

Woodhouse Primary Academy

**SEND Policy and
Local Offer 2018**

Reviewed Summer 2018



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SEND Definition

In this policy, Special educational Needs and disabilities (SEND) refers to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age, or**
- has 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.**

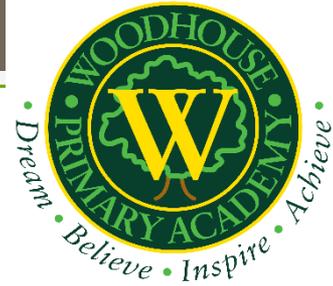


The Legal Framework

The SEND policy takes careful account of the statutory provisions covering SEND.

They are:

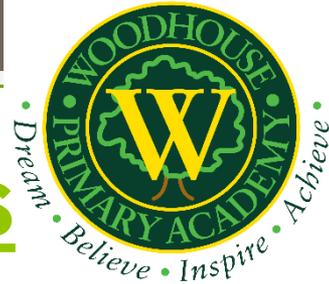
- **The Children & Families Act 2014**
- **Special Educational Needs & Disabilities Regulations 2014**
- **Special educational Needs Code of Practice: 0-25 2014**



General Statement

Continue to provide a relevant, engaging and inclusive curriculum which inspires **children leading learning together**.

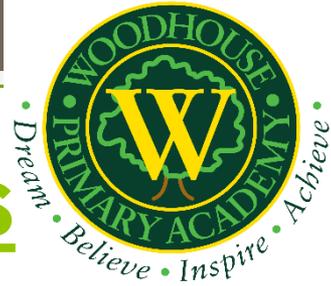
All members of Woodhouse Primary Academy are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our pupils. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens, in partnership with families and the wider community.



Principles and Procedures

SEND Policy Aims

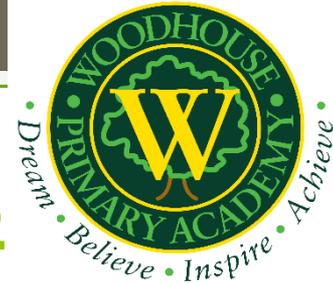
- To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources
- To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- To ensure that all pupils are enabled to enjoy their time at Woodhouse Academy
- To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources
- To enable full participation alongside other pupils where practicable to the taught curriculum and the 'non-taught' curriculum
- To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the academy environment, and are enabled to integrate as fully as possible with the school population and have equal opportunity in school



Principles and Procedures

SEND Policy Aims (Continued)

- To correspond to all SEND requirements and provisions contained in the SEN Code of Practice 2014
- To ensure all working practice is kept in line with current local and national policies relating to SEND and Disability
- To work in partnership with parents, educational professionals and external agencies to enable 'best practice' to meet SEND
- To access and utilise all available resources, training opportunities and funding in order to provide up to date and appropriate resources.



Principles and Procedures

Definition of SEND

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

Code of Practice, 2014

Children have a *learning difficulty* if they:

- o Have a significantly greater difficulty in learning than the majority of children of the same age**
- o Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in academies within the area of the local authority**
- o Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.**

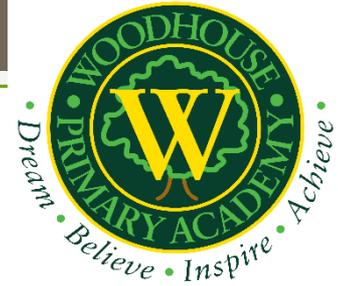


What Parents can expect...

Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.

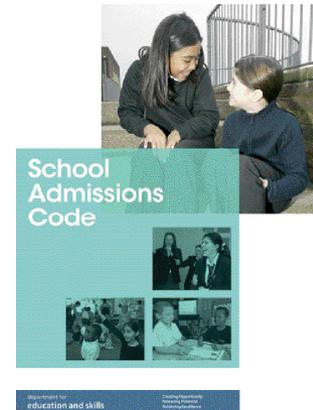
If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from an educational psychologist, Pupil and School Support advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with SENDIASS who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.



Admissions

Woodhouse Primary Academy complies with the School Admissions Code (2014) and with Birmingham LA guidelines.





Policies in Support of SEND

We have additional one-page policies in effect in regards to SEND.

