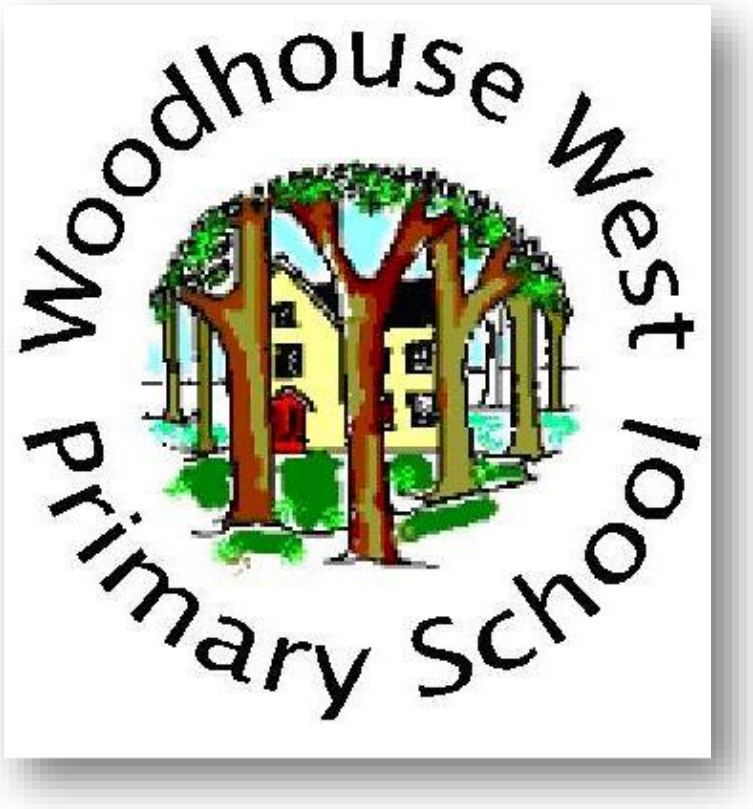
Woodhouse West Primary

SEND Policy



'Aspiring to be awesome. Making every day build a brighter tomorrow'

Written by	Written Date	Ratified	Review Date	Approved by
Jennifer Bartley and Rachel Grimes	March 2025	April 2025	pending	Governors

Contents:

1. Vision, aims and objectives
2. Roles and responsibilities
3. Working in Partnership with Parents
4. Identification of pupils' needs including the referral system
5. Levels of SEND: SEND support plan, Extended Support Plan (recently known as My Plan) and EHCP
6. Provision, Interventions & provision mapping
7. Access to the curriculum, information and associated services
8. Evaluating the success of support
9. Admission arrangements
10. Complaints procedure

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Illustrative Regulations as a guide for schools completing SEND Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- GDPR (2018)

There are two SENCos at Woodhouse West Primary School; Mrs Jennifer Bartley (KS2 SENCO) and Miss Rachel Grimes (EYFS/KS1 SENCO) who are qualified teachers. Mrs Jennifer Bartley has completed the National Award for SEND co-ordination and Miss Grimes is currently undertaking the new National Professional Qualification (NPQ) for SENCOs. The Headteacher and the SENCos are responsible for managing the school's response to the provision that we make for children and young people with SEND (regulation 3a for schools).

Miss Grimes (EYFS/KS1 SENCO) is available on 0114 2692602, or at senco1@woodhousewest.sheffield.sch.uk

Mrs Bartley (KS2 SENCO) is available on 0114 2692602, or at senco2@woodhousewest.sheffield.sch.uk

1. Vision, aims and objectives

Vision

- Every child will feel happy and included in all learning.
- All staff will respond to a child's needs, not their diagnosis or a disability.
- Parents will be involved, not informed.
- Every member of staff in school will have a strong understanding of how to provide for children with SEND and through this will develop effective high-quality provision in class.

Aims and Objectives: 'Every Teacher is a Teacher of SEN'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- To fully engage and involve parents and children in the decision-making process.

