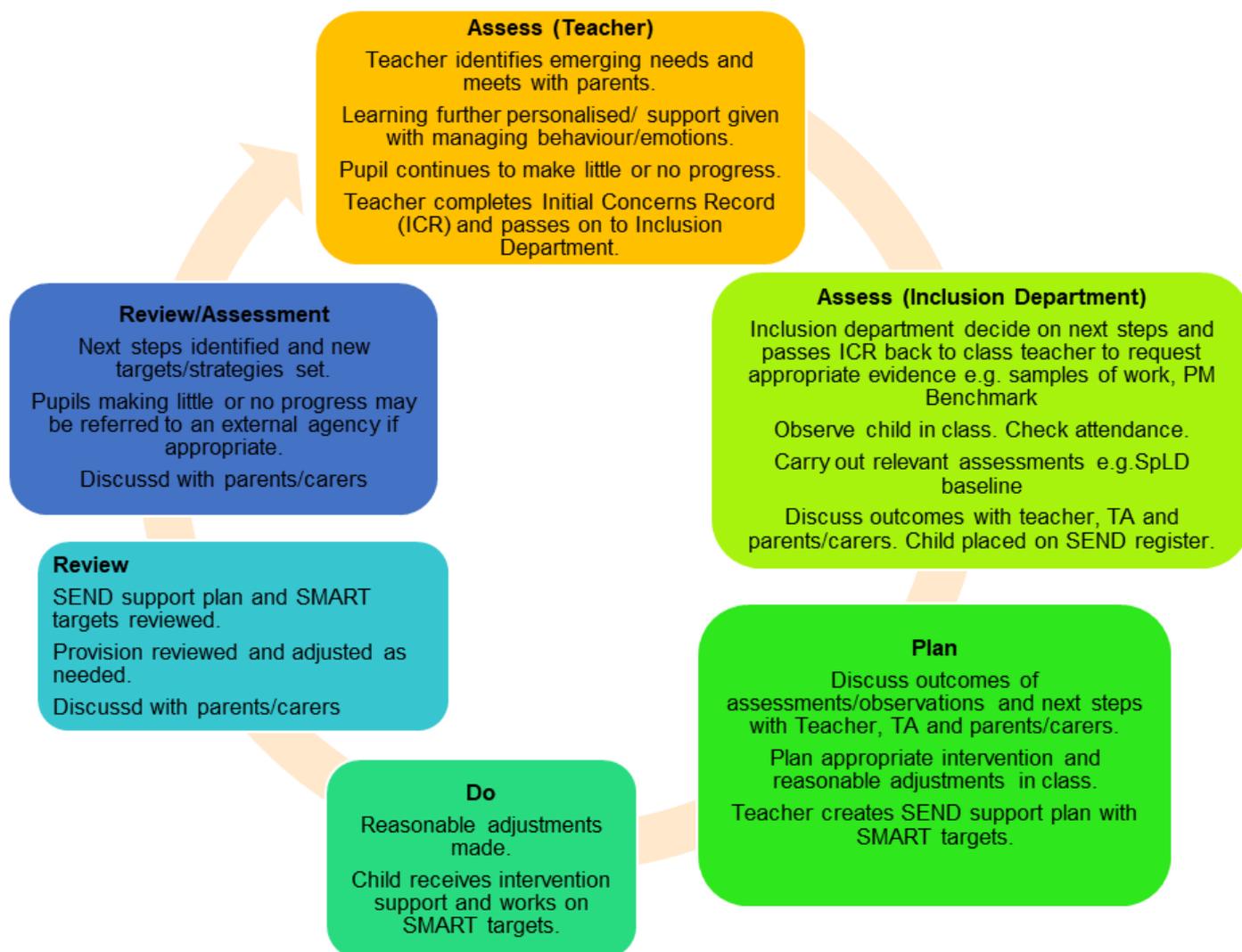
### **5. Identification and Assessment of SEND**

The four broad areas of need:

- ❖ Communication and interaction

- ❖ Cognition and learning
- ❖ Social, emotional and mental health
- ❖ Sensory and/or physical needs

### The Assess, Plan, Do, Review cycle at Woolenwick:



### 6. Responsibility for the co-ordination of SEN provision

The Inclusion Team oversees the provision for children with SEND and consists of Tracey Brotherton (SENCO), Jackie Birch (Family Liaison Worker) and Anna Page (Deputy Headteacher) with the support of Richard Pallant (Headteacher).

