

Special Educational Needs & Disability Policy

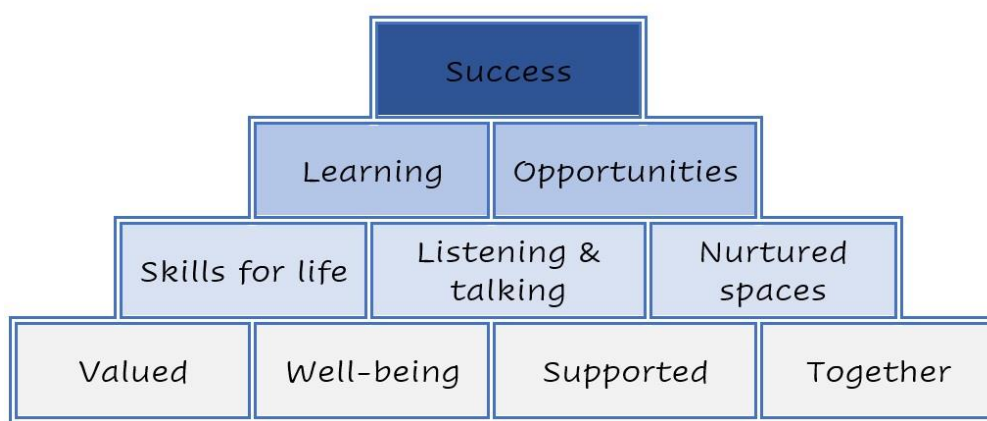
Reviewed by Hannah New (SEND Co.) and Tessa Saunders (Headteacher)
Autumn 2024

Shared with Mrs Teresa Skingle (SEND Governor December 2024)

Woodfield Way

At Woodfield Primary and Nursery School we have created the blocks below to visually represent the key areas that are important for supporting children. We believe it is our responsibility that children's essential needs are met and nurtured to ensure that they are ready to aim high and achieve.

"Learning today, for success tomorrow"



Context

It is essential that children feel **valued**, that their **well-being** is considered so they feel safe and ready to learn when they are in school. By working **together**, with parents, outside agencies and staff across the Trust, the SENCo. and staff in school can ensure **success** for all pupils and particularly those with a special educational health need. Listening to the pupils with special educational needs and their parents to understand their needs is essential part of this, within the policy you will see how the school are committed to ensuring everyone is **supported**.

SPECIAL EDUCATIONAL NEEDS (S.E.N.D) POLICY

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SPECIAL EDUCATIONAL NEEDS (S.E.N.D) POLICY

Aim of the Policy

The aim of this policy is to explain the reasons for and processes by which children with Disabilities and Special Educational Needs at Woodfield Primary School will be integrated into the academic and social life of Woodfield and be enabled to work to their full potential.

Rationale

This Policy is important as it details the practises established at Woodfield which reflect the principles of the DfE SEN code of Practice 2015.

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262326/SEND_Code_of_Practice_January_2015.pdf)

Purpose

The outcome of this Policy will ensure that:

- a child with Disabilities and/or Special Educational Needs will have their needs met
- the views of the child will be sought and taken into account
- parents will have a vital role to play in supporting their child's education
- children with Disabilities and/or Special Educational Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Guidelines

Admissions

The school has an open admission policy with facilities to consult with parents, previous schools and support services where appropriate. See Admissions Policy.

