



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date of Last Review: January 2020
Date of Next Review: January 2021

Statement of Intent

This policy outlines the framework for Woodsetton School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Woodsetton School therefore intends to work with Dudley LA and SEN Team and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for secondary school, equipping the pupils with the skills, knowledge and attitudes that will enable them to become self-motivated and independent learners
- Provide the pupils with the skills, knowledge and attitudes that will enable them to live fulfilling and productive lives when they have left school.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2015)
- Supporting Pupils at school with Medical Conditions (2015)
- Keeping Children Safe in Education (2019)
- Working Together to Safeguard Children (2018)

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of special educational need

In line with our Local Offer and SEN Code of Practice, Woodsetton School will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.

- Sensory and / or physical.

The Woodsetton School aims to provide a full and balanced curriculum for pupils aged 4 - 11 with moderate learning and/or complex communication difficulties. This includes full access to the National Curriculum wherever possible whilst maintaining a balance of curriculum delivery that addresses the pupils' primary learning deficits as a priority.

The school acknowledges that many pupils have additional problems (e.g. ASD, ADHD, physical disorders, emotional and behavioural difficulties) and also addresses these as priority needs.

Roles and responsibilities - Governing Board

The governing board has a responsibility to:

- Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff as having responsibility for co-ordinating provision for pupils with additional needs.
- Appoint a designated teacher for children who are "looked after" where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with additional needs.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures that can be accessed via the school website or obtained directly from the school office

In addition to these, the Governing Board also recognises that it has a responsibility to monitor the balance of the curriculum, the quality and effectiveness of teaching, and to ensure that all the pupils' needs (special or otherwise) are being met. The Governing Board has a named person responsible for Special Needs and this is reviewed annually (For 2019 – 2020 this is Mr Trevor Leddington).

To fulfil these responsibilities the Governors meet regularly with the Headteacher and teacher representative to review all aspects of the above.

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The Governing Board also exercises its responsibilities to ensure that pupils referred to Woodsetton meet the agreed Admissions criteria (see *Admissions statement*), especially in cases where the predominant special need of a pupil is an issue (e.g. where a pupil's challenging behaviour may be more significant than his or her learning disability).

The Governing Board is aware of the need to be flexible in considering the long-term future of the school and the possible changes in its pupils' needs.

The Governors strive to ensure that the organisational practices, the facilities and staffing resources are of the highest standard and are fully available to all pupils.

The school provides facilities for pupils with moderate learning difficulties and some more complex learning difficulties, with full access for the physically disabled.

Roles and responsibilities – Headteacher

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the class teachers and intervention leads have sufficient time and resources to carry out their functions.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils

Roles and responsibilities – Class teachers

Class teachers have the responsibility to:

- Work with Senior Leaders and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN
- Liaise with the relevant designated teacher where a pupil who is looked after has SEN.
- Advise on a graduated approach to providing SEN support
- Advise on resources needed to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.

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- Provide and ask for professional guidance from colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with specific additional needs take part in activities of the school together with those who do not have similar needs.
- Ensure that the school keeps the records of all pupils with additional needs up-to-date.
- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Resources:

The school is funded with base funding for each pupil and then additional top up funding that is proportionate to their individual needs dependent upon type and level of need.

The Code of Practice:

The School's Special Educational Needs Co-ordinator is the Headteacher.

All pupils who enter the school usually have an EHCP (see *Admissions* policy) and a detailed assessment has already been completed. The needs of the pupils have been identified as part of this assessment and general targets identified.

Within two months of any pupil's entry to school a meeting is held by the class teacher, to which are invited the parents/carers (and professionals from any other agency involved if required). At this meeting a report is presented by the pupil's class teacher, reporting on the pupil's settling in period, the work completed thus far, and setting long-term educational targets for the forthcoming year.

The parents and other professionals are invited to comment, add or amend these targets in conjunction with the class teacher and/or Headteacher, and to discuss any other issues regarding the overall progress of the pupil. All pupils, if deemed appropriate, are invited to comment.

The pupil's progress is then formally reviewed in a further twelve months, when new targets will be discussed and set. In the meantime parents are invited to Parents Evenings every term to discuss their child's progress, and to visit the school at any mutually convenient time if they have any concerns.

The long-term targets form the basis of each individual pupil's learning goals, which are broken down into specific small step targets for all elements of English and Maths which are reviewed at least half termly.

Disapplication:

No pupil will be disapplied from sections of the National Curriculum without an Annual Review meeting taking place with the parents, the SEN Case Officer and a member of the Governing Board. Such a decision would only be taken in the most extreme circumstances.

Monitoring Pupil Progress:

The Governors delegate to the Headteacher the task of monitoring the progress of the pupils.

To ensure continued progress, Woodsetton School:

- Assesses each pupil's current skills and levels of attainment on entry.
- Makes regular assessments of all pupils to ensure that teaching/intervention:
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline.
 - Matches or betters the child's previous rate of progress.
 - Aims to close the attainment gap between the child and their peers.
 - Prevents the attainment gap growing wider.
- Provides extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assesses whether a pupil has any additional significant learning difficulties where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Current arrangements are as follows:

In light of recent curriculum changes and the withdrawal of national curriculum levels, progress and assessments at Woodsetton are measured against DAPA (Dudley Attainment and Progress Assessment).