The SEN governor is Clair Friedrich.

#### The SENCO's responsibilities:

- ❖ Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.

- ❖ Have day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP's.
- ❖ Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- ❖ Along with the rest of the Senior Leadership Team (SLT), monitor the impact of teachers and teaching assistants on the progress of identified children.
- ❖ Advise colleagues on the graduated approach to providing SEND support – the Assess, Plan, Do, Review cycle.
- ❖ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- ❖ Be the point of contact for external agencies, especially the local authority and its support services.
- ❖ Liaise with feeder schools to ensure pupils and their parents are informed about options and a smooth transition is planned.
- ❖ Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ❖ Ensure the school keeps the records of all pupils with SEND up to date, including the SEND register.
- ❖ Keeping up to date with current initiatives locally and nationally.
- ❖ Informing governors of developments and progress within SEND.

#### **The SEND Governor's Responsibilities:**

- ❖ Conduct termly monitoring visits.
- ❖ Undertake training
- ❖ Ensuring governors receive a full SEND update once a term.
- ❖ Raise the awareness of SEND issues at governing body meetings.
- ❖ Monitor the quality and effectiveness of SEND provision within the school and report to the rest of the governing body.
- ❖ Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

#### **The Head Teacher's Responsibilities:**

- ❖ Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- ❖ Have overall responsibility for the provision and progress of learners with SEND.

### **Class Teachers' Responsibilities:**

- ❖ Ensure every pupil in their class makes progress through appropriately differentiated, high quality teaching.
- ❖ Make reasonable adjustments for individual pupils as appropriate.
- ❖ Follow this policy and the Assess, Plan, Do, Review Cycle.
- ❖ Work closely with the SENCO, teaching assistants and external professionals where appropriate to plan and assess the impact of support and interventions.
- ❖ To link learning in interventions to learning in class.

### **7. Monitoring and Evaluating the Success of Provision**

In order to make consistent, continuous progress in relation to SEND provision, the school welcomes and encourages feedback from pupils, parents and staff throughout the year. This is done through:

- ❖ An annual parent and pupil questionnaire
- ❖ Twice-annual SEND parent consultations
- ❖ Regular contact with parents.
- ❖ Parent coffee mornings, which provide an informal forum for discussion.
- ❖ Pupil progress and provision mapping meetings with teachers take place termly
- ❖ Pupils' views on their learning are sought.
- ❖ The SENCO reviews all completed SEND support plans to evaluate set targets, support and intervention strategies as part of the APDR cycle.
- ❖ Staff training needs are identified and appropriate professional development is put in place.
- ❖ Progress and achievement data is tracked termly to monitor impact and identify trends.

### **8. Mental Health and Well-being**

At Woolenwick Junior School, we understand the importance of mental health and well-being and always aim to create an inclusive, nurturing school environment. We aim to cultivate a growth mind set attitude to learning where pupils understand that making mistakes is how

they learn. We work hard to build positive relationships with all pupils so that they feel safe and can achieve their full potential.

The personal development of our pupils is of the utmost importance and pupil participation in the wider life of the school is actively encouraged. Pupils have opportunities to take part in a wide range of extra-curricular clubs, school plays, school trips and residential visits. We also provide opportunities for pupils to take on leadership roles such as peer mentors, school councillors and sports leaders.

The Mental Health Lead is Jackie Birch and the Deputy is Tracey Brotherton.