The Role of the SENCo - responsibilities include:

- ensuring liaison with parents and other professionals in respect of children with special educational needs.
- advising and supporting other practitioners in the setting
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- the SENCo will take the lead in further assessment of children's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken.
- The SENCo will also ensure that appropriate records are kept for SEND pupils.
- Ensuring parents are always consulted and kept informed of the action taken to help the child, and of the outcome of this action

S.E.N.D Team/responsibilities

- The Special Educational Needs Co-ordinator (SENCo) is Mrs Hannah New
- SEN Governor is Mrs Teresa Skingle, overseen by Mrs Debbie Johns, Chair of Governors
- Looked After Children Designated Teacher is Mrs Hannah New
- Pastoral Team Co-ordinator and Lead ELSA is Mrs Liz Clapp

- Children's and Families support Worker - Mrs Maria Wilkes
- Additional Class TAs are ELSA trained
- Young Carers Lead is Mrs Liz Clapp

(iii) Partnership

- Woodfield buy into Plymouth Excellence Cluster to access a range of support for staff and pupils through their Multi Agency Support Team (MAST)
 - Educational Psychologists - Anna Sutton (MAST) and Haley Willis (Local Authority).
The educational psychologist meets, SENCo and Pastoral Support Co-ordinator regularly to discuss how to support students and staff. These include INSET, individual assessments and staff consultations
 - Communication and Interaction Team - Kate Farrow, Link Teacher- meets and supports as above
 - Learning Academies Trust SENCos meet regularly to share knowledge and expertise
 - School Nursing Service (NHS)
 - Speech Therapist (NHS)- Amber McGrath LINK Speech and Language therapist - We have various other members of the team that will come into support the children once a request for help has been accepted.
 - Mental Health Support Team - Livewell Vienna Williams (MHST)
 - Trust Educational Welfare Officer (E.W.O.) - Jenette Harvey
 - Social Services - Duty Officer
 - Plymouth SEND Strategic Advice and Support Team
 - Other NHS services for children, including CAMHS and Child Development Centre (CDC)

Nursery

Woodfield nursery take children from 2 years of age. The widely recognised benefits of Early Identification and Intervention are supported through the everyday practice of nursery/Early Years staff. Staff use Blank level questioning and talk appropriately matched to children's developmental stage to develop language within the early years. This also supports in the early identification of speech and language delay and other SEND. The school SENCo works closely with the Early Years Lead and identified member of staff responsible for SEND within the nursery to plan for appropriate provision within nursery resources. For SEND children needing support beyond Woodfield Nursery, staff have close working relationships with Early Years agencies including Early Years Inclusion Team, Health Visiting, Children's Centres and Portage. Woodfield Nursery also follow Plymouth City Council procedures to request additional funding for SEND pupils through the Early Years Inclusion Panel.

Transition

Early Years setting to Foundation

SENCo and Foundation teacher work closely with our school nursery. They also make contact with any feeder pre-school settings to plan appropriately for transition into school.

Enhanced transition meetings take place for SEND pupils with SENCo, Foundation teacher and any other appropriate professionals, usually in June or earlier for pupils with more complex needs. Plymouth City Council Transition paperwork is completed.

Key Stage 2 to 3 - The Year 6 teacher maintains links with Sir John Hunt and other secondary schools, where appropriate, for discussion and consultation about Year 6 children. Appropriate transfer documents are forwarded to the next school to ensure a smooth transition is made. The school has access to the School Transition Portal, which is a city wide initiative to ensure the smooth transition of children from Primary to Secondary settings.

In year transitions

SENCo contacts previous and/or receiving schools to discuss needs of individual pupils. Where necessary an enhanced transition meeting is arranged which may include other professionals. Appropriate transfer documents are forwarded to the next school to ensure a smooth transition is made.

Class to class transitions

Class teachers are given the opportunity to meet to discuss the needs of pupils in their current and receiving class.

Tracking and Monitoring data is kept up to date by class teachers (overseen by SENCo) to show provision for all pupils year on year.

Transition morning takes place in July to ensure that all pupils have spent a morning in their new class with their new teacher prior to September.

Enhanced transitions are planned for individuals where needed.

