



Woodbridge Primary School SEND Policy

	Signed	Date
Approved by	Matthew Gowen Chair of Governors	April 2022
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Signed by: MATTHEW GOWEN



Chair of Governors

Signed by: KATE DALY



Headteacher

Contacts

The Special Educational Needs Co-ordinator (SENCo) is Tracey Nicholls

The Pastoral Lead is Tracy Watson-Brown

You can contact them on the school number, 01394 382516 or via email:

office@woodbridgeprimary.suffolk.sch.uk

Our SEN Provision

A child has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that generally made for children of the same age.

There are four broad areas of SEN, these are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Difficulties

The kinds of SEN that are provided for:

At Woodbridge Primary School, we have experience of supporting children and young people with a range of need including:

- Specific Learning Difficulties
- Speech, Language and Communication
- Autistic Spectrum Condition
- Visual Impairments
- Emotional, Social or Mental Health Needs

Our approach to teaching children with SEN

At Woodbridge Primary School, we endeavour to support every child regardless of their level of need through provision (modifications to the curriculum) and environment (indoors and outdoors). We recognise the individuality of our pupils' needs, ensure that pupils' voices are taken into consideration at all times and tailor support accordingly.

How we adapt the curriculum and learning environment for children with SEN

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. We follow the Early Years Foundation Stage and the National Curriculum. Our curriculum includes the 7 C's...confidence, curiosity, creativity, consideration, commitment, communication and craftsmanship.

To help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have, we may take the following actions:

- Modify language presented to children by using visual prompts so instructions can be easily understood.
- Modify the curriculum/provision to meet individual needs, for example using additional resources to support access to activities/learning opportunities or quiet spaces to support listening and attention.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, through sharing good practice.

We understand that children learn and develop in different ways and therefore we use different teaching styles, indoor and outdoor environments, resources and differentiation strategies to cater for the various ways children learn. Pastoral care provision has a role to play for some SEND children, but it isn't only for them. Therefore there is an alternative route through to pastoral care provision for children who are not on the SEND roll.

How we identify, assess and review children with special educational needs

Most children in mainstream schools will have their needs met through **Quality First Teaching** (e.g. differentiated work through scaffolds, pre-teaching, equipment, guided group work, classroom support and feedback).

Early identification of need

In deciding whether to make special education provision to support a child's educational, social, emotional, mental health, physical and/or sensory needs, we:

- Work in partnership with parents/carers
- Have regular parent meetings and take into account any concerns raised by parents.
- Consult and liaise with external agencies. We work with Health Visitors, The School Nursing Team, The Mental Health Support Team, Speech and Language Therapists, Occupational Therapists, Special Education Service Team.
- Use observations and assessment information.

SEN Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of '**Assess, Plan, Do, Review**'.

This means that we will:

- **Assess** a child's special educational needs through class teacher and SENCo observations, assessment of the child's development and progress and through discussions with parents.
- **Plan** the provision to meet your child's aspirations and agreed outcomes through producing a SEN support plan & provision map which outlines the additional provision that we will make. This will include agreed outcomes for the child and how these outcomes will be met.

- **Do** put the provision in place to meet those outcomes. This could include a language support programme, individual or group work or the use of a particular resource such as visual timetable.
- **Review** the support and progress through Class teacher and SENCo observational assessment and discussions with parents/carers.

As part of this approach every child with SEN will have an individualised support plan that describes the child's needs, outcomes and provision to meet those needs. Parent/Carers and child (where appropriate) views are integral to this process. If parents/carers have concerns they are offered a meeting with the Headteacher and SENCo.

In evaluating SEN provision, outcomes are evaluated and further developed, if needed. Regular monitoring of provision by the Headteacher and Senior Leadership Team ensures that all children, including children with SEND receive high quality teaching and learning.

A small number of children with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan (EHCP). The purpose of an EHCP is to make special educational provision to meet the special educational needs and secure the best possible outcomes for them across education (SEND Code of Practice, 2015). It is a legal document that describes a child's special educational, health and social care needs.

How do children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Through observation we are able to incorporate strategies to promote 'motivation friendly', 'memory friendly' and 'communication friendly' classroom environments to engage all learners.
- Ensure all children with SEND are fully included in all activities of the school. This could include adjusting the way activities are planned, differentiated, resourced and delivered (with consideration given to the individual needs).
- Ensure that every child experiences a sense of achievement through celebration assemblies and class based reward systems, selection for team sports and performances, after school club options.
- Children with SEND are considered when planning activities such as visits or trips to ensure they can fully participate.

How we evaluate the effectiveness of SEN provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children. We do this in a variety of ways:

- Regular SEND meetings (Headteacher and SENCo and/or Pastoral Lead)
- Regular meetings with Parents/Carers
- Pupil progress meetings

- Discussions with external agencies e.g. MHST, EP, SALT

How do we support children with medical needs?

- If a child has a medical need then we will liaise with parents and medical professionals involved in the care of the child. The care plan will be shared with all staff members involved with the child and updated at least annually. We will seek training from medical professionals in accordance with the individual's medical needs.

What should I do if I think my child has SEN?

