

The Woodland Federation of Peak District Schools



Great Hucklow CE Primary School
 Peak Forest CE Primary School
 Stoney Middleton CE Primary School

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SEND Policy

Review: Annually

Date of Governor Approval	Narrative - Author	Minute Number	Review Date
13/10/2022	New updated policy	9a/131022	13/10/2023
16/01/2024	Section 2: Health & Social Care Act, EHRC 2015, Suspension & Exclusion, SEMH, Physical Intervention policies		



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1. The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every pupil in The Woodland Federation
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for and that they make the best possible progress.
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies.
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities, including an appropriate curriculum for the Early Years Foundation Stage.
- To develop self-esteem, promoting a positive self-image and a 'can do' culture.
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

2. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005

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- Children and Families Act 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education (2023)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- Equality & Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Data Protection Policy
- Exclusion Policy
- Physical Intervention (and positive support) policy
- Supporting Pupils with Medical Conditions Policy
- Suspension and Exclusion Policy
- SEMH Policy

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All of the above policies are available on the website

3. Identification and assessment in The Woodland Federation

All schools are wholly committed to the early identification and intervention of children who may have SEN.

On arrival to school, more detailed observations are made of the children in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers, outside agencies and any other records from the previous schools the children may have attended.

A graduated response is adopted across each of our schools, as we recognise that there is a continuum of needs. This is recommended in the SEND Code of Practice.

Class and subject teachers ... seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline;*
- *fails to match or better the child's previous rate of progress;*
- *fails to close the attainment gap between the child and their peers;*
- *widens the attainment gap.*

(2015 SEND Code of Practice: 6.17)

Where children are identified as making less than expected progress, they are targeted with Quality First Teaching, increased parental support and intervention programmes. Otherwise, a graduated response is implemented and this may mean that a child is placed on the SEND register under further investigation at SEN support level. However, slow progress and low attainment does not necessarily mean that a child has SEN. Equally, it is not assumed that a child who is attaining in line with their chronological age means that there is no learning difficulty or disability (Code of Practice 6.23).

This graduated response recognises that there is a continuum of special educational need and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child. In our settings the different support mechanisms may include:

- An initial visit from the educational psychologist or behaviour support teacher.
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Early Years Team/LA support services for advice or equipment.



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4. Definition of special educational needs (SEN)

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

At compulsory school age this means he or she has:

- *a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.*

(2015 SEND Code of Practice: 0-25 years; p15 – 16).

In The Woodland Federation, special education provision means: provision (which is) different from or additional to that normally available to pupils of the same age. (2015 SEND Code of Practice: 6.15).

At our schools, children who may have Special Educational Needs and Disabilities are identified using the criteria below:

- A significant greater difficulty in learning; (2 years behind their peers)
- Have personal, social or emotional needs which require additional support and provision.
- Are receiving support from outside agencies such as Speech and Language.
- Have an Education Health Care plan.

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

(2015 SEND Code of Practice: 0-25 years; p16).

English as an Additional Language

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. These children may be offered additional 1:1 lessons in English with our specialist teaching assistant.

There are four broad areas of SEND (2015 SEND Code of Practice: p97 – 98)



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- Communication and interaction (such as autistic spectrum and language disorders);
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia or moderate learning difficulties and global development delay);
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties and mental health difficulties);
- Physical and sensory (such as hearing or vision impairment).

Monitoring of provision and progress

We closely monitor all pupils who are making less than expected progress in the four broad areas of SEN outlined in the Code of Practice.

We work closely with parents and children and listen to their views and aspirations so we can develop a personalised curriculum. Teachers build on the children's interests to engage, motivate and stimulate the pupils to become active learners.

We work collaboratively with families to ensure that we take into account the child's own views and aspirations and the families' hopes for their child. Families are invited to be involved at every stage of the planning, monitoring and reviewing of SEN provision for their child.

We believe all practitioners are teachers of pupils with SEN and differentiate according to the needs of the child in their care. All children in The Woodland Federation benefit from 'Quality First Teaching': this means that teachers assess, plan, do review and teach all the children at the level that allows them to make progress in their learning. In addition, we implement focused interventions to target particular skills. Class teachers and the SENDCO work closely with the teaching assistants delivering interventions to develop personalised and targeted provision.

Monitoring the progress of all children is an ongoing process. (Assess, Plan, Do, Review) This enables us to identify pupils who may require additional or different provision.

SEN Support at The Woodland Federation of Peak District Schools

If a teacher identifies a child who may have SEN, our first response is to implement high quality teaching targeted at the child's areas for development. We put in place extra teaching or other rigorous interventions designed to secure better progress. Where progress continues to be less than expected the class teacher, working with the SENDCO, will assess whether the child has SEN.

Where a pupil is identified as having SEN, we take the necessary actions to remove barriers to learning and put effective special educational provision in place. SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

If a child is identified as having SEN, they will have a plan that sets out personalised arrangements that are additional to, or different from the usual curriculum. The teacher liaises with the SENCO, parents/carers and child and discusses targets. These targets are personalised specifically to the

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child's needs and are reviewed termly, or as appropriate. The targets are records on a child's Individual Education Plan and these are shared and agreed with parents. A copy of a child's IEP is saved on the child's secure folder on SharePoint and a copy is also shared with parents/carers.