Objectives:

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo using the in-school referral system.

Monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential and achieve the best outcomes possible.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCos and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met, and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. Ensure that parents are involved in the decision-making process. We will aim to offer and receive advice regarding their child and offer support, if needed, in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when a pupil's needs cannot be met by the school alone. Woodhouse West Primary School receives further support from a range of outside agencies, including Education Psychology Service, Speech and Language Therapy, Vision and Hearing Impaired teams, Child and Adolescent Mental Health Services (CAMHS), Family Intervention Service (FIS), Autism team, Fusion (learning support), Unravel (Social,

emotional and mental health support), The Rowan Outreach (Specialist school provision support)and 0-5 SEND service. This supports the children in achieving their best outcomes.

Create a school environment where pupils can contribute to their own learning by offering all children the opportunity to voice their own opinions and say what they feel works best for them. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each class, helping to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

2. Roles and Responsibilities

Role of the Head Teacher:

- to take responsibility for the overall management of the SEND policy
- to determine general policy in co-operation with the Governing Body
- to keep the Governing Body informed
- to support the work of the SENCo

Role of the SENCo:

- to take responsibility for the day-to-day operation of the SEND policy
- to liaise with staff, parents and governors
- to evaluate the progress of pupils on the SEND register
- to maintain the register and other special needs paperwork
- to contribute to in-service training
- to co-ordinate provision and liaise with outside agencies
- to keep fully up to date about special educational needs issues through attendance at training and cluster meetings
- to listen to the views of pupils and represent these where necessary

Role of the Teacher:

- to identify pupils with SEND
- to be responsible for the day-to-day implementation of the pupils' SEN support plans
- to write and review pupils' termly targets three times a year
- to assess and track progress of pupils
- to plan the support given by the teaching assistant for a specific pupil or group
- set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- to plan appropriate learning objectives
- to adapt teaching strategies to meet the needs of the pupils.
- to liaise effectively with teaching assistants, SENCo and parents
- to communicate effectively with parents around the provision in place for their child
- to keep up to date with current thinking and attend training as required.

Role of the Teaching Assistant

- to work with the teacher for the benefit of the pupil/ group of pupils
- to keep the class teacher informed about pupils' progress towards targets in the SEN Support Plan and to keep parents informed
- to attend reviews as necessary
- to contribute towards targets in the SEN Support Plan
- to attend training as necessary

Role of the Governing Body

Our current SEND governor is Jenny Alexander. Jenny can be contacted through the school office or the SENCos.

The Governing Body is required to:

- Provide information to parents about the implementation of the school's policy for pupils with special educational needs through the school website which is available online.
- Have regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In addition to this they will:

- determine general policy in co-operation with the Head Teacher and SENCo
- establish appropriate funding and staffing
- monitor the progress of the school in relation to its aims for pupils with SEND
- remain informed about the provision within the school for pupils with SEND
- provide a SEND governor
- ensure that they are kept informed about their statutory responsibilities by attending training and receiving regular updates from the Head Teacher/SENCo

3. Working in Partnership with Parents

Woodhouse West Primary School believes that a close working relationship with parents is vital to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are valued and used to inform future points of action.

Woodhouse West use a range of methods to communicate effectively with parents and are constantly reviewing practice to ensure that communication is always successful.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCos may also signpost parents of pupils with SEND to the local authority SENDIASS (Special Education Needs and Disabilities Information Advice and Support Service; formerly parent partnership) service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. External agencies will

often invite parents to attend meetings regarding their child and are consulted on any points of action drawn up in regard to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

The school's website is regularly kept up to date with information around SEND. On the website, information can be found about interventions currently offered in school, external agency links and SEND events. The school's SEND information report and most up to date newsletter are also available through the website.