## **9. Complaints Procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, in the first instance, they can make an appointment with their child's class teacher. If the issue cannot be resolved, the next step is for them to make an appointment with the inclusion team or other member of the senior leadership Team, the head teacher, or ultimately the chair of governors. They will also be able to advise on formal procedures for making a complaint.



# Woolenwick Junior School

## SEND Information Report

On these pages you should be able to find the answers to many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). If you do not find what you are looking for then please ask us. If you have any suggestions or comments we would welcome your feedback.

Woolenwick Junior School is an inclusive school and we offer a range of provision to support children with SEND. Some children may need additional support during their time with us and a few children will need more precise, individualised support.

All children are welcomed at Woolenwick Junior School. Our Admissions Policy can be found on our website.

This report is written with regard to paragraph 6.79 of the revised code of practice 2015.

### **What should I do if I am concerned about my child? What should I do if I think my child has a Special Educational Need?**

Firstly, please talk to your child's class teacher –

#### **The Class teacher is responsible for:**

- ❖ Ensuring your child makes progress through appropriately differentiated, high quality teaching.
- ❖ Making reasonable adjustments for your child as appropriate.
- ❖ Following the SEND policy and the Assess, Plan, Do, Review Cycle, which includes writing and reviewing SEND support plans for your child.
- ❖ Working closely with the SENCO, teaching assistants and external professionals where appropriate to plan and assess the impact of support and interventions.
- ❖ To link what your child learns in interventions to what they learn in class.
- ❖ Ensuring that the school's SEND Policy is followed in their classroom.

## If you should need further support –

### **The Inclusion Team is responsible for:**

- ❖ Developing and reviewing the school's SEND policy
- ❖ Coordinating support for children with SEND
- ❖ Ensuring that you are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- ❖ Seeking support from and liaising with other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.
- ❖ Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in our school are monitored) and making sure that records of your child's progress and needs are kept.
- ❖ Providing specialist advice for teachers and support staff so that they can help children with SEND.

You can contact any of the Inclusion Team via the school office: 01438 216565

SENCO: Tracey Brotherton

Family Liaison Worker: Jackie Birch

Deputy Head: Anna Page

### **The Head Teacher is responsible for:**

- ❖ The day to day management of all aspects of the school, this includes the support for children with SEND.
- ❖ Ensuring (by managing staff, resources and policies) that your child's needs are met.
- ❖ Making sure that the Governing Body is kept up to date about issues relating to SEND.

### **The Governors are responsible for:**

- ❖ Monitoring and reviewing the SEND policy.
- ❖ Monitoring the progress of children with SEND.
- ❖ Appointing a designated governor for SEND (currently Clair Friedrich.)
- ❖ Ensuring that the school community is fully inclusive for children with SEND.

## What do we mean by special educational needs?

Special educational needs can affect a child or young person's:

- ❖ Ability to learn at an age-appropriate level.
- ❖ Mental health.
- ❖ Emotional regulation and behaviour.
- ❖ Physical ability.
- ❖ Ability to socialise and make friends.
- ❖ Ability to understand instructions.
- ❖ Concentration levels

### **What we mean by disability?**

A physical and/or mental impairment that has long term and adverse effects resulting in significant impact on daily living and the child's development.

Mental impairment includes:

- Learning difficulties
- Autistic Spectrum Disorders (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Mental Health difficulties.

### **What are the different types of support available for children with SEND in our school?**

All staff have a duty to support all children in the school and the SENCO oversees the additional support that some children need.

### **For your child this would mean:**

- ❖ That the teacher has the highest possible expectations for your child.
- ❖ That all teaching is built on what your child already knows, can do and can understand.
- ❖ Different ways of teaching are in place so that your child is fully involved in learning in class, including use of practical resources
- ❖ Specific strategies are in place to support your child to learn.
- ❖ Through Pupil Progress meetings with senior staff and the Inclusion Team the needs of your child will be identified and met.