Resources

- Resources are mainly available in classrooms
- Other resources are available from the SENCo
- Specialist resources available from outside agencies

Procedures

- We follow the graduated approach as suggested by the SEN Code of Practice DFES 2014

The Code of Practice identifies four main areas of difficulty:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

Identification

Class teachers will initially identify a pupil who may need to be identified on the SEND register, this can be done through a conversation between the class teacher and the SENCo or through Pupil Progress meetings that happen once a half term. Concerns are addressed by SENCo or Pastoral Co-ordinator, usually in conjunction with EP and advice on next steps/ways forward are shared with class teacher and parents,

SEN Support/Provision

SEND children at Woodfield are supported mostly through High Quality Teaching with their peers. Where short term targeted interventions are required these are tracked and monitored by SLT.

Woodfield work to a Graduated Response to SEND with an ever increasing range of provision at each stage (see appendix Graduated Approach to SEND).

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme - an Individual Education Plan (IEP) may be used to record . TA's support as appropriate and as detailed on the class provision map.
- Children referred to school Learning Mentor and/or ELSA may be added to the school SEND register, they may not have a separate IEP, unless necessary, as their targets and progress will be recorded by the Learning Mentor/ELSA.
- Emotional Regulation Support Plans are created and reviewed regularly for pupils who need additional support and a very consistent and personalised approach to their support

- Children may have One Page Profiles as a very personalised, pupil centred, way of recording their strengths and how they like to be helped.
- In class tools and scaffolding may be provided to meet the needs of SEND pupils and to help them to access the curriculum, relevant to their stage of development and to ensure that they make good progress and steps towards 'closing the gap'.

SENCO will take the lead in:

- Supporting planning of future interventions for the child in discussion with colleagues
- Monitoring and reviewing the action
- The IEP to be reviewed with the parents at parents' evening (Oct/Mar/July) and new IEP introduced (Mar/July or as appropriate)
- Monitoring Learning Mentor and ELSA case loads

SEN Support involving outside agencies

- SENCO and class teacher, in consultation with parents, ask for help from external services
- Class teacher and SENCO are provided with advice or support from outside specialists
- Additional or different strategies to those at SEN Support are put in place - an IEP may be devised, depending on the level of support required/suggested.

SENCO will take the lead in:

- any further assessment of the child
- planning future interventions for the child in discussion with colleagues
- monitoring and reviewing the action taken
- Co-ordinating TAM/EHA meetings for individual pupils

Statutory Assessment

SENCO will liaise with parents and other professionals through Team Around Me (TAM) meetings to agree if a Proposal for Statutory Assessment is needed for consideration of an Education Health and care Plan (EHCP)

- The Educational Psychologist will write reports for LA, if appropriate, if a pupil is in consideration for statutory assessment
- The LA will make, arrange and monitor and review the EHCP provision if it is deemed necessary
- Appropriate school staff to attend Annual Review meetings

Class S.E.N.D Records

Electronic SEND files are saved on a secure drive on the school server and are accessible by SLT, teachers and the Pastoral Team

IEP's

IEPs are only needed if a child's provision and interventions is significantly different from that of the pupils in their class and where their targets and progress are not being monitored in another recorded format or through targeted group interventions.

- All pupils with a EHCP will have an IEP to support and monitor short term targets
- IEP's are available on a secure drive on the school server for each teacher with information from the Tracking and Monitoring sheet.
- IEP's are shared with parents at Parents' evening when they can be discussed and signed by the parents/carers.
- Parents are encouraged to record their thoughts in the section provided on the IEP
- Parents receive a copy of the IEP
- IEPs are reviewed and new ones written 3 times a year in October, February/March and June.
- Parents will be informed of any changes to targets after the review via class dojo. Parents are welcome to sign the new copy with the new targets - however we understand that parents are busy so a written agreement via Dojo is deemed sufficient for the March and June reviews.

- All IEPs are to be signed at least once a year by class teacher and parent/s - This will happen usually in the first Parents evening of the school year.