Accessibility Policy
Personal Safety Procedures
SEND Procedures
Pupil Premium Policy
Behaviour Policy
Medical Policy

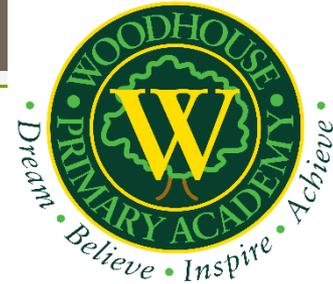
If you require a copy of these policies, please ask a member of staff.



The SEND Leader

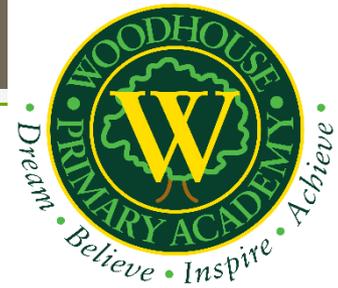
The SENCo at Woodhouse Primary Academy is
Tayce Mason, who has completed The National
Award for Special Educational Needs and Disabilities
Coordination.

t.mason@woodhouse.priacademy.co.uk



The Role of the SENCo

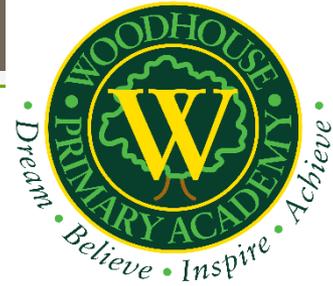
- Maintaining an overview of all children with SEND within the academy and for maintaining a list of children with SEND as a tool in tracking progress
- Carrying out detailed assessments and observations of pupils with specific learning difficulties
- Ensuring appropriate support is managed daily through the SEND team of HLTAs, Teaching Assistants (TA) and reviewing and updating the timetable to facilitate appropriate support for all SEND pupils and making efficient use of the staff
- Contributing to staff training relating to SEND issues where needed
- Offering advice and support to class teachers across the school curriculum through active communication and lesson observation
- Communicating with parents of SEND pupils as and when appropriate and attending consultations with other parties
- Preparing and holding Annual Reviews for all pupils with an Educational Health Care Plan (EHCP) and submitting reports to the LA following the Code of Practice
- Communicating with outside agencies where necessary and reporting progress against agreed targets to the Principal/line manager
- Monitoring pupil's individual learning targets
- Attending transition meetings to ensure full communication of SEND pupil needs
- Providing a full transition programme for new and leaving SEND pupils
- Other relevant areas as identified by the SLT and Head.



Role of the Local Governing Board (LGB)

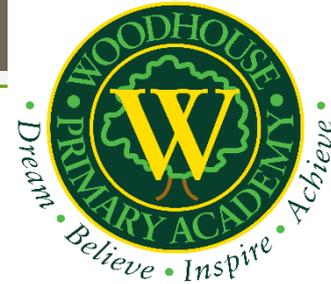
The SEND Governor is the designated link with the Lead Learner who will liaise with the SENCo and report policy to parents annually. Their role on behalf of the LGB is to monitor progress of SEND pupils and to monitor the budget on Special Educational Needs.

The SEND Governor is Michelle Hayward.



Role of the Lead Learner/Headteacher

The Headteacher is responsible for pupils with SEND, keeping the LAB fully informed and working closely with the SENCo to coordinate provision.



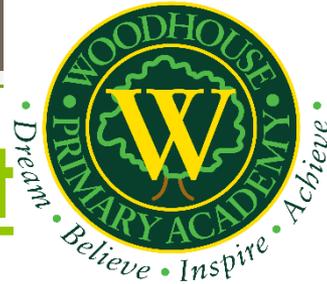
Parent involvement

We value input from parents when supporting children within school. It is important to develop positive working partnerships between home and school. We aim to involve parents in the following ways:

- **Through parent consultations**
- **Through coffee mornings and workshops**
- **Through informal discussions with class teachers, HLTAs, TAs or SLT**

Parent's views are valued and feedback has been used to develop practice within school. Parents have played an important part in the writing of the SEND Policy and SEN Information Report.

If you have a comment you would like to share, please get in touch. Let us know how we are doing!



