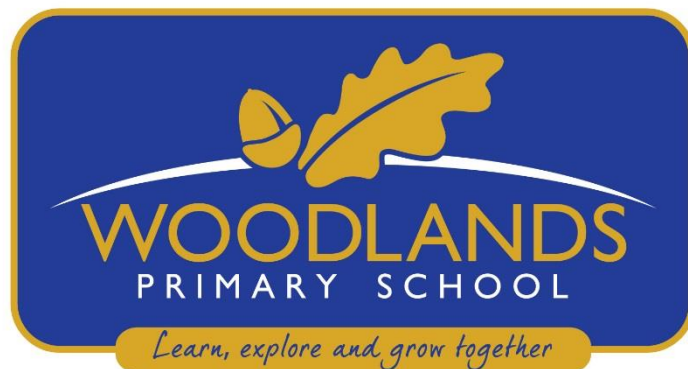


# Woodlands Primary School

## Special Educational Needs & Disability (SEND) Information Report and Policy



Written by	Rita Tarrant-Blick
Ratified by Governors	Spring 2024
Date for Review	Spring 2025
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	No

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## Special Educational Needs & Disability information report and Policy

This has been developed in accordance with guidance provided by Kent County Council and adapted to reflect the practices at Woodlands Primary School.

This is written in line with the requirements of:

- Children and Families Act 2014 (<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>)
- SEND Code of Practice 2015. ( <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- UK Statutory Instrument 2014 number 1530- Special Educational Needs and Disability Regulations (<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>)
  - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
  - Schedule 1 regulation 51– Information to be included in the Special Educational Need (SEN) information report
  - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>)
- Schools Admissions Code, Department for Education September 2021 ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1001050/School\\_admissions\\_code\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001050/School_admissions_code_2021.pdf))
- UK Statutory Instrument 2012 number 1124 - The School Information (England) (Amendment) Regulations (<https://www.legislation.gov.uk/uksi/2012/1124/made>)
- UK Statutory Instrument 2013 number 758 - The School Information (England) (Amendment) Regulations (<https://www.legislation.gov.uk/uksi/2013/758/memorandum/contents>)
- Kent Inclusion Statement Jan 2021 (<https://www.kelsi.org.uk/special-education-needs/inclusion/inclusion-statement>).

This policy should be read in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Complaints Policy
- Inclusion Policy
- Public Sector Equality Duty Statement
- Whistleblowing Policy.

This policy was developed through a working group consisting of all stakeholders within the school [including staff, governors and parents / carers] and will be reviewed annually.

## **Definition of Special Educational Needs and Disabilities (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 if he or she:

- A. as a significantly greater difficulty in learning than the majority of others of the same age; or
- B. 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 or mainstream post-16 institutions *SEN Code of Practice (2015 p.15)*.

## **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...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.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015 p.16)*.

### 1 What SEND does our school make provision for?

At Woodlands Primary School, we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. We provide for the presenting needs of pupils with or without a formal diagnosis. Examples of this are Dyslexia, Developmental Coordination Disorder (which includes Dyspraxia), Speech Language and Communication needs, Autism Spectrum Condition, learning difficulties, Social, Emotional and Mental Health difficulties (to include ADHD), and physical and sensory difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar. In the event of this occurring, we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Autism Spectrum Condition
- Sensory Processing Disorder
- Speech Language and Communication needs
- Cognition and Learning difficulties
- Physical and Sensory difficulties
- Social Emotional and Mental Health needs .

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in consultation with school.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs.

## 2 What is our school policy for identifying and assessing pupils with SEND?

At Woodlands Primary School we formally monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Phonics Screening, Cognitive Ability Tests in year 5, Speech Link and Language Link screening, spelling age and reading age.

Where progress does not meet expectations, even if a Special Educational Need has not been identified, extra support is implemented to enable the pupil to catch up. Examples of extra support are focus groups in class, more frequent individual reading, intervention from Teaching Assistant for Speech & Language support, Read Write Inc Programme, Sensory Circuits, peer support and the use of specific software to support learning such as Clicker 8, and Lexia (details of each of these interventions are on our website under *About / Special Educational Needs and Disabilities*).

Some pupils may continue to make slower than expected progress, despite high-quality teaching targeted at their areas of need. For these pupils, and in consultation with parents / carers we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Specialist Teaching and Learning Service
- Speech and Language Therapy Service
- Occupational Therapists / Physiotherapists
- Paediatricians
- Specialist Children's Services
- CYPMHS (child and young persons' mental health service)].