Partnership with Parents/Carers

Woodfield actively seek to work with parents/carers and value the contribution they make. This year parents/carers across the school were invited to support the SENCo in any changes they felt needed to be made to the SEND policy and the SEN Information report. Parents were invited to do this by the SENCo via Class Dojo and were asked to complete a short survey to assess the accessibility of the SEND Policy and the SEN Information report. Parents/Carers were invited to make any further suggestions for improvements to these working documents. Generally parents found the documents easy to find on the website and found the requested information quickly. However some felt it would be useful to have and SEN specific tab on the school website. This was fed back to the Head Teacher and the Governing Body for further development. Further examples of parental engagement are as follows:

- Parents are encouraged to approach their child's class teacher if and when needed.
- 'Meet the teacher' sessions planned at the start of the year to create positive working relationships
- Sharing our learning afternoons are planned into the school calendar and occur at least once a year.
- The Pastoral Team liaise regularly with parents and carers
- Dojo messaging systems are made available to allow for regular, accessible communication

Parental Concerns - any concerns should be made to the class teacher/SENCo/Pastoral Team in the first instance then to the Headteacher and Governors if appropriate.

Parents are encouraged to book a call with the Plymouth Early help and SEND advice line through [Early Help - Request for Support - Application - Section 1 - PLYMOUTH.GOV.UK \(achieveservice.com\)](https://www.plymouthias.org.uk/)

Parents are also encouraged to use Plymouth Advice and Support for SEND Team (PIASS). <https://www.plymouthias.org.uk/>

Information regarding this additional, impartial support for parents from is shared with them.

Parents/carers hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways in supporting them. Parents are encouraged to participate fully in the education of their child through a range of formal and informal opportunities such as:

- Parent consultation evenings, October, March and July
- Parents views recorded on IEPs
- Parents are given a copy of the IEP
- Parents are invited to meetings with E.P.'s, Learning Mentors and other professionals working with their child
- Parents are encouraged to attend regular 'Learning Together' sessions in their child's classroom

Parents are able to make additional appointments to see the class teacher/SENCo/Pastoral Team as required.

Partnership with children

- Children are encouraged to attend Parents' evenings with their parents
- The IEP and review will be discussed with the child at the meeting

- One Page Profiles and Emotional Regulation support plans are created and kept up to date for all children working 1:1 with a member of support staff

Pastoral Support -

Children need to be made aware that they can discuss issues with their teacher, or go to the Headteacher, for support with personal issues. This should be part of a general introduction to the class as well as during circle time.

Inclusion

- Through the provision of in class support differentiated planning and resourcing S.E.N.D students are included into Woodfield. (See Equal Opportunities, Inclusion and Anti-Racist Policy)

Complaints

- Reference should be made to the school policy on Complaints Procedure

Governors

- The SENCo maintains links with the Governor with responsibility for Disabilities and Special Education Needs- Mrs Teresa Skingle and the Chair of Governors- Mrs Debbie Johns.

Assessment

- On going assessments are made by teachers in consultation with the SENCo
- An initial on entry assessment is carried out on all Year R children by the Foundation Stage Co-ordinator on arrival and at the end of the Foundation Year. See Foundation Stage Policy

Tracking and Monitoring

- SENCo attends Pastoral Pupil Progress Meetings three times a year (Autumn term 1, Spring Term 1 and summer term 1)
- SENCo tracks National Curriculum level progress for SEND pupils
- Progress made by SEND pupils is reviewed along with all pupils' progress at termly pupil progress meetings.
- Impact of interventions are reviewed termly by the subject leaders which is fed back to SENCo and SLT.

The Role of the TA

- TA's are resourced from the school budget
- TAs are deployed across the school by the Senior Leadership Team according to need
- Each class has at least one TA
- TAs support pupils in class at the direction of the class teacher
- TAs lead intervention programmes at the direction of class teachers, subjects leads and SENCo
- TAs are provided with appropriate training either off site or within school

Curriculum

A supported and adapted curriculum co-ordinated by SLT provides access for pupils to a broad and balanced curriculum following the National Curriculum. For further information please see the Teaching and Learning Policy.