Identification, Assessment and Review of SEND

- Woodhouse Primary Academy will assess pupils as appropriate to determine their needs and the support required in line with current guidelines.
- The school will support pupils and their needs when they join with existing special educational needs.
- The school will work with parents and outside agencies to support pupils with SEND.
- The SEND referral process can be initially triggered by Teacher, HLTA, TA or parental concern directly to the SENCo by letter, email or written communication.
- Parents and other professionals (external agencies) may also raise concerns via the SENCo, which may also lead to identification of pupils with SEND. The SEND list will be updated to reflect these changes.
- Records of all SEND pupils will be formally recorded on an SEND database. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils, when new pupils start at the school mid-year, and regularly updated as new information or data becomes available. It will be stored on the staff area of the Woodhouse Primary Academy network.
- The SENCo, and if possible/appropriate, the relevant Phase leader, will oversee transition involving any pupil with pre-defined SEND. The SENCo will liaise with the parents and external agencies. TAs will play an active role in the transition of new pupils.
- The Academy will regularly report to parents about the progress of their child, including at least two Parents' Days and one written annual report.



Raising Achievement

Each teacher has the responsibility to meet the needs of all the pupils in the Woodhouse Primary Academy in their curriculum areas. A wide variety of strategies are used to provide SEND support for pupils in various areas of the curriculum. The following interventions and methods currently exist in the Academy:

- Differentiation of input, tasks and outcomes
- In-class support
- Small group/individual intensive support sessions in English, Mathematics, speech and language and social skills/behaviour
- Mentoring - from Learning Mentor
- Use of ICT facilities including software packages (e.g. Bog Club)
- Extra-curricular paired reading and handwriting sessions
- Extra-curricular homework sessions
- Support in examinations for specific pupils
- Speech and language support for identified pupils
- Additional support sessions for pupils
- Individual target setting for SEND pupils
- Anger management (on site)
- Medical support

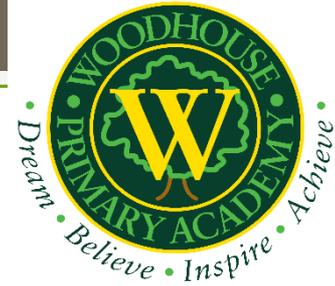


Provision

The school has staff trained, including a Speech and Language Therapist, to work with pupils who are identified as having a special educational needs.

The staff are encouraged to utilise specialist equipment and resources, including additional staffing where appropriate, in order to help each child achieve their goals and reach their full potential.

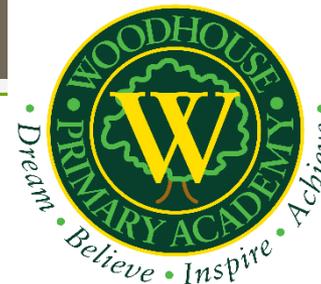
The staff liaise with specialist teachers and therapists from Birmingham LA.



The Rainbow Room

- The Rainbow Room is a Resource Base within Woodhouse Primary Academy for children with a diagnosis of Autism.
- All staff within the rainbow Room have received Level 2 AET training and are restraint trained.
- The children within the Rainbow Room are taught maths and English alongside children from the mainstream at their ability level. Children also take part in activities that develop social and emotional skills, gross and fine motor skills and communication and language development.

Provision Overview



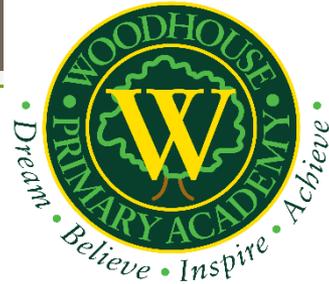
Code of Practice Area of Need	Cognition and Learning	Behaviour, Social and Emotional Difficulties	Language and Communication	Physical and Sensory
Wave 1 (In Class Teaching)	<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated delivery • Differentiated outcome • Visual learning tools • Practical learning tools • Use of ICT • Use of EAL strategies • Awareness of additional needs • Visual Timetables • Weekly Guided Reading Session • Weekly Guided Writing session • Daily Maths Session 	<ul style="list-style-type: none"> • Flexible teaching arrangements • Differentiated curriculum • Differentiated Delivery • Differentiated outcome • Visual learning tools • Practical learning tools • Use of ICT • Implementation of Behaviour policy/individual behaviour strategies • SEAL • Circle Time 	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school-based resources • Differentiated curriculum • Differentiated Delivery • Differentiated outcome • Visual learning tools • Practical learning tools • Use of ICT • Phonics (N-Y2) 	<ul style="list-style-type: none"> • Flexible teaching arrangements • Teacher awareness of physical/sensory impairment • Resources • Quality Wave 1 PE sessions – differentiated according to need