### **Interventions which may be appropriate:**

- ❖ Delivered inside or outside the classroom.
- ❖ Delivered by a teacher, teaching assistant, the SENCO, Family Liaison Worker or specialist professional.

### **Specialist support may be available via referral.**

- ❖ A referral will only take place after consultation and permission from you.
- ❖ Local Authority Services (Integrated Services for Learning) we make referrals to include the Educational Psychology Service, Communication and Autism Team and Speech and Language Therapy Service.
- ❖ The specialist professional may work with the school, you and/or your child to understand their needs and make recommendations to support them.
- ❖ Children with very complex needs may require assessment for an Education Health and Care Plan (EHCP).

## What is an Education, Health and Care Plan (EHCP)?

An EHCP puts a child and their family at the very centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This is called person-centred planning and is all about increasing choice and control. This process focuses on what is important for children and young people – what they and you want to achieve now and in the future.

## Who is an EHCP for?

An EHCP is for children and young people who have complex and profound SEND needs and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25. The school will be able to offer advice on the process and eligibility for an assessment. Parents can make applications for assessment directly with the Hertfordshire SEND Team. Further information can be found on the Hertfordshire Local Offer website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

## How does the school know the provision they are providing is working?

The SENCO monitors the effectiveness of interventions and other provision through pupil progress meetings, discussions with you, staff, other professionals and your child.

## How can I let the school know I am concerned about my child's progress?

- ❖ If you have concerns about your child's progress you should speak to your child's class teacher in the first instance.
- ❖ If you continue to be concerned that your child is not making progress, you can ask for an appointment with a member of the Inclusion Team.
- ❖ The school SEND Governor can also be contacted for information about the systems in place to support children with SEND.

## How will the school let me know if they have any concerns about my child's learning needs?

- ❖ If your child is identified as possibly having a special education need, we will contact you and share our concerns.
- ❖ The school will discuss with you any referrals to outside professionals if required to support your child's learning.
- ❖ You will always be involved in decisions made about your child.

## How is extra support allocated?

- ❖ The school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- ❖ The Head Teacher and the Inclusion Team decide upon the deployment of resources for SEND on the basis of needs in the school. This is shared with the governing body.
- ❖ The school identifies the needs of pupils on a school provision map, which identifies the children's needs and support, including that provided by outside professionals.

These are reviewed termly and changes made as needed.

- ❖ The child's views are sought both informally and for review meetings.

### **Who are the external professionals providing services to children with SEND in our school?**

- Communication and Autism Team (CAT)
- Specific Learning Difficulties Team (SpLD)
- Educational Psychology Service (EP)
- Impairment Teams.
- Educational Support Centre (ESC)
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)

### **How are the teachers in school helped to work with children with SEND and what training do they have?**

The Inclusion Team regularly attend relevant training and county briefings to ensure they have the latest information in order to support class teachers in planning for children with SEND. The SENCO is also currently working on achieving the National Award for SEND Co-ordination (NASENCO). Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Staff are supported by the Inclusion Team in delivering any specific programmes of support.

### **How will the teaching be adapted for my child with SEND?**

- ❖ Class Teachers plan lessons according to the specific needs of all of children in their class, and will ensure that your child's needs are met.
- ❖ While working on a task with your child, teachers and support staff will adapt it as necessary to support needs as they arise.
- ❖ Specific resources and strategies may be used to support your child individually and in groups.
- ❖ Planning and teaching is adapted on a daily basis if needed to meet your child's learning needs.

## How will we measure the progress of your child in school?

- ❖ Your child's progress is continually monitored by their class teacher.
- ❖ Their progress is reviewed every term in reading, writing and maths through a combination of teacher assessments and testing.
- ❖ At the end of key stage 2 children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- ❖ Teachers meet with the Senior Leadership Team on a termly basis as part of provision mapping and pupil progress meetings.
- ❖ The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education making a contribution.

