

WOOD FOLD PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY
POLICY (SEND)

Policy agreed (date):	September 2024
Policy published (including on website) (date):	September 2024
Next review (date):	September 2025

Aims and Objectives

This policy sets out the protocols and provision for pupils with special educational needs and/or disabilities at Wood Fold Primary School.

Responsible Persons

The current SENDCo is Miss K. Lewis and in her absence, the Headteacher, Mrs R. Gough. The Assistant SENDCo is Mrs C. Taylor. Together they form the SEND team.

Mrs S. Burland is the SENDCo for Early Years and is overseen by the whole school SENDCo, Miss Lewis.

The SEND Governor is Councillor Debbie Parkinson.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

The Special Educational Needs (SEND) Code of Practice: 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotion and Mental Health Difficulties
4. Sensory and/or Physical Needs

Wood Fold's 'Waves of Intervention Model' (Appendix A) explains each of these areas of need, outlines what each of the waves of support means and what kind of support/intervention you can expect to be in place.

As a fully inclusive school, Wood Fold will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the school has determined that a child has SEND, those needs will be made known to all who teach them.

At Wood Fold we adhere to Section 19 of the Children and Families Act 2014 which makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Quality First Teaching

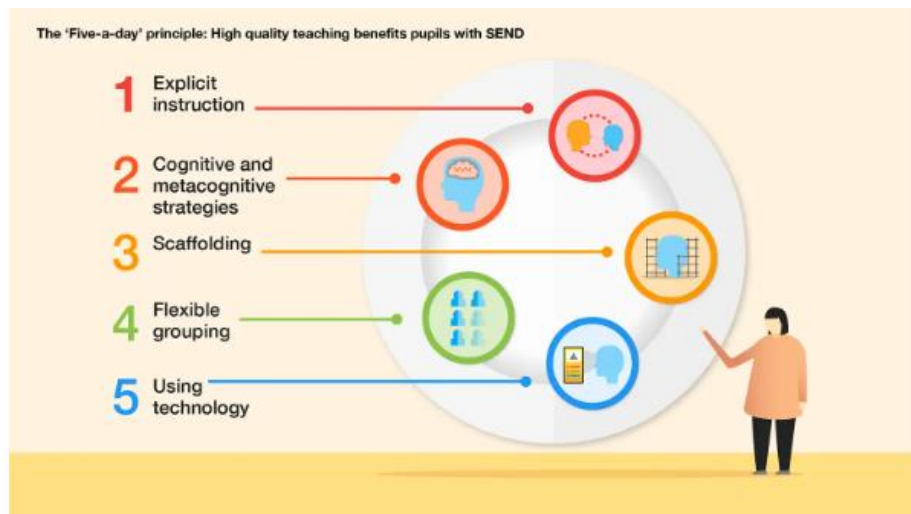
Quality first teaching is teaching that is adaptive to the needs of the child and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Wood Fold's 'Adaptive Teaching Approaches' document (see Appendix B for an example) sets out how adjustments are made to in-class provision to meet individual needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff; all teachers are teachers of children with special educational needs and / or disabilities.

- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot

compensate for a lack of good quality teaching “All teachers are teachers of children with special educational needs.” SEND CoP 2014

- The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff
- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. At Wood Fold we follow the ‘Five-A-Day Principle’ as set out by the Education Endowment Foundation:



School leaders and teaching staff, including the SENDCo, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Identification

Class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These 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

Where pupils continue to make inadequate progress, despite quality first teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement, between the teacher, SENDCo and parents, about the SEND support that is required to support the child. Please see Appendix C to view our identification flow chart.

At this stage class teachers will complete an 'Assess, Plan, Do, Review – children causing concern' document (See Appendix D) which will record what actions have already been taken. This will enable us to gather a more informed judgement around the child and their possible next steps.

Graduated Approach

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

1. Assess

In identifying a child as needing SEN support, the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

2. Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified. The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. In order to record this information a 'One-page profile' (Appendix E) will be created with the child's involvement. These will be reviewed regularly, in particular when the child's needs change.