Provision Overview

Code of Practice Area of Need	Cognition and Learning	Behaviour, Social and Emotional Difficulties	Language and Communication	Physical and Sensory
Wave 2 (Small Group Intervention)	<ul style="list-style-type: none"> • Reading Buddies • Mentoring sessions (small group) • Wellcomm (Nur/Rec/Y1) • Phonics Catch-Up (within Year group) • Fresh start – KS2 Reading and Phonics programme • EAL interventions 	<ul style="list-style-type: none"> • SEAL • Social Skills Group • Mentoring sessions (small group) 	<ul style="list-style-type: none"> • Wellcomm (small group) • Phonics Catch-up (within year group) • EAL Group Language Support 	<ul style="list-style-type: none"> • Write Dance • Handwriting/letter formation skills
Wave 3 (1:1 Individual Support)	<ul style="list-style-type: none"> • Mentoring sessions (1:1) • 1:1 in-class support • SpLD programme (1:1) • Language Land/Narrative Group • Peer Mentoring 	<ul style="list-style-type: none"> • Mentor sessions (1:1) • Family support • 1:1 in class support • Anger management • 1:1 behaviour programme/plan (IBP) • Boxall Profile • Behaviour Tracker 	<ul style="list-style-type: none"> • PECS • BSL 	<ul style="list-style-type: none"> • Use of specific resources and/or equipment • Links with PDSS service

Monitoring and evaluating SEND Provision



- Provision for pupils with special educational needs and disabilities is updated and reviewed periodically by the SENCo
- **Class and Group Provision Map** are accessible on the Learning Gateway in “Staff Documents” for all staff to view. They show where the SEND needs are across the school, track progress and monitor provision in place for individual pupils
- **Pupils with Individual learning targets** are reviewed half-termly by the class teacher and SENCo. New SMART Targets are established and implemented.
- **Pupils with higher levels of support** have their targets reviewed termly by the SENCo, class teacher, parents and pupils (where appropriate). New SMART Targets are taken from the Language and Literacy Continuum, Inclusion Support Reports or other external agency support in conjunction with what we know about the child needs
- **Observations** are undertaken by the SENCo, and shared with SLT to monitor impact of additional adult support
- **Regularly assess** all children to determine successes and any barriers to learning
- Provide an **enhanced level of provision** (including referring children who may need intervention to the SENCo) that supports and enhances learning abilities through a differentiated curriculum.
- A review of **External agency support** takes place termly and priorities discussed.
- If children have made **good progress** and no longer need targeted support, they are taken off the SEND register. They will continue to be monitored however to check progress continues.

SEND Information, Advice and Support Service



Woodhouse Primary Academy believes that close working partnerships with parent/carers of pupils with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2014 Code of Practice, the Academy aims to ensure that parent/carers are fully involved and consulted over their child's progress and SEND provision, including the drawing up of individual targets.

We also encourage parents to contact the free and impartial SEND Information, Advice and Support Service for parents of children with SEND.

SEND Information, Advice and Support Service

The POD

28 Oliver Street

Nechells

Birmingham

B7 4NX

Tel: 0121 303 5004

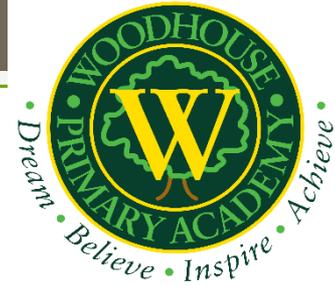


Statutory Assessment

If all the additional support and strategies employed by the Woodhouse Primary Academy result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made by the academy to the LA (only with parental permission.)