Behaviour

Refer to the school's Behaviour Policy for guidelines on behaviour strategies which are adapted to suit the needs of individual pupils.

Bereavement

Refer to the policy on bereavement which is available from the PSHE Co-ordinator

Evaluation and Review

- The whole staff will be involved in evaluation of the policy and processes at review meetings and staff meetings during the year

Trauma

At Woodfield a relational approach is followed. All staff understand the impact that trauma can have on children and their families. They use ELSAs, Trauma Informed Responses, Emotional Logic and knowledge of Adverse Childhood Experiences (ACEs) to understand and support children in an empathetic way.

Training

SLT value CPD of staff supporting children with SEND. Staff attend relevant training, we use a variety on internal and external providers for this. For more information on this please see Woodfield SEND information report including ELSA (CAMHS) and training provided by MAST. Over the years staff have attended Trauma informed training from TISK. In 2023, all staff received CPI de-escalation training and training around supporting anxiety. Learning Academies Trust have Pivotal Safety Intervention Certified Instructors who deliver training to school staff. In 2024 support staff received Lego Therapy training to support play and friendship development across the school.

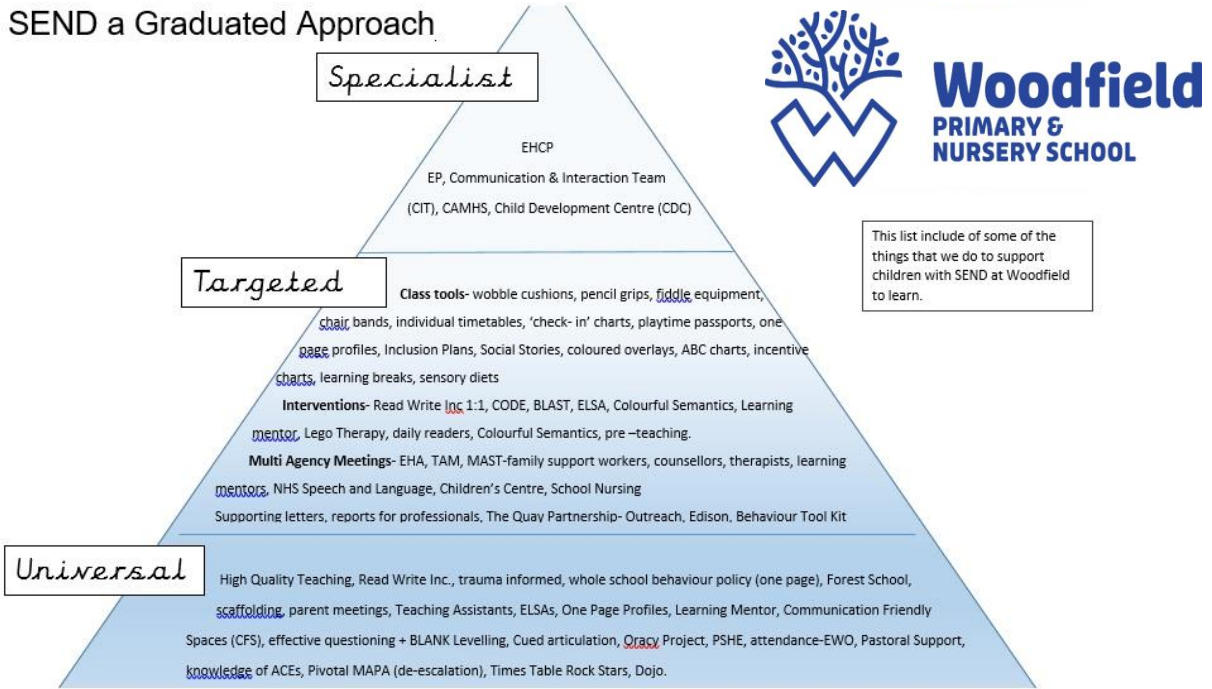
SPECIAL EDUCATIONAL NEEDS APPENDIX

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SEND Graduated Approach

SEND a Graduated Approach





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All about me

My name is :
My birthday :
My class :

