



Woolgrove SEND Policy

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 Schools SEN Information Report Regulations 2014

Last Reviewed: July 2023

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Woolgrove School subscribes to 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 includes:

- ✓ 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 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. School caters for pupils with learning difficulties.

The key needs of the Woolgrove pupils are:

Autism Spectrum Condition (ASC): a mental condition, present from early childhood, characterized 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 geographic area.

OBJECTIVES

Teaching Provision: There are five different pathways the children can follow according to their age, ability, learning style and individual needs. Each pathway follows a modified and personalised holistic curriculum.

Please refer to the Curriculum policy for further information on pathways and curriculum content.

The average class size is ten pupils. 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 ensure full access to the curriculum for all pupils.

CURRICULUM:

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

Each pupil has an Education Health Care Plan or Statement of SEN detailing their care and physical management and educational needs. Some pupils have positive handling plans, sensory support plans and individual risk assessments to support them at school.

Many pupils have medical difficulties and require ongoing treatment. Pupils are assessed for their care and physical needs and reviewed regularly. Care plans and therapy plans are formulated in partnership with parents. Some pupils have speech, communication and/or eating and drinking

difficulties. The 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.

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. There are also a wide range of resources which help pupils to overcome their physical difficulties such as scissors and magnifying devices. School has two 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 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 SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium allowance
- Being a Child Looked After
- Being a child of Serviceman/woman

SECTION 4: MANAGING PUPILS NEEDS

A Graduated Approach to SEN 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 also meet the parents and staff will 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 SEN.
- Additional intervention and support which complements good quality teaching will be put in place.

Pupils have Individual Provision Maps and targets which are linked to the outcomes detailed in their EHCP. 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’ understanding and knowledge of strategies to identify and support pupils. We also have onsite input from Speech Therapy who provide specialised assessments and support.

The key process for all parties in evaluating the appropriateness of SEN support is the involvement in the Annual Review 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).

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- 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.

Responsibility for AR's at Woolgrove School:

The Head has delegated part of the responsibility for the Annual Review process to the Inclusion Coordinator (INCo) and class teachers as part of their "SENCO" role.

In order to set up an AR, 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 and Admin Office staff, 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 checked and other information added by the school INCo before being circulated to parents and professionals at least 2 weeks before the AR meeting.. In drawing up the report the teacher must make reference to EHCP, the previous review and the current IPM targets.
- 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 teacher 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 teachers 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 Chairman at the majority of review meetings with the 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 learning plan 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.

Action Following the Annual Review meeting:

- The INCo/senior leader 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 school INCo will make the necessary copies:

1. To be sent to the LA not later than 10 school days after the meeting.

2. For the Pupil's Individual Electronic file

3. Parents/Carers

4. Any other named person

The School INCo will complete check sheet for the AR process.

Individual Provision Maps (IPM)

1. All pupils will have targets as identified in their EHCP. An IPM combines the 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. IPMs and targets will be monitored regularly and form part of on-going pupil monitoring.
6. Targets will be set/reviewed three times a year.
7. These targets will also be used for monitoring whole school progress.

Additional reporting to Parents

A summative annual report giving details of progress and achievement is sent to parents in the summer term.

Other Agencies

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.

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 and sees each pupil at least 1x a year as part of the review system
- Visually Impaired Service: Provide individual support for named children

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- Hearing Impaired Service
 - Physiotherapy Service
 - Speech and Language Therapy Service
 - Occupational Therapy Service
 - School Nurses (off site)

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

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.

Parents contribute to Annual Reviews and learning. 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 may be 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

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. SLT and Teachers analyse the data to identify any difficulties pupils may be having, explore possible reasons for this and to take action to diminish the difference between expected and actual progress. Monitoring meetings, called Pupil Progress meetings are conducted by SLT. School surveys the pupils, parents and staff with questionnaires 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 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 Teaching 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 SEN Policy
- Provides information that is relevant for parents, staff and other professionals.
- Meets the requirements of OFSTED

SECTION 13: ACCESSIBILITY

School has a detailed Accessibility Plan. This document is approved by SLT and governors and is available for scrutiny if required.

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 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 Anti Bullying and Hurtful 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

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.

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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.