

Woodchurch C.E. Aided Primary School

SEND Policy



# Special Educational Needs and Disability Policy for Woodchurch CE Aided Primary School

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2022/23

*I am the bread of life. Whoever comes to me will never hunger, and whoever believes in me will never thirst.' John 6:35*

*Rooted in the teachings of Jesus, the power of the Holy Spirit and God's love, we continue our Christian history and tradition serving our community.*

*Seeds of faith are planted, enabling growth as a family and individuals, living life in its fullness; flourishing in the world; walking in the footsteps of Jesus.*

*'If you have faith as small as a mustard seed... nothing will be impossible for you.'*  
*Matthew 17:20*

### **Our Ethos/ Vision**

At Woodchurch CE Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community

### **Definition of SEN and Disability (SEND)**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may 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.’

### **Key Roles and Responsibilities**

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018). The SENCO is a member of the leadership team.

SEN Governor: The SEN governor is Rose Edwards. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

## **Aims and Objectives**

### **Aims**

At Woodchurch CE all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

### **Objectives**

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre. To develop effective whole school provision management of support for pupils with special educational needs and disabilities. To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

### **Identification of Needs**

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

**Communication and Interaction**-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health**-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or Physical Needs**-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

### **Managing the needs of Pupils on the SEN Register**

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Additional Support Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

#### **The class teacher is responsible for:**

- the progress and development of all pupils including those with SEND.
  - ensuring the plan is implemented in the classroom.
  - regular liaison with parents and the SENCO.
  - effective deployment of additional adults.
  - Identifying on class planning the provision they are making for pupils with SEND.
  - Supporting the SENCO in the writing and reviewing of targets for pupils with SEND
- Special Needs Assistants are responsible for:
- ensuring that day to day provision is in place for the pupils they support.
  - implementing agreed strategies and programmes, and advice from specialists.
  - record keeping.
  - resources.
  - maintaining specialist equipment.
  - regular communication with class teacher and SENCO.

#### **The SENCO is responsible for:**

- the SEND policy and its implementation.
- co-ordinating support for children with SEND.
- updating the SEN register and maintaining individual pupil records.
- monitoring the quality of provision and impact of interventions.
- attending network meetings and updating staff.
- referrals to and liaison with outside agencies.
- line managing TAs with responsibility for SEND.
- liaising with and advising staff.

- maintaining regular liaison with parents/carers.
- co-ordinating annual reviews.
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school.
- maintaining links and information sharing with receiving schools.

### **The SEN Governor is responsible for:**

- monitoring the effective implementation of the SEND policy.
- liaising termly with the SENCO.
- reporting to the governing body on SEND.
- ensuring that pupils with SEND participate fully in school activities.

### **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Wirral's transition timetable which will ensure all statements will become EHC plans by 2018. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

### **Storing and Managing Information**

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Records and reports may also be uploaded to CPOMS our safeguarding database and stored electronically. Individual SEN files are transferred to receiving schools when pupils leave Woodchurch CE Primary School.

### **Reviewing the SEND Policy**

The SEND policy is reviewed annually by the governing body.

Date of next review: September 2023