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with parents/carers may conclude that further support and advice is needed. In some cases, outside professionals from educational, health or care are contacted to offer specialist support. These support services may include:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Autism Outreach
- School Nurse
- Educational Psychology service

Once support services have offered advice, the child's Individual Education Plan (IEP) is updated and reviewed to ensure that the appropriate targets are set to enable the child to make progress. Families and children are always involved in these processes.

Teaching and learning

We have an inclusive curriculum and ethos in The Woodland Federation. We have high expectations for all children and set ambitious yet achievable targets. We aim to put in sufficient support to enable children to reach their potential. Expectations for SEN children are deliberately challenging in an attempt to close the attainment gap between the children and their peers.

All of our children at our schools are entitled to a broad and balanced curriculum. At The Woodland Federation we believe there is no limit on a child's learning. We aim to teach in a way that will support all children to succeed and become independent and active learners.

The Learning Environment and non-academic development

- Appropriate adaptations are made to the curriculum and the learning environment for pupils with special educational needs, including incorporating the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- All clubs, trips and activities offered to pupils at our schools are available to pupils with special educational needs, equipping pupils with the knowledge and cultural capital they need to succeed in life. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.
- We help all pupils develop emotional resilience and social skills, both directly through Quality Teaching First (for instance through PSHE and Collective Worship) and indirectly, with informal interactions and conversations an adult might have with pupils throughout the day.

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- For some pupils with the most need for help in this area we also can provide the following: internal Nurture or social interventions or external referral to CAMHs or other specialist agencies if required.

Staff Training and CPD

The SENCO will carry out audits of staff skills to see where training needs lie, and develop an appropriate programme of CPD in conjunction with the senior leadership team.

Where a training need is identified, we will plan to meet this need as soon as is practicable. Training providers we can approach include: SSEN, Educational Psychologist, Speech and Language therapist, Autism Outreach, Behaviour Support Services, Occupational therapists, physiotherapist, dyslexia specialists, Barrow Hill Nurture Unit, Positive Play, Clay Cross, Physical Literacy, Skills Network and Derbyshire County Council Training.

Admissions Policy

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care Plan are made by the Local Authority. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Complaints Procedure

Parents with concerns regarding the school's SEN provision should raise their concerns initially with either the class teacher, SENDCO (Sarah O'Reilly), Deputy Headteacher or the Executive Headteacher. The Woodland Federation Complaints Policy should be followed for any concerns which parents may have. This is published on the website.

There are some circumstances, usually for children who have a Statement of SEN/ Educational Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Transition

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer to us as seamless as possible.

A number of visits are in place to support pupils in gaining familiarity and confidence about their imminent arrival in our schools.

We also operate an excellent transition programme with our feeder schools for pupils' onward journey to their secondary setting including meeting with Secondary team leaders to discuss each individual pupil in detail. Pupils benefit from visits to their key stage 3 setting during their final term in Primary school, with the

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opportunity for additional visits and meetings for those (including pupils with SEND) whom it is felt require further reassurance. The SENDCo has additional transition meetings with the SENDCo at Hope Valley College and Lady Manners and other feeder schools including St. Thomas More, Buxton. We remain in contact with the secondary schools throughout the child's time in education.

Data and record keeping

Our records include:

- Individual pupil folders kept electronically which include the history of the child and any new correspondence as it is received. Records of meetings with parents, observations and all IEPs are kept.
- Details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- An accurate and up-to-date register of the provision made for pupils with SEND.
- All the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- Data on the levels and types of need within the school and makes this available to the LA.
- The SEND information report will be prepared by the governing board and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with our Data Protection Policy.

Derbyshire Local Offer:

The local authority's local offer is published on: <http://www.derbyshiresendlocaloffer.org/>

Parents without internet access should make an appointment with the school's SENDCO for support to gain the information they require.

Leadership of SEND in The Woodland Federation of Peak District Schools

The SENDCO is Mrs. Sarah O'Reilly who is a qualified teacher and has completed the National Award for SEN Co-ordination. Contact details: 01443 630520 or sarah.oreilly@woodlandfederation.derbyshire.sch.uk

Mrs. O'Reilly is supported by the senior leadership team and the Executive Head Mrs. Andrea Tomlinson. The SENDCO is part of the Senior Leadership Team.

The SENDCO is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Ensuring there is liaison with parents and other professionals in respect of children with



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SEND,

- Managing teaching assistants,
- Advising and supporting other practitioners in the school,
- Ensuring that appropriate IEPs are in place, that relevant background information about children with SEND is collected, recorded and updated
- Liaising with external agencies including the LA's and educational psychology services, health and social services.
- Attending review meetings of EHC plan children.
- Updating and maintaining a list of children who have a special educational need (the SEND Register).
- Monitoring plans and writing new IEPs for EHC Plan pupils in conjunction with parents and teaching staff.
- Prepare and publish the annual SEN Information Report (Code of Practice: 6.79)

The role of the governing body

The governor with responsibility for SEND is Jodie Siddall, supported by Susie Slade.

The governing body should:

- Ensure that provision is made for pupils who have SEND;
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND;
- Ensure that a pupil with SEND joins in the activities of the school, so far as is reasonably practical and compatible with the child's SEND provision and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Have regard to the 2014 SEND Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Monitor the progress made by SEN pupils against national data.

Governors are involved in developing and monitoring the policy. They are kept up to date about the provision, deployment of funding, equipment and personnel resources.



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