Further information for parents is available through the SEND Local Offer resource. This is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sheffield that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Details can be found at: www.sheffielddirectory.org.uk

4. Identification of pupils' needs including the referral system

These definitions of special educational needs and disabilities (SEND) are taken from special educational needs and disabilities code of practice 0-24 years (2015):

- A pupil has SEN where their learning difficulty or disability calls for specialist provision, outside of what is ordinarily available for all children, which is different from or additional to that normally available to pupils of the same age.

- School staff are supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline
• fails to match or better the child's previous rate of progress
• fails to close the attainment gap between the child and their peers
• widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The code of practice describes the four broad areas of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Parents and staff work collaboratively to ensure all children are achieving to the best of their ability. The SENCos will (alongside class teachers) meet parents, who indicate on entry to school that their child has an identified Special Educational Need, or who has concerns about their child's development. From this discussion, a plan for the next steps will be arranged, which may include the child being added to the school's SEN register, with parents permission.

If children are already attending Woodhouse West, parents can initially discuss concerns with their child's class teacher. Early identification is key to providing the right support for children attending Woodhouse West, ensuring that the correct provision and support is put into place to support the child achieving their full potential.

Once a child has been identified as possibly having an additional need, the SENCos will identify the level of need, and the current provision, using the 'Sheffield Support Grid'. The Sheffield Support Grid outlines different areas of SEND, and the level of support that children may need to achieve their potential. These levels have been agreed across Sheffield, and school are moderated to ensure that there is parity between schools about the levels assigned to children. The grid will also help to identify the possible support required and the outside agencies who could be involved. At this point, the SENCos will work with parents to arrange those referrals either through school, or with a supporting letter to take to the GP as appropriate.

5. Levels of SEND: The Graduated Approach.

Learner Profile, SEN Support, Extended Support Plan (recently known as My Plan) and EHCP (Educational Health Care Plan).

Pupils will either be identified at the SEN support level, Extended Support Plan or EHCP level of need. Conversations will take place at review meetings about whether pupils need to move either up or down the levels of SEN need.

SEN need level	SEN Need description	Sheffield Support Grid level
Learner Profile	A Learner Profile is a good way of sharing key information about a child/young person. It tells people on a single sheet of A4: what their strengths are what is important to them how they can best be supported. It helps to make sure that the child/young person's voice is at the centre of everything. Schools are expected to use learner profiles for most pupils with SEND. For those with lower-level needs, this is a standalone document.	Levels 1, 2 – Ordinarily Available Provision.

SEN Support Plan	The 'SEN support' level would indicate that a child has had the involvement of an external agency, and that support within school through ordinarily available provision, will allow them to access the curriculum effectively.	Levels 3 &4
Extended Support Plan	Children that have more complex needs where a child might have several outside agencies involved with the family and require a bespoke adaptation to the provision to enable them to access mainstream schooling and/or children that are still not making progress on an SEN Support Plan, are then considered for an Extended Support Plan. When an Extended Support Plan is written for a child, this provides all the evidence needed, to support an application for an EHCP, should this be necessary. The school will go through at least three 'assess, plan, do, review' cycles and gather several forms of evidence from outside agencies and other professionals, before being able to apply for an EHCP.	Levels 3, 4, 5
Education, Health and Care Plan (EHCP)	Having received support through each area of the Graduated Approach and completing at least three 'assess, plan, do, review' cycles, where the child is still making little to no progress, further evidence will be gathered and an EHCP will be applied for.	Levels 4 & 5

School will use the exemplification materials outlining provision, alongside those outlining need. School will make every effort to match provision to the level of need identified. In some

circumstances this may not be possible, e.g. due to funding or a parent's preference for a mainstream setting when the provision required could only be met at a special school.