ANNUAL REVIEW OF A EDUCATIONAL HEALTH CARE PLAN

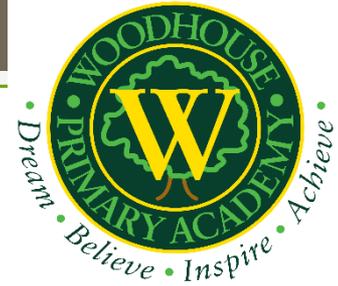
Formal Annual Reviews for pupils with a Educational Health Care Plan (EHCP) are held at least within a twelve month period of any previous Review.



SEND Specialisms

We have staff members trained to support children with:

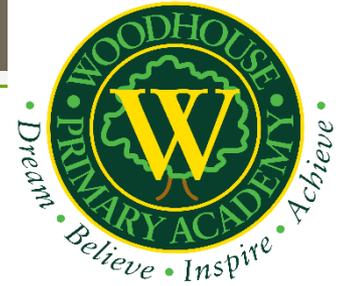
- **Autism**
- **Hearing Impairment**
- **Speech and Language Therapy programmes**
- **Behaviour, Social and Emotional difficulties**
- **Complex communication needs**
- **A range of Wave 2 and 3 interventions**
- **Precision Teaching**
- **First Aid**
- **Moderate learning difficulties**



INSET/CPD

It is the responsibility of the SENCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENCo will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified.

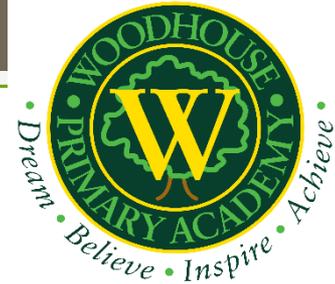
The SENCo attends regular LA Network Meetings, Education Central SEND Network Meetings, SEND Update sessions in order to keep fully informed about change in legislations, LA procedures and availability of resources, giving regular feedback to SLT.



SEND Links

We have links with...

- Communication and Autism Team
- ECMAT SEND network group
- Local Quinton school cluster
- Birmingham Inclusion Support Team
- CAMHS



Resources

- SLT and the SENCo organise and delegate additional human resources for children with SEND through the through the school budget and Pupil Premium Fund
- The SLT and SENCo monitor and support each additional adult who works alongside children with SEND
- The SENCo purchases and distributes additional resources needed to enhance and support learning for children with SEND
- SLT and the SENCo ensure all support, either physical or emotional, is in place to support children with SEND
- The SENCo has close links with the Family Support Advisor to support children with SEND, at home as well as at school.

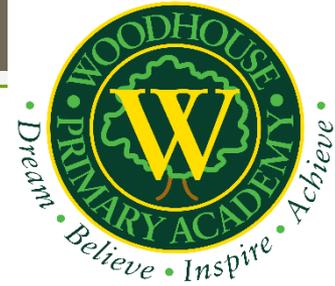
In addition, access arrangements are made for all children with SEND, including transport (where applicable), access to the building and modified toileting facilities.



Target Reviews

All **Individual Learning Targets** for children receiving enhanced SEN support and those with an EHC Plan will be reviewed termly. Teachers will be involved in these reviews which will be held with the SENCo. Achievements and next steps will be discussed, and new SMART targets set with an emphasis on achieving the targets at home as well as at school.

SEN Support Records are reviewed half-termly by the class teacher and SENCo. New SMART Targets will be taken from the Birmingham Language and Literacy Continuum or the Maths Toolkit.



Complaints

In the event of any complaint being made, the SENCo should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Head teacher for further investigation and reported to the SEND Governor, Michelle Hayward
- Formal complaint is made in writing to the LGB of the Academy



Transition Arrangements

Transition from the Academy to another Primary setting

- SEND Leader holds a consultation/transition meeting, where information about the child is exchanged
- Involvement of Inclusion Support during the meeting (where necessary)
- In class observation/meeting with the child
- Keep Birmingham LA informed as to any movement of children with SEND into or out of the school

For transition to the Academy, the reverse of the above is applicable.