Targets will be shared with parents at least termly on the children's Individual Education Plans (IEP) (Appendix F). Opportunities to discuss this will be provided and where possible pupils should be a part of these discussions.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The person responsible for carrying out interventions will be fully trained and supported to deliver it and they will complete a feedback form after each session. Interventions are reviewed weekly by the class teacher who will also provide further input and guidance on next steps. The class teacher will ensure that key strategies that are successful in the intervention are carried through into the classroom and that progress replicated in class.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact of the support will be reviewed on the child's IEP and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be provided, through meetings with the class teacher and SENDCo, clear information about the impact of the support and interventions provided, and involve them in planning next steps.

Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. IEPs set out the objectives that will be addressed and expected outcomes from the support are identified on the IEP as well as on provision maps. These are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need will be identified through a 'Wave Approach'.

Wave 1 = Quality first teaching.

Wave 2 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will usually be provided in groups with children who have similar needs.

Wave 3 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will either be provided in small groups or on a 1:1 basis and provide more intensive support designed to meet the child's SEN needs.

'Wood Fold's SEND Provision Outline' (Appendix A) sets out the available interventions and support that we offer for each area of need and each of the 3 waves of support. This is reviewed regularly as new training occurs or new resources become available.

Curriculum

At Wood Fold we have developed a broad and balanced curriculum that is stimulating and engaging for all groups of learners. We use a range of different strategies to ensure the curriculum is accessible for our SEND learners, with appropriate strategies being selected according to each child's individual needs.

Emotional Wellbeing

At Wood Fold we provide emotional wellbeing support to those pupils who have social, emotional and mental health difficulties. Support is tailored to meet the specific child's needs and we help children develop strategies and skills, providing them with a safe, nurturing, confidential forum to express their feelings and emotions. Mrs Taylor is our pastoral manager and is supported by Miss Bullen who also provides pastoral and nurture support as well as monitoring health care plans. School have access to a trained counsellor through Wigan Family Welfare, and in some instances, it is decided with parents that children should access this service for emotional wellbeing support.

SPECIALIST SEN/D PROVISION

K Lewis	SEN Award
C.Taylor	NASENCO qualification, PECs
G Kelly	NASENCO qualification
S.Burland	NASENCO qualification
K Harris	Reading Recovery Teacher and AMBDA
V Dyson	Colourful Semantics
R Reay	Colourful Semantics
N Bullen	ELSA, Drawing and Talking
L Clegg	Sounds Write, Catch up Literacy and Catch up Numeracy
E Patel	Sounds Write
N Bullen	Sounds Write
J Blyth	Sounds Write
A Powell	Sounds Write, ELKLAN
M Hemsworth	Sounds Write, ELKLAN
L Dawber	Sounds Write, Talking Partners and Catch up Numeracy
C Speakman	Sounds Write Talking Partners and Catch up Numeracy

K Prest	Sounds Write, Catch up Literacy
R Oldfield	Sounds Write Catch up Literacy
J Roberts	Sounds Write
R Grimshaw	Sounds Write
A Southway	Sounds Write
V Whalley	Sounds Write
V Parsons	Sounds Write

Building adaptations / special facilities

See Access Policy

Wood Fold Primary School is built on one level with easy access for wheelchair users. The school has a disabled toilet for pupil / adult use and a multi-purpose-built Hygiene Room. The areas surrounding the school have widened paths which have appropriate gradients and are bordered with raised grassed beds to ensure independent wheelchair access is appropriate with strategically placed bollards for guidance and safety. All external doors are wheelchair accessible.

Educational Access – Teaching assistants work in 1:1 and small groups within the classroom areas, or in quieter spaces when needed, alongside the teacher and provide extra support when and where appropriate.

At Wood Fold all children are given equal entitlement to learning opportunities through an inclusive approach to learning, which ensures that the children have access to all educational resources, experiences and a broad and balanced curriculum (with reasonable adjustments)

Involving Parents / Carers

Where a pupil is receiving SEND support, we will meet with parents at least 3 times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

We readily share information with parents regarding the provision that their children are receiving, ensuring that we provide this in a format that is accessible for the parents. Pupils targets are shared via individual education plans and these are reviewed and updated in consultation with parents.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and any discussions and agreements will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Specialist service support can come from a wide variety of sources, including:

- School Outreach Services
- Start Well
- Specialist Sensory Education Team (SSET)
- TESS Team (Targeted Educational Support Service)
- CAMHS
- CAMHS School Link
- Educational Psychologist
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Autism Pathway and Service
- Special Educational Needs and Disability Service (SENDS)
- Children's Centres
- Parents in Partnership

In order to secure the involvement of these specialist services, referrals are made, with the consent of the parents.