Referral for an Education, Health and Care Plan (EHCP):

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity or severity of need is such that a further multi-agency approach to assessment and support is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, SENCo, class teacher and any other external agencies involved where applicable. The application for an Education, Health and Care Plans will combine information from a variety of sources, and will be included in an Extended Support Plan:

- Parents
- Teachers
- SENCo
- Social Care (if applicable)
- Health professionals

If the support offered through the Extended Support Plan is not leading to the targets being met, then an EHCP may be considered. The Extended Support Plan documentation will be sent to the locality SENCo panel for a Stage one assessment, and this will be discussed at a panel meeting. If the documentation is deemed fit to progress towards a second stage of consideration, it will be sent through for Stage two assessment. At Stage two, a decision will be made as to whether a request for an EHCP can be put forward to the Local Authority. If the needs are deemed to be sufficiently significant, more assessments may be carried out by school to ensure that the Local Authority have enough evidence to draft an EHCP.

Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. An EHC Plan follows the pupil until they are 25.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found at http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=1rNIu076E1Y, or by emailing SENDAssess&Review@sheffield.gov.uk

Criteria for exiting the SEND register

The SEND register is updated prior to the school census each term, but pupils can be added or taken off, at any time. This register records the child's category of need as detailed in the new Code of Practice. We also record children who have been taken off the register. Any changes to the SEND register will be discussed with parents prior to a change being made.

6. Provision, Interventions & provision mapping

The SENCos will hold details of all SEN Support records such as the SEND Register, provision maps, bespoke timetables, reports from external agencies, and review minutes for individual pupils.

Woodhouse West primary School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCos are the designated person responsible for liaising with outside agencies.

The school continues to build strong working relationships and links with external support services, for example Speech and Language, the Autism Team, Ryegate Children's Centre and Learning Support, to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil.

The SENCo will share all information from external agencies and/or previous settings with class teachers. By accessing the above, every staff member will have complete and up-to-date information about all children with special needs and their requirements; enabling them to provide for the individual needs of all children. This policy is made accessible to all staff and parents to aid the effective coordination of the school's SEND provision.

At Woodhouse West Primary School, there can be vast ability ranges therefore appropriate adaptation is an essential part of effective teaching. Several pupils come to the school achieving well below age-related expectations. Not all these children will have SEND; the school organises itself to ensure that it meets the needs of all its pupils.

When assessing need and developing provision we therefore consider the following factors:
- The curriculum that is being offered to pupils
- The social environment in which the learning takes place
- The physical environment and how barriers to learning are overcome
- The nature of support provided by adults and peers.
- A graduated approach: 'Every Teacher is a Teacher of SEN'.
- Any environmental factors or significant life events.

Wave 1 Intervention – Quality first teaching (New updated SSG Level 1,2 ordinarily available provision).

Quality first teaching happens for all the groups taught as matter of routine. This is not special needs provision. However, high quality, differentiated teaching will be the first step in responding to pupils with SEND. Action to remove barriers to learning will be implemented and effective special educational provision will be put in place. When a special educational need has been identified the school will follow the 'graduated approach' as detailed in the SEND Code of Practice (2015) to create a child's SEND support plan.

This will take the form of:

- Assess – carrying out a clear analysis of the pupil's needs so support and provision can be planned appropriately

- Plan – following the parents being informed of the assessments, the adjustments, intervention and support to be put in place will be decided between the teacher, parent(s) and SENCo
- Do – the class teacher will remain with the overall responsibility for the child. The teachers will work closely with other staff on provision. The SENCo will support the teacher in further assessments of the child's particular strengths and weaknesses and provide advice on the implementation of support.
- Review – the effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly and support will be reviewed in light of outcomes.

Wave 2 Intervention (New updated SSG Level 1,2 ordinarily available provision).

This is when additional arrangements are made for specific pupils to allow them to access the learning in the classroom. It may relate to their seating arrangements, the support materials they have access to or the input that is given to them either by the teacher or the teaching assistant.

Wave 3 Intervention

This is additional and specialised intervention which is required to meet the very specific needs of pupils within the class. Provision for wave three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles. Where possible, the work done in the group relates closely to the learning objectives set for the rest of the group. Where necessary however, programmes/strategies may be used to address the particular needs of the individual or group (e.g. individual speech and language programme, phonics programme, Birmingham Toolkit, etc.).