Woodsetton has worked alongside a number of cluster schools to create this robust and meaningful way of assessing SEND pupils and, in November, DAPAv3, which now also encompasses Pre Key Stage 1 and 2 Standards, will be shared with mainstream colleagues/SENCOs.

DAPA is well embedded at Woodsetton and moderation both internally and externally has taken place and will continue to do so, to ensure judgements made are accurate and consistent across the school and in other similar schools using DAPA.

Individual DAPA records are kept on all English and Maths skills/areas by class teachers and are updated on an ongoing basis. These are formally reviewed by Senior Leaders at least every half term, as are all other subjects. These records are monitored by the Senior Leadership Team and pupil progress meetings between the Senior Leadership Team and class teachers take place to ensure that standards are kept consistently high and to discuss specific problems that may be highlighted by the records (e.g. lack of progress in specific aspects of the curriculum).

Additional Special Needs

Although all pupils at the school usually have an EHCP, it is recognised that some pupils may have additional needs in the long or short term. These may be medical,

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emotional, behavioural or related to specific learning difficulties, and have previously been unrecognised or have developed because of extraneous circumstances.

In the event of a pupil being identified as having additional Special Needs, over and above those specified in his/her EHCP, the procedures are as follows:

- the class teacher notifies the Headteacher and discussions are arranged with parents
- a programme of intervention is implemented and parents and Headteacher kept informed
- if the intervention programme is successful the parents are informed
- if the intervention programme is unsuccessful, the situation is reviewed with parents and the Headteacher, and additional resources (if appropriate) are made available as part of a revised programme. These resources are found from the existing school budget (see above).
- if the revised programme is unsuccessful, external advice is sought from the appropriate agency and an Annual Review meeting is arranged to discuss further action and support.

Confidentiality:

All current pupil curriculum records are kept by the class teacher. All EHCPs and Annual Reviews are kept electronically and in secure cabinets in the school offices. All known medical details and personal details are also kept in secure cabinets. The files are only available to professionals within the LA working with the pupils and to the legal guardians of the pupils.

Woodsetton will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal with parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in secondary education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start secondary education.

Complaints:

Any parent with a complaint concerning the special needs provision at the school should first address the issue with the Headteacher. Parents are encouraged to come in to school at any time if they have a specific concern. Should the Headteacher not be able to resolve the matter the complaint can be heard by members of the governing board's complaints committee. The committee will meet the parents concerned, if necessary arranging for a representative from the LA or

specialists from other agencies to be present. Complainants should not approach individual governors to raise concerns or complaints. Governors have no power to act on an individual basis and it may also prevent them from becoming involved at Stage 2 of the complaints procedures.

All cases will be treated impartially and the Governors will assist in any way possible, within the constraints of their legal obligations and available resources.

Parents:

Parents are specifically seen as an integral part of any development programme devised for their child. The school operates on the premise that parents are the best placed people to encourage and support their children in all aspects of their development, and welcomes any support they can give to academic programmes of work. Parents are encouraged to be part of the process at all stages, especially in assisting to set and to achieve the targets in the Annual Reviews.

Because of the nature of the school, specifically because of its wide catchment area, there are few parents who are able to assist in the school on a regular basis. All parents are invited and encouraged to help, either generally in the school as well as with work for their own children. Parent helpers are recognised as a valuable resource within the school and the Governors welcome any support they can give.

Integration:

It is the view of the Governors that segregated special education provision has drawbacks as well as strengths (e.g. less access to a broad social spectrum, less awareness of different teaching styles, etc.), and the long-term effects of being in segregated provision can make it very difficult to return to mainstream schools or units should the opportunity become available. They therefore support the concept of regular mainstream contact for as many pupils as possible within the constraints of the available resources.

Pupils moving to other special schools, support units or back into full-time mainstream education are supported by a member of the Senior Leadership Team. Their task is to ensure that any transition is made with the full academic and pastoral support of the receiving school, the emotional and social support of the parents and the correct procedural elements are fulfilled by Woodsetton and the LA.

Other agencies and professional bodies:

The school enjoys excellent inter-departmental relationships with a wide range of agencies. The Governors acknowledge that to provide a first-class education for pupils with special educational needs, the full co-operation of many other bodies, be they statutory or voluntary, is essential.

Specifically the school has regular contact with the LA's Advisory Service, Educational Psychology Department, Special Needs Department and Education Welfare Department, the Community Health Service's Speech and Language Therapy Department, Occupational Therapy Department, Physiotherapy Department, School Nurse and Dudley Children's Services.

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The school also has contacts with other voluntary agencies - Scouts, the Sedgley and Wombourne Rotary Club, the National Confederation of Parent Teacher Associations (NCPTA), etc.

The school uses local primary schools as integration bases, as well as liaising on a regular basis with other special schools, both in Dudley and in other parts of the West Midlands.

The Governors delegate to the Headteacher the day-to-day organisational responsibilities of co-ordinating the services that these agencies provide. She, in turn, liaises with members of staff in school and individuals from the agencies to provide the most effective and cost-effective support.

Monitoring and review

The SEND policy will be reviewed and revised through day to day delivery and minor amendments will be made annually where necessary.

The Governing Board will monitor and review the Special Educational Needs and Disability policy every year or sooner if required. If the policy appears to need modification, then the Headteacher will report its findings and recommendations to the full Governing Board.

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Date of next review: January 2021