Education, Health and Care Plan (EHC)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment.

When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authority's responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

Requesting a personal budget

- A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan where the parent or young person is involved in securing that provision.
- Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan
- Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate
- Parents views must be considered when deciding how the money will be spent.
- The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan
- The personal budget can include funding from education, health and social care

Transition Arrangements

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

Role of the SENDCo

The SENDCo for Wood Fold Primary school is Mrs K Lewis.

The key responsibilities of the SENDCO include:

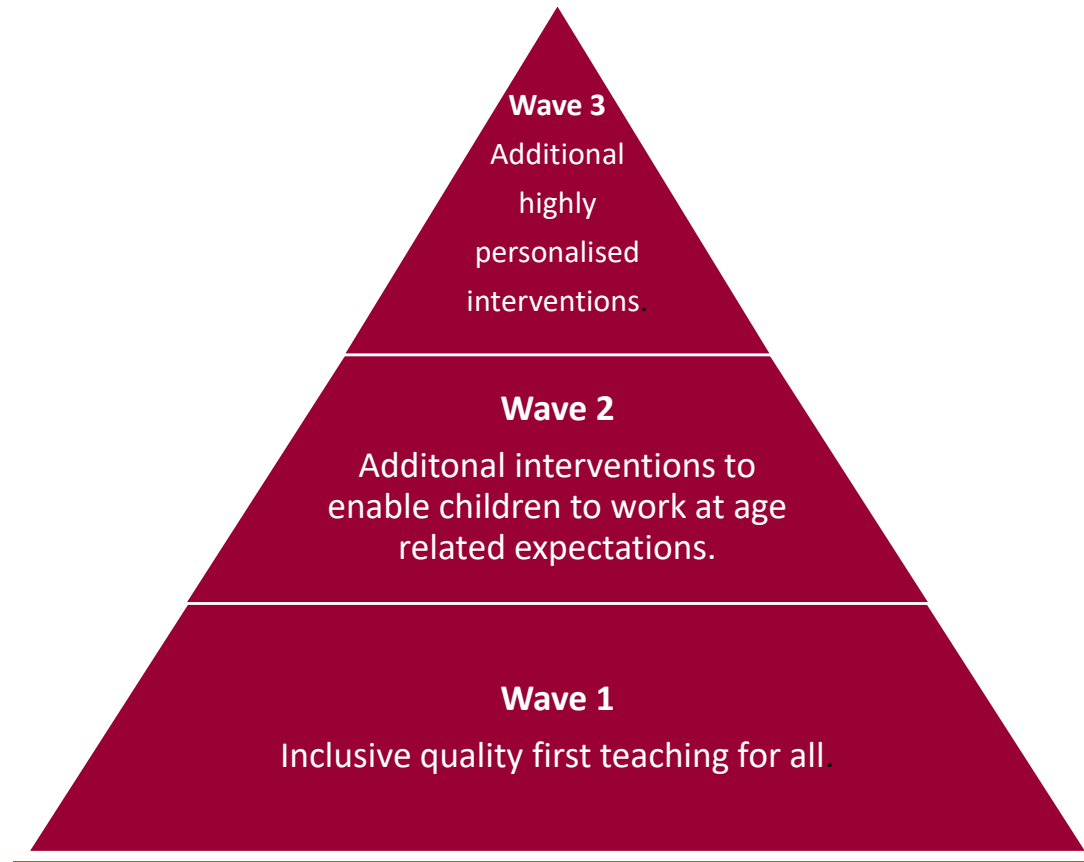
- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Complaint procedure

Parents or children who are dissatisfied with any aspect of the SEND support offered should raise their concerns/issues:

- in the first instance to the SENDCo, Miss Lewis or Headteacher, Mrs Gough
- if the parent is still unhappy, she / he can put her / his concern in writing to the Chairperson of the Governing Body.
- Following the Complaints Procedure, further appeal can be made to Wigan Council.

Waves of Intervention Model



A graduated approach: All pupils will be provided with high quality teaching that is adapted, when needed, to meet their needs

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<p>Wave 1 is the effective inclusion of all pupils in high-quality everyday teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; scaffolding in the form of prompts, question stems; different ways of setting out work, pre-reading. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p>Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.</p>	<p>Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.</p> <p><u>Some children on Wave 3 may have an Education Health and Care Plan.</u></p>

Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p> <p>Some children may need support for specific learning difficulties which include moderate, severe and profound learning difficulties. Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Specific Learning Difficulties can include dyslexia, dysgraphia, dyspraxia, dyscalculia.</p>	<p>Communication and interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p> <p>It also includes children with ASD (Autistic Spectrum Disorder) including Asperger's.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI), a hearing impairment (HI) or a Multisensory impairment (MSI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p> <p>Those children with a MSI have a combination of vision and hearing difficulties.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties might be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p> <p>This category includes children with ADHD.</p>

Wood Fold Primary School Adaptive Teaching Approaches

Reading

- Read the question aloud with the class
- Highlight/ make bold key words and vocabulary that will identify the operations.
- Simplify the text.
- Add images/symbols/ pictorial representations next to the text to help with children's understanding.
- Provide children with key vocabulary

Resources

- Provide simplified versions of resources
- Provide pictures of work that is modelled on the board.
- Manipulatives readily available
- White boards.
- Steps to success so children can carry out a step-by-step process
- Word bank



Maths



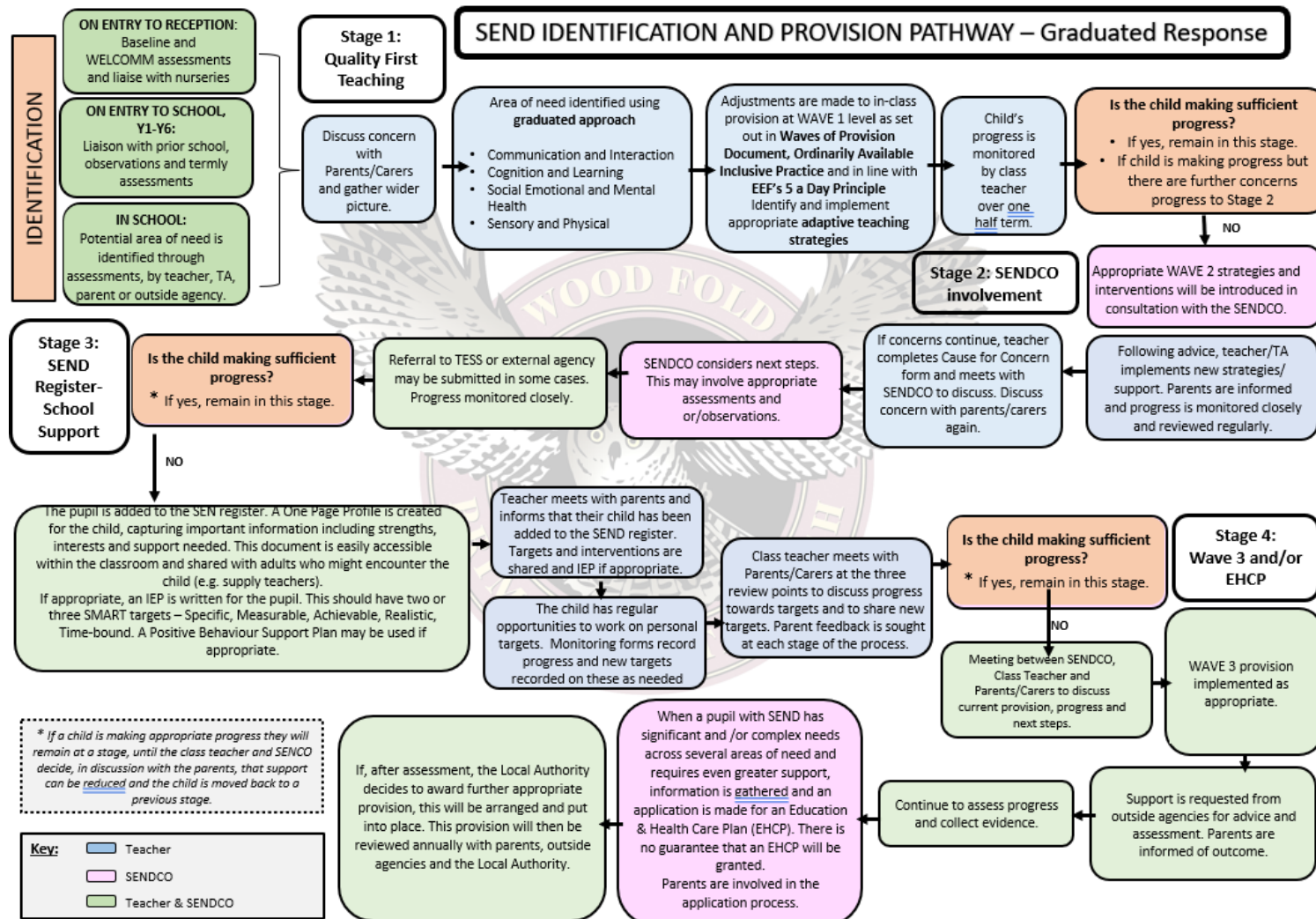
Recording of work

- Use of templates, ready-made tables, PV charts and pre- drawn lines for column working.
- Use whiteboards
- Use number museums and photograph use of manipulatives to aid reflection
- Highlighting/underlining of key words in questions.
- Use larger squares if necessary
- Colour coding of steps or for drawing attention e.g. place value
- Use bar models and part whole models to show understanding of the components of the question and how they are related.

Teaching approaches


- Model using diagrams and visual representations
- Paired work- coaching each other through the method
- Questioning -cold calling, probing and process questions. Rephrasing questions and using key words and visuals as prompts.
- Breaking down the method into smaller chunks.
- Highlighting key words in reasoning questions.
- Use child friendly analogies that the children can relate to.
- Use working wall to record live modelling and vocabulary

Appendix C



Appendix D

Assess, Plan, Do, Review – children causing concern

Name:	Class:	Term:
Area of concern? Cognition & Learning SEMH (Social, Emotional, Mental Health) Communication & Interaction Sensory and/or Physical Needs 		
Notes from discussions with other people. Parents? SENDCo? Support Staff?		
Observations Identify and analyse child's needs. Child's strengths and areas for development.		
Boxall Has one been completed for SEMH?		
What support is already in place? What needs to be put in place? What do you want the child to improve/develop? Outcome focused TARGETS- SMART Achievable and measurable		
Interventions identified Expected impact on progress, development and behaviour. Date for review		
DO- Observations to see how the child responds to the support		
Review How effective has the support been? What has the impact been on the child? Have the outcomes been achieved?		
What are the next steps? Planning for a new cycle of targets? Meeting with parents? Outside agencies involved?		

****'s One Page Profile

What I like... What I am good at ..

(You might want to discuss: "What am I good at?", "What are my strengths and talents?")

What would I like others to know about my difficulties?

How to support me...



(adjustments / interventions / support)

I will help myself by ...

Wood Fold Individual Education Plan

Name:

Term/Date:

<u>Learning Target 1</u>		
Area		
Target: I am learning to	Success Criteria: If I am successful I will be able to ...	
.	•	
Child's Evaluation:		Teacher's Evaluation:
		<ul style="list-style-type: none"> • Achieved <input type="checkbox"/> • Partly met <input type="checkbox"/>
<u>Learning Target 2</u>		
Area		
Target: I am learning to ...	Success Criteria: If I am successful I will be able to ...	
	•	
Child's Evaluation:		Teacher's Evaluation:
		<ul style="list-style-type: none"> • Achieved <input type="checkbox"/> • Partly met <input type="checkbox"/>
WOW Moments:	Parental Comment:	