Transition from the Academy to Secondary Settings

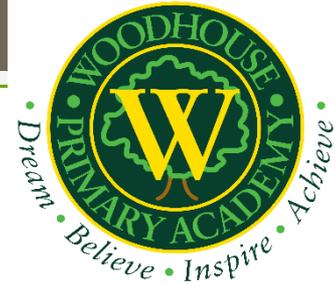
- Liaise with secondary school SEND Leaders and Mentors through meetings to discuss provision required
- Transference of all SEND records promptly
- Follow carefully designed transition programme (with input from Inclusion Support team) for specific pupils
- Organise regular visits for the child to the new setting to ensure a smooth transition (if needed)

Transition to new classes

Every child will have a chance to spend time with their new class teacher in their new classroom in July of every academic year to enable children to become familiar with their new teacher, TA and physical environment. Some children will require more planning time to ensure transition is smooth. The SENCo also holds 'Information Sharing Session' with new CTs and HLTAs before the new academic year.

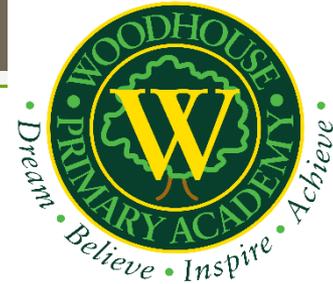
Transport to and from the Academy

Children transported by Taxi are handed over to TAs waiting in the Office area of the school or Rainbow Room, and handed back to the taxi driver and chaperone for transport home. Approved Moving and Handling techniques should always be used.



Disability Access

Woodhouse Primary Academy is a single story building and there is a good level of disability access to all areas of the school. For those students with physical or mobility difficulties, such as those using wheelchairs there are external ramps to the front, side and rear of the school.



External Agencies

We have access to...

- o **Birmingham Inclusion Support** (for learning, behaviour, hearing and visual impairment, training and advice)
- o **Physiotherapy and Occupational Therapy services**
- o **Communication and Autism Team**
- o **Speech and Language Therapy (SALT) service**
- o **School Nurse**
- o **Forward Thinking Birmingham (formerly Child and Adolescent Mental Health Service)**
- o **Family Support Services**
- o **Behaviour Support Services**
- o **Children's Services**
- o **Looked After Children (LAC) Service**
- o **Birmingham Transport Services**
- o **The Sweet Project**

The SENCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Woodhouse Primary Academy to review children with SEND in order to ensure the correct and appropriate provision is in place. DBS checks are sought by the school before external agencies have access to any children.



Pupil and School Support

Pupil and School Support work with schools and other educational settings to help pupils with cognition and learning difficulties and other vulnerable groups progress and achieve to the best of their abilities.

Children and Young People

We work with children and young people to improve outcomes in the following ways:

- Increase levels of engagement leading to improved confidence and raised achievement
- Pupils voice is listened to in a non-judgemental way and their opinion is valued, making them feel involved and in control of their own direction.
- Pupils and staff have a greater understanding of potential future opportunities with a focus on the steps required to achieve them.

Schools

Working with us, schools can improve outcomes in the following ways:

- Effective SENCOs better able to lead whole school improvement.
- All teachers and staff have increased capacity to support children and young people with SEN.
- Barriers to learning are removed, aspirational targets are set and attainment levels raised.
- Development of high quality of evidence-based involvement
- Earlier identification and intervention.
- Schools kept up to date with policies, initiatives and statutory procedures.



Pupil and School Support cont.

Families

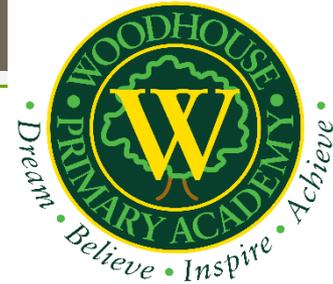
Through our work with schools and children and young people, families receive on-going support, guidance and advice accessed by assessment reports, attendance at pupil reviews and parental workshops/seminars.

Increased confidence to support children and young people at home with their learning is a positive outcome for families of our involvement.

Our Strengths

Our staff are highly experienced qualified teachers with a range of expertise in SEN. Particular Strengths include:-

- Assessment, consultation and advice
- Needs Analysis
- Access Arrangements
- Person Centred Working
- Tailored Training Programmes
- Modelling and Strategic Development
- Collaborative Working with all Access to Education Teams



Woodhouse Primary Academy Information Report

Woodhouse Primary Academy has also produced a Local Offer to show parents what is available at our school. This can be found at:

<https://www.woodhouse.priacademy.co.uk/admin/ckfinder/userfiles/files/School%20Information%20Report.pdf>

From September 2014, the Birmingham LA Local Offer has been available on their website.