The Woodland Federation
of Peak District Schools

SEND policy

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**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**in line with the SEND Code of Practice 2014**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**
A child or young person has SEN if they have 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:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 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 (September 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- NASEN Help sheet – Updating SEN Policy for schools 2014

This policy was created by the school’s SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. This reflects our commitment to co-producing policies in the spirit of current reform.

The SENCO at Peak Forest School is Ros Carter. She is also the Head teacher and therefore a member of the Senior Leadership Team. Sarah O’Reilly is the SENCO for Great Hucklow School.

Ros Carter can be contacted via the school office on 01298 22074, Sarah can be contacted via the school office on 01298 871293.

The SEND Governor is Mark Serby who can be contacted through Great Hucklow School office on 01298 871293. Mark is a foundation governor with many years experience as a governor.
**Aims**

The Woodland Federation is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We ensure that all children should be equally valued in school and strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The Woodland Federation is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who come from many varied backgrounds.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At The Woodland Federation we aim to work together and communicate closely with parents to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The Woodland Federation sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the Federation’s SEN provision.

The Governing Body, through the SEN Governor, liaises closely with the SENCO and the Head. The SEN Governor and SENCO will meet to discuss (in confidence) and monitor:-

- Relevant documents and legislation
- Admissions
- Continuing Professional Development
- The progress of EHC Plans and GRIP applications
- The LA role in providing resources to meet the needs of children who are funded through the enhanced resources.
- Finance for SEN
- The success and relevance of the curriculum for children with SEN
The SEN Governor will:

- Report back to the Governing Body and be the first port of call for any grievances or complaints that may arise

**Objectives**

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity and eliminate prejudice and discrimination against children with special educational needs.
- To continually monitor the progress of all pupils in order to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN SUPPORT and regularly monitor the effectiveness of this provision, making amendments when needed.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us, well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To ensure co-production is embedded in our practice through working in partnerships with parents, children and other professionals viewing each member as an equal stake holder.
- To follow principle of person centered planning by involving the children themselves in planning and in any decision making that affects them.

**Identifying Special Educational Needs**

**Communication and Interaction**

Most children with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

**Cognition and Learning**

Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the
autistic spectrum. Some of these children may have associated sensory, physical and behavioural difficulties that compound their needs.

_Behaviour, Emotional and Social Development_

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling.

_Sensory and/or Physical Needs_

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue.

We must also consider what is not SEN, but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/women

Behaviour can no longer be identified as a need. Any concerns relating to child or young person’s behaviour should be described as an underlying response to a need which the school is able to recognise and identify clearly. We know the pupil well.

_A graduated approach_

_STEP ONE_

_Quality First Teaching_ 
1. Our prime way of helping children to improve is through quality first teaching within the school. The role of the class teacher is to provide for all pupils.
2. The teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.
3. High quality teaching, which is differentiated for individual pupils is the first step in responding to pupils who may or may not have SEN.
4. The SENCO will meet with each class teacher at least three times a year to discuss additional needs, concerns and to review the pupils progress.
5. At other times, the SENCO will be alerted to newly arising concerns through staff meetings.
6. The SENCO will discuss issues arising from these meetings with the class teacher and take action as necessary. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles. Parents and children are involved in this process each term.
7. The SENCO monitors planning for SEN and supports teachers and Teaching assistants if practical.
8. The SENCO, who is the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
9. SEN SUPPORT is primarily delivered by class teachers/teaching assistants through differentiated teaching methods. Additional support is provided by the SENCO. This is funded from the school’s annual budget. The
support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.

10. Support staff, class teachers, parents, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning. We have good relationships with all agencies involved at school and this helps the process. Parents are a source of knowledge as they know the child best.

STEP TWO

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

· Assess
· Plan
· Do
· Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will
work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child’s progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil’s progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Managing Pupil Needs

All children that are placed on the SEN register receive SEN SUPPORT.

We write a specific provision report / individual education plan for each pupil on our SEN Register. This report gives a background to each child, targets to work towards and a timetable for additional help within school.

The school’s system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs and involves:

- Baseline assessment results using Foundation Stage Profile
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN/ EHCP/ GRIP
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Pupil progress meetings are held each term. The staff discuss the needs of the children and what interventions are taking place.

STEP THREE

Referral for an Education, Health and Care Plan or GRIP

GRIP

Derbyshire has launched a new initiative under the special educational needs and disabilities reforms. This allows schools to access higher level need funding without the necessity to request an Education Health and Care Plan for pupils with significant barriers to learning. Derbyshire’s Graduated Response for Individual Pupil (GRIP) initiative is for pupils with significant special educational needs in mainstream primary and secondary schools.