The purpose of a more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan (personalised provision plan) and reviewed regularly, and refined / revised if necessary. At this point, we will have identified that the pupil has a Special Educational Need because the school is making special educational provision for the pupil which is additional and different to that which is normally available.

If the pupil can make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need. If the pupil can maintain good progress without the additional and different resources he or she will not be identified as having Special Educational Needs. When there is any change in identification of the Special Educational Needs status parents / carers will be notified in writing.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

## 3 What is our policy for making provision for pupils with SEND whether or not they have Education Health & Care (EHC) Plans?

### 3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan (personalised provision plan) will include the views of the pupil, parents / carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. We will also evaluate the effectiveness of provision for your child by monitoring, observation and pupil questionnaires.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governor responsible for monitoring SEND.

### 3b What are our arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the school has their progress formally tracked three times per year. In addition to this, pupils with SEND may have more frequent assessments where slower than expected progress is made and further identification of need is required.

If these assessments do not show adequate progress is being made the SEN support plan (personalised provision plan) will be reviewed and adjusted.

### 3c What is our approach to teaching pupils with SEND?

'Quality first teaching' differentiated 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 of our class teachers are teachers of SEN. Woodlands primary School will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015 6.37)*.

We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4 part cycle of *assess, plan, do, review*. As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. We do this in order that we can see how much impact the intervention has on your child's progress. If required, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

In Woodlands Primary School the expectation is that all teaching is at least good.

### 3d How do we adapt the curriculum and learning environment for pupils with SEND?

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to your child's needs. We will ensure that your child has access to a broad and balanced curriculum. We will adapt how we teach to suit the way the pupil works best. These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it e.g. by grouping or 1:1 work
- Providing longer processing times. Pre teaching of key vocabulary, reading instructions aloud
- Adapting resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font
- Use of Teaching Assistants

At Woodlands Primary School, we follow the advice in the Kent Inclusion Statement and Mainstream Core Standards documentation on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments (both internal and external) and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, **the Governors have approved the following** training and engagement with external services to enable improved accessibility for individual pupils with SEND.

Inclusion Manager attends Countywide SENCO Forums (6 x annually), Local Inclusion Form Team (LIFT) meetings and Specialist Teacher 'surgeries' (6 x annually)
Headteacher and Inclusion Manager attend LIFT Executive meetings termly
Headteacher leads and Inclusion Manager attends Inclusion meetings termly
Purchase of equipment to support the needs of pupils with complex needs
Anti-Bullying Week supported by whole school (November 2023)
Safer Internet Day supported by whole school (February 2024)
Induction package for new staff includes SEND training and in particular training in Adverse Childhood Experiences and Trauma
Inclusion Manager and Pastoral Support Officer are following the National Nurturing School Programme which leads to a Nurture UK accreditation in Summer term 2024
Headteacher and Assistant Headteacher are engaged with the Inclusion Leadership Programme involving a Peer Review collaboration with 2 local schools

### 3e What additional support for learning is available to pupils with SEND?

Woodlands Primary School receives additional funding to meet needs of pupils with SEND. This funding is used to ensure that there are enough resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a comprehensive list of the interventions we can offer is on our website. In very few cases, a very high level of resource is required. Under these circumstances the Local Authority should provide need specific Top Up funding to the school.

‘Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).’ (SEN Code of Practice 6.99).

*3f How do we enable pupils with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND?*

All clubs, trips and activities offered to pupils at Woodlands Primary School are available to pupils with Special Educational Needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

*3g What support is available for improving the emotional and social development of pupils with SEND?*

Our priority is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance in Personal, Social, Health and Economic Education - Woodlands Primary School code of conduct, assemblies, and indirectly with all interaction adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following:

- Support from our Pastoral Support Officer or Senior Member of staff
- We have a ‘zero tolerance’ approach to bullying.
- An identified time-out space in both Key Stages for pupils to use when upset or agitated - ‘The Upper / Lower Space’
- Access to our Nurture Room and Nurture activities e.g. Squirrel Club for pupils who need additional support during lunch play
- Accessing support from external agencies such as the Specialist Teaching & Learning Service, Early Help and Preventative Services
- Referral to Child Health or the School Nursing Service.