Teachers may need additional resources to meet the needs of the pupils in their group. This may be a commercially produced programme, games, books and other physical equipment or it may be the time of an additional adult.

The wave 3 provision in school (usually delivered by learning mentors, teaching assistants or specialists) will be coordinated by Jennifer Bartley/Rachel Grimes (SENCos) and phase leaders based on the needs of the children across school. SEND training and development for staff will also be coordinated by Jennifer Bartley/Rachel Grimes in liaison with Anne-Marie Bailey (Head teacher) and Hannah Rimmer (Assistant Head) based on the skills and training of staff and the needs of the pupils in school.

Social, Emotional and Mental Health Needs

Work on managing emotions and regulation, emotional literacy and social skills is done as part of PSHE and additional work is provided for individuals and small groups when necessary. Programmes are also developed to meet individual children's needs (e.g. use of CBT techniques, development of mindfulness, FIE, etc.) Groups of pupils across the school may work on specific behavioural targets and may need additional teaching related to this. This may be done by the Learning Mentors, Home-School Link worker, or other member of staff.

Alternative Provision

Where significant need arises, it may become necessary for a child to attend an alternative provision placement to further meet their needs. Alternative provision is for children who cannot attend a mainstream school full time for a variety of reasons, such as being at risk of suspension, challenging behaviour issues or risk of permanent exclusion.

We believe all children, including those in alternative provision settings, deserve a high-quality education. If school or parents feel this will benefit the child, various placements will first be discussed and one placement, along with the number of days' attendance, will be agreed. Alternative Provision placements should be a part of the children's timetable, where they are at school for some of their time and in an alternative provision setting for the remainder. Alternative provision placements are subject to school funding and impact on the child will be reviewed regularly.

7. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCos will consult with parents for other flexible arrangements to be made. Reasonable adjustments will be made to ensure that any child with SEND can access school and the curriculum alongside their peers. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the Family of Schools. Staff members attend twilight and Inset training to further develop skills and knowledge.

Facilities for pupils with SEN at Woodhouse West

Wheelchair Access: Yes
Supports special needs and disabilities: Yes
Children at Woodhouse West have a range of special needs and disabilities, including and beyond:

- Learning difficulties
- Dyslexia
- ADHD
- Speech & language difficulties
- Autism
- Hearing impairment
- Visual impairment
- DCD (Developmental Coordination Disorder)

Age Range: 3 years to 11 years
Facilities

- Disabled toilet facilities
- Secure setting
- Fully wheelchair accessible building
- Visual aids

8. Evaluating the success of support

To make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year. This feedback is collated in a range of ways including questionnaires, student voice meetings, in-school referral meetings, SEN reviews and in our parent network group.

Children's academic progress will be monitored on a half-termly basis, and overarching targets on a termly basis, in line with the SEND Code of Practice. The SENCos are available for parents through appointment. Further feedback from parents can be given at any time via email.

A formal evaluation of the effectiveness of the school SEND provision and policy is reported back to the Senior Leadership Team and school governors through a link governor's report and through termly School Achieving Excellence Planning documents. School governors are also invited in to meet with SENCOs throughout the year.

9. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. Each year, children who are vulnerable will have additional transition sessions with their new class teacher, and supportive strategies put in place (e.g. communication passports). An individual plan of action to aid transition will be offered. Upon transition to secondary schools, the SENCos will meet with a key member of staff from each school and arrange additional transition as appropriate and where possible.

10. Complaints procedure

Please refer to the general Complaints Procedure.
If a parent is unhappy with the way the school has handled their child's special needs they should:

- discuss with the child's teacher
- discuss with SENCOs
- discuss with Headteacher
- approach the Governing Body
- contact Sheffield City Council

At any stage parents can contact the helpline SENDIASS (Special Educational Needs and Disabilities, Information Advice and Support Service, formerly Parent Partnership Service) on 0114 273 6009. This service provides impartial information, advice and support to children, young people with SEND and disabilities, and their families, covering a range of matters including education. They will offer support and/or act as an intermediary.