GRIP gives pupils access to specialist services, as appropriate, such as Support Service for Special Educational Needs (SSSEN), at this earlier stage and gives schools the earlier opportunity to reduce barriers to learning for pupils. If an application is successful, schools will receive GRIP funding straight away, without the 20 week assessment period for an education, health and care needs assessment (EHCNA).

Schools will be able to submit documentation directly to show that a pupil's needs and barriers to learning require additional funding, above the resources normally available to them.
The GRIP funding will give schools and parents and carers the opportunity to be more flexible in how pupil support is best delivered and a range of interventions can be considered. Parents and carers must be fully involved and agree the GRIP Plan in partnership with school. GRIP funding is reviewed annually.

**EHCP**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Child
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Once a EHC plan has been agreed it will be renewed at least annually by members of the partnership, parents, staff, pupils and other professionals. The EHC plan will move with the child.

Further information about EHC Plans can found via the SEND Local Offer [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND) or by speaking to an Education, Health and Care Plan Co-ordinator at Derbyshire County Council or by contacting the Parent Partnership Service.

**Criteria for exiting the SEN Register**

Children are monitored and reviewed on a regular basis. Discussions with teachers, parents and outside agencies may lead us to exiting a child from the SEN register. This would only take place with the consent of all involved.

**Supporting Pupils and Families**

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Derbyshire’s SEND Local Offer website: [http://localoffer.derbyshire.gov.uk/](http://localoffer.derbyshire.gov.uk/)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
Working in Partnerships with Parents

The Woodland Federation believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision

b) continuing social and academic progress of children with SEN

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs, phone call or home/school link. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. (see above).

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school’s SEN Governor Mark Serby may be contacted at any time in relation to SEN matters.

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.

Some pupils may also have SEN and may have an Education, Health and Care (EHC) plan which brings together Health and Social Care Needs as well as their special educational provision.

All pupils in school who have a medical condition have a Health Care Plan which is seen and signed by the school, parents and the school nurse. The school has a ‘Supporting Pupils at School with Medical Conditions Policy’, which was written in line with the guidance published by the DFE (September 2014). This can be accessed on the school website or from the school office.

Access to the Environment (see also School Access Plan)

Peak Forest Primary School and Great Hucklow Primary School are single site schools, with Key Stage 1 and Key Stage 2 classrooms. Disabled access is through the infant entrance (PF) main reception (GH). Classrooms are accessed from there on a level floor.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

An access audit of both schools has recently been carried out. Children requiring equipment due to an impairment will be assessed in order to gain the support that they require. Details of our plans and targets on improving environmental access are contained in our Access Plans.

Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.
SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. Interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The Headteacher reports to the governors at governors meetings. The governor responsible for SEND regularly comes into school and meets with the Head to discuss the progress of pupils.

**Training and Resources**

The SEND provision in school is funded from the Local Authority. We are given a sum of money via the ‘High Needs Block’. This pays for TLA support for 9.5 hours per child who has a GRIP or EHC Plan. Any additional hours of support that a child may receive comes directly from the Local Authority. Any children who do not have a GRIP or EHC Plan but require additional input, are supported and funded from the schools’ own budget.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCO to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

The school’s SENCO regularly attends LA SENCO network meetings in order to keep up to date with local and national updates.

We regularly attend training delivered by the SSSEN Service at Buxton Area Education Office.

**Roles and Responsibilities**

The SEN Governor takes guidance from ‘The Governor Handbook’ (September 2014), p49 & 50.

The Teaching Assistants at The Woodland Federation have all been involved in considerable professional development to support the teaching and provision for children with additional needs within the mainstream school. They are trained to support pupils who need extra support.

Ros Carter (Headteacher and SENCO) and Sarah O’Reilly (SENCO) have specific responsibility for the safeguarding of the children in school, including those with medical conditions. As the SENCO, they will hold details of all SEN records for individual pupils.

All staff can access: The Woodland Federation SEN Policy;
A copy of the full SEN Register.
Guidance on identification of SEN in the Code of Practice
Information on individual pupils’ special educational needs, including pupil profiles, targets set and copies of their provision guidance.
Practical advice, teaching strategies, and information about types of special educational needs and disabilities
Information available through Derbyshire’s SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
Parents can ask to see any documents we hold in school about their child under the Freedom of Information Act. The Woodland Federation fully complies with this Act and a copy of the school’s Information Management can be accessed in the school office.

Complaints procedure

The school operates an open access policy for parents, and regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

This policy should be read in conjunction with the documents outlined at the beginning of the policy and alongside both schools’ Accessibility Plan, the Anti-Bullying Policy and the Safeguarding and Child Protection policy.

This policy will be reviewed every three years.

It was passed for approval at the Governing Body on the 3rd May 2018