Pupils in the early stages of emotional and social development because of their Special Educational Needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

*4 The name and contact details of the SEN Co-ordinator and Inclusion Team*

Mrs Rita Tarrant-Blick (Assistant Headteacher, Designated Safeguarding Lead) is the Inclusion Manager at Woodlands Primary School. She has been an Inclusion Manager continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination. She

has been in post since January 1997. Her role as Inclusion Manager includes the role of SEN Co-ordinator.

Mrs Tarrant-Blick is available on 01732 355577 or [rtarrant-blick@woodlands.kent.sch.uk](mailto:rtarrant-blick@woodlands.kent.sch.uk).

Mrs Amy Adams is Assistant Headteacher and part of the Inclusion Team, with a responsibility for Well Being, Attendance and Pupil Premium [aadams@woodlands.kent.sch.uk](mailto:aadams@woodlands.kent.sch.uk)

Mrs Alice Harper is the Assistant to the Inclusion Team [aharper@woodlands.kent.sch.uk](mailto:aharper@woodlands.kent.sch.uk)

Mrs Jo Stone is the Pastoral Support Office and part of the Inclusion Team [jstone@woodlands.kent.sch.uk](mailto:jstone@woodlands.kent.sch.uk)

The SEND Governors are Mrs Caroline Pearce. [cpearce@woodlands.kent.sch.uk](mailto:cpearce@woodlands.kent.sch.uk) and Mrs Mel Jones [mjones@woodlands.kent.sch.uk](mailto:mjones@woodlands.kent.sch.uk)

5 What expertise and training have our staff received in relation to children and young people with SEND?

All teachers and teaching assistants have the opportunity to access a range of awareness training that includes, and is not limited to:

- Read Write Inc
- Voice 21
- Assessment for Learning
- Attachment difficulties
- Adverse Childhood Experiences
- Autism Spectrum Condition
- Team Teach training
- Mainstream Core Standards
- Sensory Circuit / Beam Training
- Dyslexia
- Clicker 8
- Safeguarding and Online Safety
- First Aid.

All of our teachers and teaching assistants receive in-house SEN training, and are supported by the Inclusions Team to meet the needs of pupils who have SEN. In the last academic year, TAs have been trained in

- Clicker 8
- Speech, Language and Communication needs
- Voice 21
- Basic awareness in ASC & ADHD.



In addition, staff members have skills and experience in the following areas, detail of which is found on our website. This is found under *About / Special Educational Needs and Disabilities / Interventions*. To meet the needs of learners with:

Cognition & Learning needs

- Dyslexia
- Clicker 8
- Toe by Toe

Communication & Interaction needs

- English as an Additional Language (EAL)
- Language for Learning
- Colourful Semantics
- Lego Therapy
- Autism Spectrum Condition (ASC) Awareness
- Social Stories
- In Print
- Cued Articulation
- Speech Link and Language Link.

Physical & Sensory Needs

- Fizzy (gross motor skills / developmental co-ordination difficulties in Key Stage 2)
- BEAM (gross motor skills / developmental co-ordination difficulties in Key Stage 1)
- Sensory Circuits
- Clever Fingers (fine motor skills).

Social, Emotional & Mental Health needs

- Time to Talk
- Bereavement support
- Positive handling
- Drawing and Talking Therapy.

Mrs Tarrant-Blick has completed the enhanced and specialist training in Safeguarding and Online Safety.

Where a training need is identified beyond this, we will endeavour to find a provider who is able to deliver it. Training providers we can approach are the Specialist Teaching & Learning Service, Educational Psychology Service, Speech and Language therapist, Occupational Therapists, Physiotherapists and Virtual School Kent.

*6 How do we access equipment and facilities to support children and young people with SEND?*

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using SEN funding, or seek it by loan. For highly specialist communication

equipment the school will seek the advice of the Kent County Council Communication and Assistive Technology team.

7 What arrangements are there for consulting parents / carers of children with SEND and how are they involved in their education?

Children and their families are the experts on the impact of their condition or disability. Collaborative working is the starting point when planning, implementing and reviewing SEN provision. Provision that is put into place in response to current presenting, underlying or emerging need is not dependent on a child or young person receiving a formal diagnosis of a specific condition or a disability.

All parents / carers of pupils with SEND at Woodlands Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. We are always happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated and shared with parents / carers three times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents / carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having Special Educational Needs because special educational provision is being made. Parents / carers will be invited to all planning and reviews of this provision. Parents / carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents / carers of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents / carers.

