

**Warren Wood Primary School**

**Special  
Educational  
Needs and  
Disabilities  
(SEND)  
and Inclusion  
Policy**



At Warren Wood, we pride ourselves on welcoming, supporting and developing children of all educational needs, in an inclusive environment. We cater for and support children with a range of educational, physical, medical and emotional needs, providing them with tailored support in order to help them to progress and develop throughout their time with us. Our school motto of 'Care, Courtesy and Consideration' permeates through all that we do within our school community. It is our intention that our school offer will demonstrate to you the importance we place upon your child and their needs.

As of September 2014, the government made changes to the law for children and young people with Special Educational Needs and Disabilities (SEND). The new laws result in changes to the way parents and their children receive support from their local council, health and social care services and their child's nursery, school or college. At Warren Wood we will work with you to support your child's requirements.

### **Roles and Responsibilities**

At Warren Wood the SENDCo, Ms Kate Entwistle, is supported by the Pastoral Manager, Mrs Lisa Brealey and the Head Teacher, Mrs Erica Reyes, through daily communication. Ms Entwistle works closely with all school staff and outside agencies in enabling appropriate provision to be provided. Teaching and non-teaching staff are responsible for differentiating the curriculum for all pupils and monitor their progress on a daily basis. Teachers, along with the Head Teacher review and monitor the progress made by pupils in their class at 10, 20 and 36 weeks and report to the SENDCo any concerns they may have.

### **Admissions**

Pupils with special educational needs will be admitted to Warren Wood in line with the school's admissions policy. We are aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. Induction meetings will help us to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

## **Access for the Disabled**

Our building is fully wheel chair accessible as it is cited in a single level building. Building work which took place in 2015 and 2016 complies with new regulations and the new building also meets fully inclusive standards and requirements. This includes the installation of a fully working shower room and disabled toilet.

## **Resources**

At Warren Wood, we will ensure there is effective and efficient use of money and pupils make progress. Tracking the effectiveness of spending decisions (for resources, support, etc.) in relation to pupil attainment and progress will allow us to develop our SEND provision. Advice, training, staffing, employment of external support, class sizes and resources will be reviewed on a regular basis and modifications made accordingly.

## **Identification, Assessment and Reviews**

Once in school, a child will be assessed according to their abilities throughout different curriculum areas.

## **Early Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

## **How we identify and support pupils with SEN**

The class teacher provides high quality first teaching and learning opportunities, which are differentiated. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided by the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupil's previous rate of progress;
- Close the attainment gap between the pupil and their peers;

- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's SENDCo to assess if a pupil requires additional support.

The Children in school who already have an identified need will have a plan called an SEND Support Plan (SSP). School will work very closely with parents/carers to ensure that we do everything we can to support a child according to their specific needs. Children who require specialist provision may be referred for an Education, Health and Care plan (EHC plan). This may be because a child:

- \* Has a learning need that is significantly different to their peers or children of a similar age.
- \* Has a physical disability which means accessibility to the school building or educational facilities can become difficult for them compared to their peers or children of a similar age.
- \* Has an emotional need that requires nurture and understanding in order to help them to fully access the curriculum.

Equally, a parent/carer may feel that a child has areas of development or understanding that concern them. At Warren Wood, we work very closely with families to listen to concerns and work together to support a child and family through the process of identifying these needs and supporting your child with the best quality provision that we can.

The plans will be reviewed termly and all parents/carers will meet with the SENDCo, Pastoral Manager, Class Teacher and any support staff to discuss the next steps. Children are also welcome at the meetings to share their concerns and feelings. If a child has an EHC Plan an annual review will be conducted involving all key workers with the outcomes submitted to the authority.

### **Exit Criteria**

When a pupil has made sufficient progress in their area of need so that they no longer require provision, that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion

and agreement with parents/carers, the pupil will be taken off the school's SEND register.

### **Curriculum**

We recognise that all children are individual and learn in different ways and at different rates. Therefore, we tailor our curriculum to cater for a variety of learning styles and abilities following an enquiry model. In each class, the teachers are highly skilled at identifying where children may struggle with particular aspects of the curriculum or in understanding specific concepts. We differentiate work in all subjects where necessary to cater for the needs of each child. This means that we support children who struggle or find concepts difficult to understand by adapting their work into more manageable steps. Equally, children who are gifted or talented in a specific learning area are given work that will challenge their thinking further.

We use intervention-learning packages tailored to the needs of specific groups of children who need extra support. Due to the differing nature of our cohorts, please see the Whole School Provision Map for more detailed information which can be found on our school website.

### **Access to the full life of the school**

All pupils, whether they have a special educational need or not, will be involved in the full life of the school. We operate an all-inclusive policy and no child shall be discriminated against due to their needs. We will endeavour to ensure inclusion through differentiated homework, school trips, swimming, extra-curricular activities, assemblies, school teams and school productions.

### **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as

it brings together health and social care needs, as well as their special educational provision.

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.

### **Outside Agencies**

For more specific support, we can try to access funding for outside agencies to support your child and their needs, within the school setting. For any child with a diagnosed learning need, we work closely with the appropriate agencies in order to support your child with the appropriate learning support. These agencies will also liaise closely with parents, class teachers, the SENDCo, the Pastoral Manager and Head Teacher to ensure that specialist provision is of value to your child. These agencies include:

- \* Inclusion Team
- \* Speech and Language Therapy : SALT
- \* Primary Jigsaw
- \* Educational Psychology
- \* Childhood and Mental Health:CAMHS– Support with Mental Health issues for young people
- \* School Nurses—Health Screening, Vision and Hearing Screening
- \*Stockport Families
- \*Social Services
- \*OT
- \*Primary Inclusion

For further information please see our School Offer and Stockport's Local Offer, which can be found on our website.

### **Training**

The SENDCo and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo will develop his/her skills through attendance at specialist training, discussions with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up to date informally by the SENDCo and Head Teacher and formally at staff meetings and training.

Teaching assistants will be regularly updated through staff meetings, attendance on courses and the use of the NASEN subscription.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCO.

### **Parents and Carers**

Involvement of parents/carers is very important and welcomed at Warren Wood. We do this through regular contact either formally or informally. A welcome and induction of new pupils will take place between the Head Teacher, class teacher, SENDCo and Pastoral Manager. Parents and carers will be kept informed about their child through regular contact with the class teacher, SEN Support Plans, parents' evenings and reviews.

### **Complaints**

Should a parent/carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will meet with the parent/carer to resolve the matter.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parent's/carer's concerns should be put in writing to the SEND Governor. The Chair of Governors, Mr David Grundy will be involved after other avenues to resolve the situation have been exhausted.

At this point the school will advise Parent Partnership and the Authority of the position.

For further information, please see the School Complaints Policy on our website.

Signed :  Headteacher

Signed :  Chair of Governors