Things I Like:

-
-
-

Things I am good at:

-
-
-


Some things I don't like:

-
-
-

Things I would like help with:

-
-
-

Multi- Agency Support Plan

MULTI-AGENCY SUPPORT PLAN				 PLYMOUTH CITY COUNCIL			
Team Around Me (TAM) or Team Around Family (TAF)							
This plan is for (include as many children/young people who are relevant to this plan):				If child/YP has SEND please state priority needs on scale of 1-4. 1 = primary need			
				Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical needs
Name:		Date of birth:					
Name:		Date of birth:					
Name:		Date of birth:					
Date of Meeting:		Time:		Is this a review?		Date of previous meeting:	
Present at meeting:							
Apologies:							
Current Lead Professional:							
Discussion Points:							
Child/ Young person's story/interests/aspirations (attach one page profile):							
Parents'/ carers' aspirations for child/young person:							

Education Needs – including strengths and any education needs (for SEND attach relevant evidence e.g. IEP:	
Health Needs – including strengths and any health needs (for SEND attach relevant evidence e.g. medical report):	
Care Needs – including strengths, family environment and social care support (for SEND consider discussion around short breaks:	
Other	
Date and time of next meeting:	Venue:
Lead Professional agreed at meeting:	
Lead Professional's signature:	
<input type="checkbox"/> Lead Professional to check box to confirm that this plan has been discussed and agreed by the child/young person, parent/carer and relevant professionals	
We recognise that the information contained within this or in the document(s) attached is confidential and therefore I have checked this to ensure accuracy. Please be assured that Plymouth City Council takes every step to guarantee that information is kept safe and secure.	

MULTI-AGENCY SUPPORT PLAN			
Name:		Date plan written:	Date of review:
Desired outcome 1.			
How will we know if we have achieved the outcome?			
Support/provision/equipment/strategy required to achieve this outcome. What will we do and how?	Who will provide/monitor this support?	By when?	At review: Was this achieved?
At review: How well did we succeed with outcome/next steps?			Was this outcome achieved? Yes <input type="checkbox"/> No <input type="checkbox"/>

Individual Education Plan



Individual Education Plan – SEND

Complete at initial meeting with parent/carer and review alongside summative either every 12 weeks or a minimum of 3 times a year.

Name of child		DOB		Date	
Parent's signature		Year group		SENCo	
		Class teacher			
Banding (if applicable)				Date of most recent Annual Review	

Presenting area of need	Child's strengths	Child's barriers to learning (inc. diagnosis)
Cognition and learning	• •	• •
Communication and interaction	• •	• •
Sensory and Physical	• •	• •
Social Emotional and Mental Health	• •	• •

Parent/carers' desired outcomes (short and long term, any adaptations?)

Action Plan							
Presenting area of need	Outcomes (Targets)	Plan	Provision/ Strategies/ resources	Do	Review of targets	Review	Impact / Evaluation
Cognition and learning			School: Home:				
			School: Home:				
Communication and interaction			School: Home:				
			School: Home:				
Sensory and Physical			School: Home:				
			School: Home:				
Social, Emotional and Mental health			School: Home:				
			School: Home:				

SENCO in school Observation form EXAMPLE:

Record of observation

Pupil Name:		D.O.B	
Teacher		Year group	5
SENCO		Date of report	12.12.18
Staff involved			

What we already know?

This report is based on information gathered through attendance at professionals meetings for X, information gathered from the Child Development Centre (CDC) and information from professionals who have taught . An observation and discussion with school staff took place on 23.11.18. X has experienced an unsettled period, where his mental health has started to deteriorate causing him to feel 'worthless'. Three referrals into PCC's Multi Agency Hub have been declined recently this term, but Alessandro's triangular consultation with CAMH's has been sent to their panel to discuss how to support also continues his assessment at the CDC and Sarah Aldrich (EP) has worked with on aspects of the Wyatt test (31.10.18). Sarah has concluded that Alessandro has dyslexic tendencies, but she would encourage further assessments with the CDC to look at other possible conditions.