8 What arrangements do we make for consulting children with SEND and involving them in their education?

The level of involvement will depend on your child's age and level of competence. When a pupil has been identified to have Special Educational Needs because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them as part of child-centred planning. Parents / carers are likely to play a more significant role in Primary School years.

9 What arrangements are made by the governing body relating to the treatment of complaints from parents / carers of pupils with SEND concerning the provision made at the school?

Arrangements for the management of complaints at Woodlands Primary School are used for any complaints about provision made for Special Educational Needs. We encourage parents / carers to discuss their concerns with the Class Teacher in the first instance. If further discussion is required, meetings with a member of the school Leadership Team will be arranged to seek to resolve the issue before making the complaint formally to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for Education for all other cases.

There are some circumstances, usually for children who have an Education Health & Care Plan where there is a statutory right for parents / carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school. Please refer to the Complaints Policy document for further details.

*10 How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils?*

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- The Kent & Medway Communication and Assistive Technology Team for ad hoc requests for advice
- Kent NHS Community Paediatrics
- Kent County Council School Nursing Team
- Kent County Council Early Help and Preventative Services
- Kent County Council Specialist Children's Services.

*11 What are the contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39 )?*

Information Advice and Support Kent provides a free and confidential, information, advice and support service, for parents / carers of a disabled child or child with Special Educational Needs and to children and young people up to age 25 who have a Special Educational Need or disability. Their trained staff can provide impartial legally based information and support on educational matters relating to Special Educational Needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

**HELPLINE:** 03000 413000

**Office:** 03000 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/education/Information-Advice-and-Support-Kent](http://www.kent.gov.uk/education/Information-Advice-and-Support-Kent)

*12 What are our arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living?*

At Woodlands Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. These include an information gathering session with pre-school providers, parent / carer questionnaires, visits to family homes, visits to pre-school settings and transition meetings. These questionnaires form the basis of information sharing meetings. School staff make classroom visits to observe strategies. We also hold transition meetings involving parents / carers, and external professionals for children with SEND to ensure as smooth a transition as possible.

Additionally, we contribute information to a pupil's onward destination by providing information to the next setting. Taster days are attended in the summer term by all Year 5 pupils. Questionnaires are completed prior to secondary school personnel making visits to pupils in our setting. All Year 6 pupils attend a common induction day in July. Individual arrangements are made for pupils with SEND which may include accompanied visits to their receiving school, and a meeting with parents / carers and other involved professionals.

*13 Where is the authority's local offer published?*

The local authority's local offer is published on

[www.kent.gov.uk/education-and-children/special-educational-needs](http://www.kent.gov.uk/education-and-children/special-educational-needs)

It is also linked on our school website.

Parents / Carers without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

Document History	
Date	Summary of changes
Spring term 2020	Ratified by Governors
Spring term 2021	Reference made to Kent Inclusion Statement and Mainstream Core Standards documentation published January 2021 Section 3d – updated staff training list Section 7 – new paragraph added from Kent Inclusion Statement
Spring term 2022	Section 2 – removal of reference to TAPS & TVPS as assessments used in school. An accredited assessor now only uses these. Deletion of reference to Numicon as an intervention – routinely used in class now. Deletion of reference to year group trackers as no longer used. Added Inclusion Manger Senior Mental Health Lead training Nov 21 – May 22. Name of SEND Governor changed. Added Adverse Childhood Experiences to list of TA training. Added Drawing and Talking therapy / play therapy to list of staff skills (SEMH)
Spring term 2023	Removal of reference to SENCO Assistant. Section 3d – updated list of training and engagement with external services Section 5 – changes to provision updated -addition of Mainstream Core Standards -deleted play therapy
Spring term 2024	Change to title of document Schools Admissions Code, Department for Education September 2021 – date change of document Para 1 – added ‘physical and sensory difficulties.’ ‘ADHD’ Para 2 – deleted Educational Psychology Service. Reworded and removal of list of assessment tools as no longer used Para 3c – added reference to the graduated approach Para 3d – added content re adaptations Para 3g – added Nurture room & Nurture activities Para 4 – added Mel Jones and email address. Added Alice Harper, Jo Stone and Amy Adams and email addresses Para 4 – added ‘All of our teachers and teaching assistants receive in-house SEN training, and are supported by the Inclusions Teams to meet the needs of pupils who have SEN’. ‘In the last academic year, TAs have been trained in...’

	Para 5 – removed 'safer handling' and added Team Teach training