Wood Farm School Special Educational Needs Policy

Rationale

At Wood Farm School, we believe that every child should be supported to be outstanding. All pupils are welcome, including those with special educational needs. They should leave our school as confident, articulate and literate young people, academically and socially ready for secondary school. While most children can reach this potential with high quality, differentiated and personalised teaching within the classroom, some children need some additional help to reach these goals. These children may have a special educational need and/ or disability. means they have greater difficulty learning than their peers, or have a disability and need adjustments or access arrangements to make full use of the educational facilities generally provided for children in mainstream education.

A child has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to made for him or her. This is the case if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

At Wood Farm Primary we recognise that children will require a range of support for different lengths of time and that, in order for all children to succeed, we need to be able to plan for these needs accordingly. We aim to make sure that:

- Our curriculum is responsive to all children, whatever their individual need
- Children are fully involved in planning and reviewing their outcomes and targets
- All children are helped to become great learners, who experience success and develop resilience to take risks and see mistakes as an integral part of the learning process
- We identify, assess, record and regularly review pupils' progress, and work closely with parents or carers to support our SEN children.
- We seek and act on advice of support services to enable all our children to succeed.

Roles and Responsibilities

Governors work with the head teacher and SENCo to ensure that the necessary provision is made for all pupils, especially those with special educational needs. The designated SEN governor is actively involved in monitoring the support of children with special educational needs.

The Headteacher has overall responsibility for the management of children with educational needs, working closely with the SENCo and teaching staff to support these children.

The SENCo works closely with all staff, the head teacher and outside agencies to make sure the best possible provision is in place for each child with special educational needs. This involves:

- overseeing the day-to-day support and provision for children with special educational needs and helping to identify children with special educational needs, monitor their progress and review their provision.
- ensuring parents and teachers are working closely to provide the best possible support,
- supporting and advising teachers and support staff to facilitate the learning and achievement of children with special educational needs.

- advising on the school's delegated budget for special educational needs
- working with other agencies and professionals including educational psychologists, other schools, health and care professionals and the local authority.
- liaising with potential and next providers of education to support a smooth transition.

Phase leaders help to monitor and coordinate provision for children with special educational needs in their phase, making sure interventions are in place, targeted and regularly reviewed, as well as making sure teachers and support staff are providing good or outstanding provision for SEN children in the classroom. As well as this, they should rigorously monitor the progress of children with special educational needs as part of termly pupil progress meetings.

Teaching Staff should constantly reflect on the progress and support of children with special educational needs, and ensure they are personalising their learning for these children and giving them every opportunity to succeed. As well as this, they should work with teaching assistants and learning mentors to plan and assess the impact of support within class and during interventions. They should also ensure links are made between interventions and classroom work.

Coordinating and Managing provision

The SENCo and Headteacher will regularly meet to discuss issues relating to special educational needs. SEN will also be a regular part of SLT meetings and staff meetings, both to provide training and support and discuss provision and how it can be improved. The SENCo and Special Needs Advisory Support Teacher work to systematically map and review the SEN provision in each phase and share this with teaching staff and phase leaders. As well as this, the SENCo will meet regularly with teaching assistants and learning mentors to provide advice and review progress, and with the deputy head and head teacher, monitors the placement of teaching assistants depending on the changing needs of our children.
Parents and carers are an integral part of our special educational needs support, and are regularly invited into school to work with teachers to best support their children. The SENCo also works with parents of children with statements or Education, Health and Care Plans both in their Annual review and at other points during the year. Where families need extra support, they will be referred to the school's Outreach worker.
At Wood Farm School we work together with other agencies and specialists to ensure we are providing the very best support for children with special educational needs. All staff are trained in various aspects of SEN according to the needs of our children. This is a key part of our appraisal process for teachers and support staff.

Allocation of Resources

All schools receive funding for pupils with SEN in three main ways:

- The base budget covers teaching and curriculum expenses.
- The notional SEN budget covers additional educational support required
- Specific funds may be allocated to children with statements or Education, Health and Care Plans

Special Facilities

The school has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability, the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

'Be outstanding'

Identification, assessment and review

SEN provision is additional to and different to what is provided as part of Wood Farm's inclusive, personalised and differentiated curriculum. This provision is recorded on an individual SEN Support Profile for each child with special educational needs. Children's needs fall into four broad categories, though children may have needs in two or more areas. These categories are:

Communication and interaction- speech, language and communication needs, Autistic Spectrum Disorder including Aspergers and Autism.