- Contact your child's class teacher to discuss your concerns. They will listen to your concerns and advise you about the support that is available within school.
- Arrange to speak to the SENDCo, Miss Nicholls. The information shared will then be passed onto the relevant members of staff within the school.
- Our SEND policy explains the processes that our school follows to identify any additional needs a child may have.
- A follow up meeting will be arranged to plan any additional support that your child may receive.
- If relevant at this stage, possible referrals to outside agencies to support your child may be discussed.

The roles and responsibilities of the Class Teacher include:

- Being aware of the school's procedures for identification, assessment and provision for SEND pupils.
- Working with the SENDCo to decide what action is required to enable the child to make progress.
- Working with the SENDCo to collect all appropriate information - completing termly Individual Provision Maps and SEND Support Plans to identify children's additional needs, review progress and the impact of the interventions and identify the next cycle of support.
- Share Individual Provision Maps and SEND Support Plans with parents 3 times per year.
- Keep a weekly record of interventions to show progress and any difficulties of the child.
- Discuss the children's targets, progress and support with the child, taking into consideration their voice when planning next steps.
- Being involved in the development of the school's SEND policy.

The role and responsibilities of the SENDCo

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to colleagues
- Liaison with Headteacher and School Business Manager to manage SEN teaching assistants
- Overseeing records of pupils with SEND

- Ensure reviews are held termly
- Liaison with parents and how they can contribute to the 'Assess, Plan, Do, Review' (APDR) cycle
- Contribute to staff training
- Liaison with external agencies
- Ensure all people involved with teaching and supporting pupils with and EHCP are fully informed of the outcomes/plan

The role of the Headteacher

- The day-to-day management of SEND provision and budget
- Keeping the governing body informed of SEND within the school
- Ensuring that the school has clear and flexible strategies for working with parents

The role of the Governing Body

- Ensuring that the provision for SEND pupils is made and is of high quality
- Ensuring that a qualified teacher is appointed as SENDCo
- Ensure that SEND pupils are fully involved in school activities
- Have a regard to the SEND code of practice when carrying out responsibilities
- Be fully involved in developing and the review of the SEND policy
- Meeting with the SENDCo and reviewing the impact of SEND support

How will the school prepare and support my child to transfer to a new setting/school?

To ensure that transition to another school is as smooth as possible, we will

- Contact the school SENDCo and ensure that they are aware of any special arrangements or support that needs to be made available for your child.
- Make every effort to pass on information as soon as possible
- Arrange for enhanced transition arrangements for some pupils
- School SEND team may visit your child's class or class teacher to discuss their needs & one page profiles completed

When moving between classes in the school

- A transition meeting takes place with the new class teacher, where information is shared
- Social stories and transition booklets are used for children who require extra support
- Additional visits to the new class may take place and/or visits from their new teacher to their current class

When starting school

- Children are invited to 'settling sessions' during the first week of school and will experience different aspects of the school day in a smaller group
- EYFS teachers visit the child's pre-school setting to discuss your child's needs
- If your child has already been identified as having SEN, the SENDCo will attend any relevant meetings with external agencies to help ensure the transition is as

smooth as possible and enable any additional support to be put in place that your child may require.

How accessible is the school?

We are committed as a school to provide an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their needs. The school's Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school.

How can I access support for myself and my family?

There is further information about various aspects of support on the Local Authority's website:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer>

Appendix 1

At Woodbridge Primary School we strive to support children and families in the best way we can. We recognise that at times external agencies will become involved in helping to support your family and they have different acronyms that they use. Below is a list that you may come across, along with their meaning:

ADD	Attention Deficit Disorder	OT	Occupational Therapy
ADHD	Attention Deficit Hyperactivity Disorder	PEP	Personal Education Plan (for looked after children)
ASD	Autistic Spectrum Disorder	PMLD	Profound and Multiple Learning Difficulties
BSED	Behavioural, Emotional and Social Difficulties	PP	Pupil Premium
CAF	Common Assessment Framework	PDA	Pathological Demand Avoidance
CAMHS	Child and Adolescent Mental Health Services	RAD	Reactive Attachment Disorder
CIN	Child in Need	SALT	Speech & Language Therapy

COP	Code of Practice	SDQ	Strengths & Difficulties Questionnaire
CP	Child Protection	SEND	Special Educational Needs and Disabilities
CYP	Children and Young People	SENDCo	Special Educational Needs Coordinator
DDA	Disability Discrimination Act	SLCN	Speech, Language and Communication Needs
EAL	English as an Additional Language	SLD	Severe Learning Difficulty
EHCP	Education Health Care Plan	SM	Selective Mutism
EP	Educational Psychologist	SpLD	Specific Learning Difficulty
GLD	Global Learning Delay	SPDs	Sensory Processing Disorders
HI	Hearing Impaired	TAC	Team Around the Child
IEP	Individual Education Plan	TAF	Team Around the Family
LDD	Learning Difficulties and Disabilities	VI	Visually Impaired
LO	Local Offer		
MLD	Moderate Learning Difficulty		
ODD	Oppositional Defiant Disorder		