

# STOKES WOOD PRIMARY SCHOOL

## SEND POLICY



<b>Approved by:</b>	Governors	<b>Date:</b> Sept 2024
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### 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### Rationale

At Stokes Wood Primary School we believe that all children are special and that meeting every pupil’s needs is a shared responsibility. We believe that parents should work in partnership with the school in order to support their child’s needs.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 , 3.66 and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools](#) (2014)
- [SEND Code of Practice 0 – 25](#)
- [Schools SEN Information Report Regulations](#) (2014)
- [Statutory Guidance on Supporting pupils at school with medical conditions](#) (2015)
- [The National Curriculum in England Key Stage 1 and 2 framework document](#) (2014)
- Safeguarding Policy
- Accessibility Plan
- [Teachers Standards](#) (2012, updated 2021)
- [National Strategy for autistic children, young people and adults](#) (2021)
- [BERA framework](#) (2022)
- [SEND Review Green Paper](#) (2022)

This policy was created by the school's SENDCO, Assistant Head Teacher, in consultation with the SEND Governor with the SLT, staff and parents at Stokes Wood Primary School, including parents of pupils with SEND - refer to the co-producing policy in the spirit of current reform. The policy is on the school website and comments and suggestions are welcomed by stakeholders for inclusion in the policy. Parents are consulted annually on a wide range of topics including SEND through a school survey.

**Long Term Aim:**

To raise the aspirations of and expectations for all pupils with SEND, Stokes Wood provides a focus on outcomes for children and young people and not just hours of provision/support.

**Objectives**

We will:

- Identify children with additional needs as soon as possible.
- Plan for and teach these children appropriately using appropriate adaption to learning in lessons.
- Work within the guidance provided in the SEND Code of Practice, 2014
- Provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
- Support children's learning with intervention groups as appropriate.
- Give all children access to a broad and balanced curriculum.
- Assess children's progress regularly.
- Include children with SEND in the full life of the school.
- Provide equal opportunities for all children.
- Provide support and advice for all staff working with SEND pupils
- Communicate with parents/carers about their child's progress and inform them as soon as concern is raised.
- Have high expectations of pupils with SEND and track progress accordingly.

**2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

### 4. Roles and responsibilities

#### 4.1 SENDCO

SENDCO is Sarah Woods 0116 2875305

[swoods@stokeswood.leicester.sch.uk](mailto:swoods@stokeswood.leicester.sch.uk)

The SENDCo will:

- Work with the Headteacher and SEND governor (Nicholas Hill) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education alongside the school pastoral team to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Coordinating provision for children with SEND

- Supporting class teachers with tracking and monitoring of SEND children
- Liaising with parents
- Contributing to in-service training of staff
- Contributing to performance management of teachers working in Specialist Provisions and teaching assistants working with SEND pupils
- Oversee the running of the DSP for children with Autism/language and communication difficulties and support in monitoring their progress

#### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### **The Governing Body**

Has responsibility for:

- Monitoring the action plan (School Improvement plan)
- Enabling each child to reach their potential
- Monitoring the progress of specific groups of children (closing the gap)

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Have overall responsibility for the provision and learning of children within the DSP
- Be the designated Person for Child Protection, liaising with SENDCO and appropriate staff.

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning high quality adapted learning experiences for the children in their care and for assessing the individual pupil's needs.

- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Completing class tracking forms each term
- Ensuring they follow this SEND policy

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sit and move cushions, sensory and concentration resources etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual aids, task planners etc.

### **The Teaching Assistants**

All teaching assistants work with SEND children.

Support may include:

- Individual/group support for children with EHC Plans.
- Individual/group support for SEND children.
- Withdrawal groups
- In-class support of children
- Intervention groups
- Social skills and pastoral support
- Speech and Language groups

All staff working with SEND pupils are kept up to date through whole school training and individual professional development as required on a regular basis. The SENDCO will line manage TAs who are working with individual pupils with SEND or who are leading interventions for pupils with SEND or who are falling significantly behind age related expectations.

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of each pupil's areas of strength and difficulty.
- We take into account the concerns of parents.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and can also be given to the child's parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Staffing**

At present pupils with additional needs are supported by:

- SENDCO (Sarah Woods NASENCo award) employed four days per week to work on SEND. SENDCO has responsibility for coordinating support for children on the SEND register. Contact details: 0116 2875305
- SENDCo is represented at SLT meetings by the Head Teacher or in person.
- Every teacher is responsible for providing quality teaching which is appropriately adapted to support the needs of every child. They also have the responsibility to plan additionally planned support for those with additional learning needs.
- TAs within each department support children with EHC plans and work with groups to support SEND. Trained TAs also run interventions in each department.
- The Assistant Head Teacher with responsibility for pastoral care, Miss Megan Williams and learning behaviour mentor, Ela Sawicka support children and families particularly with SEMH throughout the school day.
- SEND Governor is Nicholas Hill.
- The Head teacher, Jane Gadsby (until December 31<sup>st</sup> 2024) Liz Christensen (from 1<sup>st</sup> January 2025) is responsible for supporting pupils with medical needs, is the designated person for safeguarding, is responsible for Pupil Premium and LAC funding. Megan Williams is the designated person for looked after children (LAC).
- Jackie Clarke is the teaching assistant team leader.

### **5.4 Facilities and Resources**

At Stokes Wood we have several additional rooms/spaces which are used for nurture groups and interventions to support children with SEND. We also have a pastoral room which is used as a retreat and used by the pastoral lead teacher and learning behaviour mentor to work with children with SEND. We have a forest school which is used as an additional intervention for children with significant SEMH needs as well as used by mainstream pupils throughout the week.

The classrooms are well equipped with practical resources to support the children as well as interactive whiteboards and access to individual laptops.

A classroom has been fully equipped as a nurture room which is used in afternoons.

A small room has been refurbished as a quiet room/ family meeting room.

Each department has access to a wide range of reading books, games and activities, which is built upon each year, as well as a well-stocked library.



Stokes Wood Primary School provides a Designated Specialist Provision (DSP) for Pupils with Language and Communication needs. This provides a specialist provision for up to 14 children with EHCPs and Autism, allocated by the LA and Special Educational Services (SES), to support their education. There are two specially refurbished and adapted classrooms, a sensory room and an outside area. These children are included in the life of the mainstream school as much as possible, joining other classes for both social activities and playtimes as well as some learning activities. Children and staff from around the school are invited to visit the DSP for a variety of activities including reading/stories, use of the sensory room and activities, cooking activities and interventions as part of their inclusion.

An additional classroom has been resourced to accommodate up to 10 Reception and KS1 pupils who are awaiting Specialist Provision places and have EHCPs.

A further room has been resourced to support pupils with SEHM.

Please refer to the school's provision map on website.

#### **5.5 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips where it is safe to do so.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and additional staff will be put in place / activity adapted as appropriate.

#### **5.6 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are supported by the Pastoral Assistant Head Teacher, key adults and learning behaviour mentors throughout the day.
- There is an open-door policy.
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs and activities to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.

#### **5.7 Support during COVID-19 or other Lockdowns**

During any future government directed school lockdowns such as the COVID-19 pandemic, Stokes Wood will continue to ensure that pupils with SEND have had access to as many of their additional provisions as possible. This means we will:

- Open and actively offer places to vulnerable children
- Open and actively offer places to all children on the SEND register
- Ensure that we have skilled staff to support SEND children within school
- Create a specific SEND bubble which allows interventions and maths and literacy groups to continue.
- Adapt the make-up of our usual nurture groups to maintain bubbles but still provide this intervention
- Make regular phone calls to families with children with SEND who choose to stay at home and provided adapted work and resources in line with their needs (both paper and electronic)
- Host regular Teams sessions, including some 1:1 work across home/school settings
- Facilitate external agencies to continue the work they are allowed to carry out through TEAMS and NHS video calls
- Hold virtual meetings with parents and external agencies

## **6. Admission Arrangements**

### **Children with Education, Health and Care Plans (EHCPs)**

Children with EHCPs are not admitted through the admissions arrangements and are allocated places by SES through EHCP reviews and consultations. This is the same arrangements for pupils in our DSP.

Stokes Wood Primary School must be consulted before it is named on a pupil's plan. If, as a school, we have any concerns about accommodating a specific pupil's needs or preparing for their transfer to the school, these concerns would be raised during the consultation period.

This means that Stokes Wood Primary School is required to admit any pupil from the moment they are named on the EHC plan. Any specific arrangements to cater for the pupil's needs would be put in place as soon as possible and as a school we would not delay admitting the pupil to make these arrangements.

### **Children with SEND but no EHCP**

Admission arrangements are the same for all children who have SEND. However, it is obviously important for parents to fully inform the school of any SEND at the earliest opportunity.

Our admissions policy can be read [here](#), on the Leicester City Council website.

We communicate with other schools regarding children arriving at Stokes Wood Primary School with known SEND to gather as much information as we can to enable the school to fully support all pupils.

Children are assessed in line with our assessment policy throughout the school (See Teaching and Learning Policy).

### **7. Identification of Pupils with SEND**

We follow and implement the revised Code of Practice 2014 and the revised MIN document March 2011. We also keep abreast of current advice and information regarding SEND and implement the BERA documents.

Areas of Special Educational need are -

- Cognition and Learning
- Sensory and/or Physical needs
- Communication and Interaction
- Social, emotional and mental health difficulties

More information around the identification process can be found in the SEND section on the school website.

### **8. Assess, Plan, Do, Review**

Stokes Wood staff will identify the needs of pupils by considering the needs of the whole child which does not only include the special educational needs of the child or young person but also recognises their emotional and social wellbeing and changes observed.

We aim to identify children with SEND as early as possible during their school-life but a concern can be raised at any time. Initially the class teacher will speak to and then log this onto the school system or email record of concern to the SENDCo, assistant head teacher and head teacher or have a discussion about their concerns. At this stage the child will be provided for by inclusion and differentiation of work in the class and remain the class teacher's responsibility. If the child still fails to make the expected progress, further programmes of intervention will be planned. The parents will be then be invited to meet with their child's teacher.

The SENDCo will then support and liaise with the child's class teacher to plan for the child. Initial interventions will be used to support areas of difficulty. Pupils in Key Stage 1 with social and emotional needs and/or learning needs may spend some time in a Nurture group. Each child will have a Boxall Profile completed and appropriate targets put in place.

If a child does not make progress despite this extra support, we will carry out further school learning assessments and /or consult outside agencies to get their advice

about how to support the child. Interventions will be registered and recorded on Provision Map to evidence the support given and the progress made.

This might include:

- Speech and Language Therapist (S&L)
- Social, Emotional and Mental Health team (SEMH)
- Educational Psychologist (EP)
- Learning, Communication and Interaction Support Team (LCI)
- School Nurse or GP
- Social Services
- Education Welfare Officer (EWO)
- Advisory Teachers for Hearing/Vision (HI/VI)
- Or other specialists

For a small number of children, despite quality first teaching and individualised SEND support the child may still not be making expected progress. The school or parents could consider applying for an Educational and Healthcare Plan (EHCP). An EHC plan is a legal document that outlines the provision required and will specify how services should be delivered to meet a range of outcomes sought across education, health and social care for the child. These can support children until age 25 where adult services take over the care plan.

These children may be provided with extra funding by the LA which the school will use to support the child. The EHCP will be reviewed annually at an annual review meeting to which parents, the pupil if appropriate and other agencies involved are warmly invited.

## **8.2 Assessment**

Children with SEND are assessed where appropriate using standardised tests for reading, spelling and comprehension as well as being part of the regular assessment in their classes. Other tests including memory, BPVS and Semantics (Language) may also be used when these are felt appropriate. Their progress is monitored along with the rest of the class.

The following may impact on progress and attainment but are not considered SEND:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman

Any concerns relating to a pupil's behaviour will be considered as a response to a possible underlying need and will be addressed as such.

### **8.3 Looked after children with SEND**

Looked after children are monitored through termly PEP (personal education profile) meetings that involve all agencies linked to the child. Progress or areas of concern are also discussed at social service LAC meetings.

### **8.4 Information for Parents**

The school website is a source of further information as is the following website <http://families.leicester.gov.uk/local-offer/>

We have a separate policy for supporting pupils with medical conditions <http://www.stokeswood.leicester.sch.uk/policies>

### **8.5 Complaints**

If parents have a complaint this should be directed in the first instance to the class teacher, Assistant Head Teacher or SENDCo.

If there continues to be cause for complaint, parents should address their concerns to the Headteacher or the Governing Body.

If the parent is still dissatisfied, the LA provides a Disagreement Resolution Service which aims to resolve such difficulties fairly. Should satisfaction still be unattained parents have the right to address the SEND tribunal – details of which can be obtained from the LA.

### **8.6 Review and Monitoring**

All children with SEND are reviewed half termly and their level of support adjusted accordingly. Some children will have an individual pupil passport or Safety Support Plan (SSP), this will include their strengths, areas of concerns, outcomes and targeted support and provision to achieve their outcomes. Where possible this will be updated with the child and then shared with parents termly.

### **8.7 Transition of pupils with SEND**

Where pupils with SEND move to secondary school at the end of Year 6, all records are shared appropriately and confidentially with the appropriate schools. If a pupil has an EHCP the review is completed in the Autumn term of Year 6 to ensure the most appropriate secondary school placement for the pupil is discussed. This information is sent to the Local Authority and they make the decision about the placement needed. The relevant secondary school is consulted and information is shared appropriately. Extra transition sessions are arranged as needed.

If a child moves to another school during the school year the pastoral team will ensure records and information is shared confidentially.

### **8.8 Monitoring and Evaluation**

The SENDCo monitors the interventions across the school through the year by observing staff, and every six weeks or half termly by monitoring the written records and evaluations of interventions. Progress of pupils with SEND are tracked as a group within each year group. We use a Provision Map program to monitor and co-ordinate interventions and additional support.

The views of parents, pupils and staff are collected through annual surveys. There is an open-door policy where parents can give opinions, suggestions and feedback at anytime. Feedback from these views is fed into school action plans.

All data for pupils with SEND is confidential and is treated according to the Stokes Wood GDPR Policy. All policies can be found on the link below.

<http://www.stokeswood.leicester.sch.uk/policies>

### **8.9 Review**

The SEND Policy must be reviewed annually.

Further information can be found on the school website.

<http://www.stokeswood.leicester.sch.uk/SEND>