## What support do we have for you as a parent of a child with a SEND?

- ❖ The class teacher is your first port of call. They are regularly available to discuss your child's progress, any concerns you may have and to share information about what is working well at home and school, so similar strategies can be used.
- ❖ A member of the Inclusion Team is available to meet with you to discuss your child's progress or any further concerns/worries you may have.
- ❖ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- ❖ Advice and or strategies from external professionals will be shared with you.
- ❖ Any relevant parent workshops will be flagged for your attention.
- ❖ You may also be signposted to relevant agencies.

## How is Woolenwick Junior School accessible to children with SEND?

- ❖ The school is fully compliant with Disability Discrimination Act requirements. Please see our **Accessibility Plan** on the school website.
- ❖ The school is on one level.
- ❖ There are ramps to external doors where needed.
- ❖ There is a disabled toilet.
- ❖ The edges of steps are painted yellow.
- ❖ We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- ❖ After school provision is accessible to all children including those with SEND.
- ❖ Extra-curricular activities are accessible for children with SEND.

## **How will we support your child when they are moving up to the next year group?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Before moving to the next year group your child's current class teacher will meet with their new class teacher to discuss their needs and share successful strategies for supporting them as part a provision mapping and pupil progress meeting. Your child will also have a moving up morning near the end of the summer term where they will spend the morning in their next class with their new teacher.

## **How will we support your child when they are moving up from Year 2?**

Year 2 transition is arranged by the Family Liaison Worker, Jackie Birch. Early in the summer term, she will arrange for children transferring from Woolenwick Infant School to make visits in small groups and tour the school. They will have opportunities to meet staff and ask the current Year 3 pupils about their experiences of transition. Children who have SEND needs will make several, longer visits so they can get used to the school. Jackie Birch will also visit the infant school to do circle times about moving to our school. The Inclusion Team and Year 3 teachers will meet with the Year 2 teachers and the infant school INCO to discuss the needs of all pupils.

Children transferring from other infant schools will also have the opportunity to visit the school. All children moving to Year 3 will have a moving up morning near the end of the summer term where they will spend the morning in with their new teacher.

For children with complex needs, including those with EHCP's we would always aim to be included in the annual review meeting prior to transition.

## **How will we support your child when they are leaving this school?**

We will contact the school and ensure they are aware of any special arrangements or support that is in place for your child. We will also make sure that all records about your child are passed on to the new school as soon as possible.

### **In Year 6:**

- ❖ We work very closely with our feeder secondary schools to ensure a smooth transition for all our pupils.
- ❖ SEND information is shared with the appropriate professionals at the new school at the earliest opportunity.
- ❖ Where possible your child will visit their new school on several occasions.
- ❖ Staff from the new school will visit your child during the summer term of year 6.

## **What Emotional and Social Development support do we have for a childwith SEND?**

We recognise that pupils with SEND may well have emotional and social development needs. The emotional health and well-being of all our pupils is very important to us

We have:

- ❖ All staff are trained in the Hertfordshire STEPS therapeutic approach to managing behaviour.
- ❖ Robust Behaviour and Anti-bullying policies in place.
- ❖ Continual monitoring of the emotional health and well-being of all children in the school.
- ❖ A subscription to the Stevenage Education Trust (SET), which offers a

variety of support to schools and families.

- ❖ MSAs who support children effectively at lunchtimes. We recognise that break times and lunchtimes are important opportunities for social interaction and wellbeing.
- ❖ Peer mentors from Year 6, who provide peer on peer support at lunchtimes. The peer mentors are trained and supported by Jackie Birch.

### **What shall I do if I am unhappy with the school's arrangements for my child?**

In the first instance, talk to your child's class teacher. If you need further support, please make an appointment with the Inclusion team. Finally, make an appointment with the head teacher.

If you are unable to resolve an issue you can make a complaint using the schools Complaintpolicy which can be found on the school website or a copy can be requested via the office. You may also wish to access the Hertfordshire Authority's Local Offer at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