Communication and Interaction Strengths	<p>Alessandro can communicate in full sentences and when emotionally regulated can join in with a conversation albeit observation showed this to be more functional and fact based rather than social reciprocal language.</p> <p>Similarly, when Alessandro is in a calm sate, he is a likeable young man and can demonstrate an interesting and caring side. For example, during the observation, Alessandro liked to please his teacher and discuss the likes and dislikes of the observer.</p> <p>During the observation, Alessandro was happy for me to join his with his reading activity; Alessandro demonstrated a level of perseverance as he completed his spellings.</p> <p>Alessandro had a clear passion for his topic when moving into a writing session and even though he had missed the previous session to write the opening of the story - he was happy to engage in starting this story after some prompting and clueing from the class teacher. Alessandro had a clear routine and his own individual learning space to support him in accessing the session.</p>
Communication and	<p>On the day of the observation, Alessandro had just started to access his own workstation within the classroom. At first, Alessandro struggled to stop his 'calming activity' (mindfulness</p>

Emotional regulation support Plan -Adult version - Example



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My behaviour support plan

.....Example.....

Stage of regulation	What might I do?	What can you say to help? (Verbal & Paraverbal)	What can you do to help? (Non verbal)
5 I am not being safe and need help	I might throw items. I will be in the corridor or outside. I will swear. I will kick doors and walls.	Use a clear calm voice : "I care, I am listening". Use distraction: speak about another time or subject. "I'd like to know about you ..." "Did you know...?"	<ul style="list-style-type: none"> • Be alongside or next to me but not face on. • Tell me to go to my safe space (office) then give me the space to make my way there, I like to feel I do this on my own terms. • I don't like positive handling but understand it might happen to keep me safe.
4 I do not feel safe, I need support	I might follow adults around or start to wander around the corridors. I might bang items in an attempt for attention. I might use the phrase "I don't care."	Recognise that I've said the phrase "I don't care" or "I don't want to" and help me to understand that I use this phrase when I don't know what else to say or explain what is upsetting me. I've noticed, I wonder Use a quiet voice to deliver the message.	<ul style="list-style-type: none"> • I don't like touch, so don't put your hand on my shoulder. • Be discrete when offering support, as I often feel embarrassed.
3 I feel dysregulated	I might move towards the adults in the classroom. I might go into the think tank. I might rip up my work or refuse to work. I might police other children's behaviour	Try to help me see what has unsettled me: "What has changed?"	<ul style="list-style-type: none"> • Find a distraction to help me to regulate, before I can go back to my work. Colouring: Origami: Game: Chatting • Let me go out of the classroom.
2 Something is bothering me, I don't like it	I become more vigilant to what is going on around me. I need to know the plan and if anything is changing. I might tap and not engage with my learning/what is being said.	Speak in a quiet voice and try to do it discretely. Share positives: "Well done you have answered question 1 really well, shall we try question 2 together?"	<ul style="list-style-type: none"> • Move me to work in the think tank for a few minutes. • Direct me to get a drink or to do a job in the classroom.
1 I am calm and am ready to learn	I still need to fiddle or move, I might not look fully engaged but I am listening. I am excited to learn so I might call out.	Use a calm and gentle voice: Well done, great ideas, I can see you are trying hard.	<ul style="list-style-type: none"> • Eye contact and positive noticing, thumbs up but in a discrete manner • The chance to share my achievements with trusted adults • Opportunity to share my ideas with peers.

How to support me in school

5

I am not being safe and need help:



4

I do not feel safe I need support:



3

I feel dysregulated:



2

Something is bothering me I don't like it



1

I am calm and am ready to learn:



