



# Woolgrove SEND Policy

*“Equal opportunities lie at the heart of all that we do at Woolgrove School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.”*

This document is based upon the DfE Special Educational Needs and Disability Code of Practice 0-25 years January 2015. Other information sources include: Equality Act 2010, advice for schools DfE Feb 2013 and Schools’ SEN Information Report Regulations 2014

**Policy ratified by Governors: March 2017**

**Review date: March 2018**

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Woolgrove School, Special Needs Academy, subscribes to the principles underlying the SEND (Special Educational Needs and Disabilities) Code of Practice 2015. The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. This include:

- ✓ taking into account the views of children, young people and their families
- ✓ enabling children, young people and their parents to participate in decision-making
- ✓ collaborating with partners in education, health and social care to provide support
- ✓ identifying the needs of children and young people
- ✓ making high quality provision to meet the needs of children and young people
- ✓ focusing on inclusive practices and removing barriers to learning
- ✓ helping children and young people to prepare for adulthood

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## Introduction

Woolgrove School is a special provision for children aged 4 to 11 years, identifying Learning Difficulties as a primary need. We provide support for our pupils who have other SEND requirements including autism and speech and language communication difficulties. Some of our pupils may have a hearing or visual impairment or a social and emotional mental health need.

The partnership between home, school, health services, private therapists and other professionals is of vital importance. Woolgrove School is dedicated to providing a broad and balanced education, ensuring all our pupils achieve the best outcomes and are happy and fulfilled.

### SECTION 1:

**ADMISSIONS:** All pupils at Woolgrove are referred by local authorities because it is felt that their needs cannot be met in a mainstream setting. All pupils on roll will have an EHCP, detailing their specific needs. The school caters for pupils with learning difficulties.

The key needs of the Woolgrove pupils are:

**Autism Spectrum Condition (ASC):** a condition, present from early childhood, characterised by great difficulty in communicating and forming relationships with other people and in using language and abstract concepts.

**Moderate learning difficulties (MLD):** the general level of academic attainment of these learners will be significantly lower than that of their peers. Their cognitive ability and/or attainment levels will be at or below the second percentile. Generally they will have difficulty acquiring literacy and numeracy skills.

**Speech Language and Communication Difficulties (SLCN):** is the umbrella term most commonly used to describe these difficulties. It stands for Speech, Language and Communication Needs. Children with SLCN may have difficulty with only one speech, language or communication skill, or with several.

### SECTION 2

#### AIMS of the school

- To provide and develop the best education and care, matched to the physical, communication and developmental needs of every individual promoting life-long learning

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- To provide a high quality, well-resourced and secure environment and develop the independence and autonomy of every individual
  - To teach pupils and support families to apply their rights and entitlement positively as citizens and demonstrate respect and value of others
  - To develop the confidence, independence, self-worth, spiritual and moral values of each individual
  - To work within the guidance provide in the SEND Code of Practice, 2015 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
  - To provide high quality advice and outreach to families and other schools in the surrounding geographic area.

## OBJECTIVES

Teaching Provision: School is organised by linear grouping which has two sections:

- Early Years and Foundation Stage
- Primary (Key Stages 1 and 2)

The average class size is ten pupils but is often smaller in the infant classes. Classes are determined by the numbers of pupils in a particular age group and the physical, social and academic needs of the pupils. The high staff ratio of one teacher and, typically, two learning support assistants to a class allows for flexibility in teaching groups and individuals. The input of other professionals and the use of a wide range of specialised equipment ensures full access to the curriculum for all pupils.

## CURRICULUM:

We believe that all pupils are entitled to a broad and balanced curriculum based on either the Early Years Foundation Stage and/or the National Curriculum which is relevant to their age and needs. For some pupils this may mean accessing a modified and individualised curriculum.

Each pupil has an Education Health Care Plan (EHCP) or Statement of SEN detailing their care and physical management and educational needs (by the end of 2017 all pupils will have EHCPs and not Statements). Some pupils have individual eating and drinking plans and moving and handling plans. Some pupils have Positive Behaviour Support or Sensory Support plans and individual risk assessments to support them at school. There are also pupils who have a personalised intimate care agreement for toileting needs.

Some pupils have medical difficulties and require ongoing treatment. Pupils are assessed for their care and physical needs and reviewed regularly. Care plans and

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therapy plans are formulated in partnership with parents/carers. Some pupils have speech, communication and/or eating and drinking difficulties. The Local Authority (LA) fund a speech and language therapy service. Two part-time speech therapists and a speech and language support assistant work in school to assess pupils, develop programmes, provide advice and support to school staff and parents. School can make referrals to this service.

The majority of pupils have gross motor and fine motor difficulties. East and North Herts Health Trust provide Occupational Therapy service and physiotherapy service at the school.

Some pupils have visual, hearing or multisensory difficulties. County advisory teachers visit these pupils to assess their needs, development programmes and give advice and support to staff.

Staff integrate professional advice about each student into a comprehensive, relevant and manageable programme for that student and the classroom team.

#### ENVIRONMENT:

Pupils have access to computers in each class and there is a school set of iPads. There are also additional computers around the school and a KS2 computer suite. There are also a wide range of resources which help pupils to overcome their physical difficulties such as scissors and magnifying devices. The school has three minibuses and two lifts to accommodate wheelchairs.

#### VALUES AND CONFIDENCE:

By ensuring that the pupils have the correct curriculum, resources, equipment, appropriate staffing, a means of communicating ( signs, symbols and communication devices) and a safe and secure environment, Woolgrove School will be able to deliver an education which encompasses both skills and values and focuses on developing the whole person. Extra-curricular activities such as lunchtime clubs, after school clubs, horse riding, sports activities and trips out of school will enable each pupil to gain confidence, resilience and self-esteem as they put their skills into practice.

#### SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Pupils are initially assessed against the admissions criteria through their Statutory SEND paperwork. They will then visit school and this, together with parental comments, liaising with other professionals working with the pupil at that time and the assessments contained within the paperwork will inform our decision. A decision

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of suitability is then communicated to the pupil's local authority, who then decides whether they offer a place to the pupil.

The purpose of identifying special educational needs is to work out what action the school needs to take, not to fit a pupil into a category. At Woolgrove, we consider the needs of the 'whole' person and this includes the special educational needs of the child or young person.

Other factors may impact on progress and attainment and these are always taken into account:

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 SEND)

- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium allowance
- Being a Child Looked After (CLA)
- Being a child of Serviceman/woman

#### SECTION 4: MANAGING PUPILS' NEEDS

##### A Graduated Approach to SEND Support

Once pupils have a place at Woolgrove School, a period of transition will be organised in a way which meets the needs of that pupil. This transition period will also enable other professionals to assess the pupil and for appropriate resources to be put in place. The class teacher will meet the parents and visit the pupil in their present setting.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.
- Additional intervention and support which complements good quality teaching will be put in place.

Pupils have Individual Provision Maps (IPM) and targets which are linked to the outcomes detailed in their EHCP/Statement of SEN. These are regularly and carefully reviewed as is the quality of teaching for all pupils, including those at risk of underachievement. Where necessary, training is provided to improve teachers'

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understanding and knowledge of strategies to identify and support pupils. We also have onsite input from the Speech Therapy and can access the services of Occupational Therapy and Physiotherapy team who provide specialised assessments and support.

The key process for all parties in evaluating the appropriateness of SEND support is the involvement in the Annual Review (AR) meeting where the EHCP is reviewed.

As a LD school, there is access to a wide range of professionals. However, if we identify that a pupil is not making expected progress or has an additional difficulty, we will access advice and input from external professionals. This is done via a Single Service Request form, which is completed in liaison with parents / carers and sent to the appropriate team.

#### The Annual Review (AR) procedure:

A date is set at the beginning of the school year for the Annual Review of the pupils Education Health and Care Plan (EHCP).

- The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings.
- The review date will normally be the anniversary of the date when their EHCP was completed but this may change at transition times to implement strategies to ensure a seamless transition into the next stage of the pupil's education.

From April 2017 the responsibility for overseeing the ARs at Woolgrove School is the school's Inclusion Coordinator (INCo).

The Head has delegated part of the responsibility for the Annual Review process to class teachers as part of their "SENCO" role.

In order to set up a AR Heads of Departments/teachers will:

- Be given a list of the dates for the ARs that need to be carried out each term. This list will be prepared by the INCo, in consultation with the Head, with reference to the school list of Annual Review dates.
- The standard school letter should be sent to all persons concerned inviting them to attend the review. This letter also requests their contribution in writing and gives a date by which this information should be returned to school.
- The teacher will then prepare a draft review report. This should be discussed with the INCo and/or Head before being circulated. In drawing up the report the teacher must make reference to EHCP, the previous review and the current Individual Provision Map.

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- Where parents are unable to attend a meeting, they should be offered an alternative date. Parents should be encouraged to attend but where this is not possible views should be sought in writing using the EHCP Parent/Carer views form.
  - Where parents are not confident in producing a written contribution, the INCo may offer help by scribing their replies if this is helpful to parents.
  - Where parents decline to attend a review the meeting will go ahead with the INCo and other appropriate persons present.
  - School should also consider rearranging the date of the meeting if key persons are unable to attend.

#### The Annual Review Meeting:

In order that Annual Reviews are seen to be important events the meeting list is planned so that the INCo is Chairperson at the majority of review meetings with the Head or another member of SLT chairing the Annual Reviews in her absence.

- These will be held during the school day
- The meeting should follow the procedures laid down in the Code of Practice
- Those present at the meeting should, in the light of the issues raised in the report and discussion, consider:
  1. Does the outcome of the EHCP remain appropriate?
  2. Are any amendments to the statement or EHCP required?
  3. Should the LA continue to maintain the EHCP, or should the LA be recommended to cease the plan (see below)
  4. Any new targets to be set to meet the outcomes set out in the EHCP

A review meeting may make recommendations on any of the matters listed above. Amendments to the EHCP are likely to be recommended if:

- Significant new evidence has emerged which is not recorded on the statement/EHCP
- Significant Outcomes recorded on the EHCP are no longer present
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting

The meeting will consider the draft review and any other contributions including written contributions.

- The current IPM will be discussed and any changes agreed.
- At the meeting notes will be kept to detail persons present, the views about what is working well or not so well and a list of agreed actions.

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### Action Following the Annual Review meeting:

- The INCo produces the final version of the AR and agrees this with the Head.
- The Head will sign the report and pass to the school office.

The Admin office staff will make the necessary copies:

1. To be sent to the LA not later than 10 school days after the meeting.
2. For school file
3. For the Pupil's Individual File
4. Parents/Carers
5. Any other named person

The office staff will complete check sheet for the AR process.

### Individual Provision Maps (IPM)

1. All pupils will have a termly IPM (new) SMART targets as identified in their EHCP. An IPM combines the above termly targets, academic targets and other focus areas important to the individual.
2. Within six weeks of entry to the school all pupils will have a baseline assessment. Targets will be drawn up by the class teacher with reference to the EHCP/Statement of SEN or the targets outlined in the most recent review.
3. The targets will be shared with parents and carers.
4. The targets are SMART learning targets and support programmes for all EHCP outcomes. The targets will be drawn up with input from the pupil, parents and all professionals working with the pupil.
5. Individual Provision Maps and targets will be monitored regularly and form part of on-going pupil monitoring.
6. Targets will be set/reviewed in October, February and May. At the termly reviews targets will be adjusted according to progress made so far. When targets are achieved, new targets will be set.
7. These targets will also be used for monitoring whole school progress.

Additional reporting to Parents
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A summative annual report giving details of progress and achievement is sent to parents/carers in the summer term.

Other Agencies
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Multi agency work is important and we will work in collaboration with all agencies especially those concerned with education, health, welfare and social development to support the needs of children within the school.

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The school has good working relationships with the following agencies and includes, for example:-

- Social Services: Many pupils have a named social worker. We are jointly involved with Social Services on Care Plans for Children Looked After (CLA).
- The Learning Disabilities Team.
- Educational Psychologist
- School Doctor: The community paediatrician holds regular clinics at school and sees each pupil at least twice a year as part of the review system
- Visually Impaired Service: Provide individual support for named children
- Hearing Impaired Service
- Communication and Autism Team
- Physiotherapy Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurses
- School Counsellor
- Drama therapy
- Music Therapy

#### SECTION 5: CRITERIA FOR ENDING AN EHCP

A pupil may return to a mainstream setting when all elements of the EHCP outcomes are complete.

#### SECTION 6: SUPPORTING PUPILS AND FAMILIES

At Woolgrove School we believe that links between home and school work best when parents are positively encouraged to come into school and to work closely with the school in order to benefit the child. Links between home and school will be strengthened when:

- Teachers take parents' views seriously
- There is good communication
- Parents do not feel threatened
- Parents are given clear guidance on how they may help in school
- School is welcoming and encouraging.
- Home and school adopt a joint approach to problems.
- Parents are actively encouraged to be part of the learning support for their child

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Before a child is admitted to the school parents are invited to visit the school and, where possible, members of staff make home visits. There is an induction period for most pupils including spending part of a day in their new class. For Foundation Stage pupils staff visit preschool provisions and the home in order to get a full picture of a child before they start school.

There are regular social and fundraising events.

Each child has a home /school contact book and parents are encouraged to communicate with the school. Parents may contact the school at any time to make an appointment to see their child's teacher or a senior member of staff. Positive achievements are sent to parents/carers via the Marvellous Me app.

Parents contribute to Annual Reviews and IPMs. There are opportunities for parents to support their children through paired reading, learning words for reading and spelling etc. Teachers will communicate with parents either by the contact book or by telephone if there is any minor query or problem. Parents are invited to school assemblies, plays, concerts and school events.

#### SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

#### SECTION 8: MONITORING AND EVALUATION OF SEND

The school closely monitors progress and wellbeing of all pupils. SLT and Governors monitor the quality of teaching, curriculum and pupil progress. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. A cycle of moderation is in place to ensure pupil progress is regularly assessed. Teachers analyse the data to identify any difficulties pupils may be having, explore possible reasons for this and to take action to close the gap between expected and actual progress. Monitoring meetings are conducted by SLT. The school surveys the pupils, parents and staff to monitor their views as to how the school is meeting the needs of its pupils.

#### SECTION 9: TRAINING AND RESOURCES

Training needs will be identified through Appraisal and Professional Development processes and should be linked to the Woolgrove Development Plan. In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake appropriate

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CPD training and development. All teachers and support staff undertake induction upon taking up a post.

#### SECTION 10: ROLES AND RESPONSIBILITIES

The Woolgrove Governing Body is involved in all aspects of school life. Governors are charged with managing efficiently the finance and resources and ensuring that the school delivers a high standard of education appropriate for pupils with SEND.

#### SECTION 11: STORING AND MANAGING INFORMATION

Pupil information is held securely both on the Schools Information Management System (SIMS) and in locked cabinets in the Admin office. The information will be available to teachers, and where appropriate Learning Support Assistants, and shared, when applicable, with other professionals working with the child. This is in accordance with the Woolgrove Data Protection Policy

#### SECTION 12: REVIEWING THE POLICY

This Policy will be reviewed annually by staff and Governors in accordance with the following criteria in that it:

- Continues to support the provision of education for pupils within the school.
- Meets statutory requirements.
- Supports Hertfordshire's SEND Policy
- Provides information that is relevant for parents, staff and other professionals.
- Meets the requirements of OFSTED

#### SECTION 13: ACCESSIBILITY

The school has a detailed Accessibility Plan. This document is approved by SLT and governors and is available on the school website.

#### SECTION 14: DEALING WITH COMPLAINTS

All complaints that cannot be dealt with by reference to the class teacher should be brought to the attention of the Head. If the problems cannot be resolved in

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discussion with the Head then parents have the right to follow the official complaints procedure as detailed on the school website

<http://woolgrove.herts.sch.uk/>

## SECTION 15: BULLYING

Although incidents are rare school remains vigilant to protect pupils. Specific procedures are detailed in the Promoting Positive Behaviour Policy on the school website

## SECTION 16: APPENDIX

CODE OF PRACTICE 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (date 2015)
- Schools SEN Information Report Regulations (2014)

The public sector equality duty of the Equality Act 2010 has also been considered in the writing of this policy. A Discrimination Impact Assessment concludes that through this policy Woolgrove School seeks to:

Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.

1. Advance equality of opportunity between people who share a protected characteristic and those who do not.
2. Foster good relations between people who share a protected characteristic and those who do not.
3. Protected Characteristics: age, disability, gender, gender identity, race, religion or belief, and sexual orientation.