Cognition and learning- moderate non-specific learning difficulties, and specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.

Social, emotional and mental health difficulties- behaviour reflecting underlying mental health or emotional difficulties, attention deficit disorder or attention deficit hyperactivity disorder, attachment disorder.

Sensory and/or physical needs- hearing , visual or multi-sensory impairments or physical disability.

When a child is identified as needing SEN support, Wood Farm School employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for special needs set out in the Code of Practice (DfE 2014). The local authority SEN guidance is used as a guid for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Identifying an SEN may be due to parental concern, low entry profile, lack of progress despite receiving a differentiated curriculum, low achievement, requiring greater attention in class due to behavioural or learning difficulties, or requiring specialist material or equipment or support for sensory/physical problems.

Children's progress is assessed regularly by staff as part of the school tracking process. If progress is slow, speaking with parents and ensuring high quality targeted teaching is in place is the first step, accompanied by in-class interventions. If, after monitoring, there is still a concern the SENCo will work with the class teacher and phase leader to decide whether the child requires specialist provision using the Oxfordshire County Council Guidance. If specialist advice or support is deemed necessary, this will be organised by the SENCo.

In partnership with parents and carers and the child, teachers will create a WFS Support Profile, identifying desired outcomes and actions. These actions may include different teaching approaches, appropriate equipment, strategies within class and at home, as well as interventions to support the child's progress.

Outcomes and actions are reviewed regularly and meetings will be held three times a year (in September, January and April) with children, their parents or carers and class teachers.

If a child's needs are not being met by additional, high quality special educational needs provision and the child has continued not to make expected progress, in conversation with specialists as well as parents, the school may consider requesting an Education, Health and Care assessment.

Staff development

At Wood Farm we are constantly seeking to improve our knowledge and expertise in the area of Special Needs Education. This includes school-based INSET days, specialist training sessions for teaching and support staff, regular group and staff meetings, county council meetings and individual staff development. New staff to the school are supported in the implementation of the SEN policy.

Parent involvement and Reviews

At Wood Farm, we believe that working with parents is vital to ensure that children with special educational needs are supported effectively. Parents know their children best of all, and what they feel and say is vitally important. Parents must be fully involved in identifying targets and goals for their child.

Parents/carers, staff and children meet regularly formally and informally to plan outcomes, revise provision and celebrate success. Parents and carers are always welcome to the school to discuss any concerns about their child with the class teacher or SENCo at a mutually agreed time. Parents are involved in the initial identification of children's special educational need as well as with review of their progress. Where possible, they are also involved with strategies to support their child, and consolidate their learning at home. Where specialist support is organised, this is done in partnership with parents and any advice is fed back to them. Parents have the right of access to records concerning their child.

The Voice of the Child

At Wood Farm, all children are encouraged to reflect on their learning. This is very much the case with children with special educational needs. All children with special educational needs are encouraged to participate in discussions about their learning and should feel that their views are valued. We try to ensure this by encouraging children to join at least part of their review meeting, and share their wishes and feelings with staff. Celebrating success is a huge part of these meetings.

Transition to and from other schools

The SENCo, head teacher and class teachers work together to support the transition of pupils with special educational needs to their new school. Year 6 children have the chance to visit their new school, and representatives from the schools visit to talk with the children. As well as this, information is gathered together and records are transferred to the new teacher or school. For children with Education, Health and Care plans, secondary school representatives will be invited to the final annual review for each child.
When new children join the school, previous schools and other agencies are contacted for information that may help the pupil.

Evaluating success

The success of the school's SEN provision is evaluated through:

- Monitoring of classroom practice by SENCO and other members of the Senior Leadership Team.
- Analysis of pupil tracking data and test results for individuals and pupil groups
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- Monitoring of the quality of School Support Profiles and review meetings
- School self-evaluation and the School Improvement Plan

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to make an appointment with the Special Educational Needs Coordinator (SENCo). In the event of a formal complaint, parents are advised to contact the headteacher in the first instance - parents may also wish to refer to the schools formal complaints procedure. The Oxfordshire Parent Partnership Service is also available to offer advice.