

Woodnook Primary School

Policy for Special Educational Needs and Disability (SEND)

Woodnook Primary School
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SEND Governor	Juliette Brookfield
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INTRODUCTION

We at Woodnook Primary School are committed to making our best endeavours to meet the special educational needs of children and ensuring that they achieve the best possible educational and other outcomes. Every teacher is a teacher of every child, including those with SEND.

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 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO Mrs Kelly O'Hare, and is to be used initially for consultation purposes with governors, staff and parents & carers of children with special educational needs and disability.

AIMS - We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in as far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow peers.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the child's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable children with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.
- Provide quality first teaching to all children.

OBJECTIVES - In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress, objectives for Special Educational Needs and Disability will form part of the school's action plan and will be up-dated annually.

BROAD AREAS OF NEED

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We identify additional needs by considering the needs of the whole child, which will include not just the special educational needs of the child. There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Having English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

A GRADUATED RESPONSE TO SEN SUPPORT - The school is committed to early identification in order to meet the needs of children with SEN.

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing significantly below age expected levels
- Concerns raised by parent and agreed with by school
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. These observations may be supported by formal assessments such as NFER Baseline Assessment, SATs or the use of PIVATS. Teachers will complete an early concerns record and consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style will always be considered. Progress for children will be achieved by focussing on classroom organisation and adaptive teaching. Some children are given a Pupil Support Plan (PSP) with specific targets so that it is easy to track progress. However, not all children with SEN will have a PSP. There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the child requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving School Support. Parents will always be informed when children are put onto the register.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- The progress is significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening of the attainment gap
- Failing to make progress with wider development or social and emotional needs
- Failing to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and the impact of

that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the child, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the child and how best we can support them.

PLAN - The child and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the child and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW - The progress of the child will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with the child and parents happen on a termly basis.

STATUTORY ASSESSMENT OF SEN - If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's Pupil Support Plan (PSP)
- records of reviews with the child and parents, and their outcomes

- Early Help Assessment (if applicable)
- medical information where relevant
- National Curriculum attainment and wider learning profile
- educational and other assessments, e.g. Specialist teacher
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/carers and/or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/carers request
- a specialist teacher, i.e. for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found in the Lancashire Local Offer on the LA website:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

ANNUAL REVIEW OF THE EHC PLAN -

All Statements/EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include children, parents and others close to the child who parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- the child's aspirations
- how best to support the child
- questions to answer/issues we are struggling with
- an action plan

Any amendments to the EHC Plan will be recorded. The SENCo will record the outcomes of this meeting and will ensure that it is sent to the LA.

CRITERIA FOR EXITING SPECIAL EDUCATIONAL PROVISION

A child may no longer require PSP, where they:

- Make progress significantly quicker than that of their peers
- Close the attainment gap between them and their peers
- Make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- Make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

SUPPORTING PUPILS AND FAMILIES

Lancashire County Council's Local Authority's Local Offer can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships are being developed this year. Parents are given the opportunity to meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and children are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected, and the child themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required then the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child, they should consult the SENCO and/or Head teacher as DSL.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's DSL is Mrs Catherine MacMahon.
The position of the School's Child Protection Governor is Vice Chair of Governors.

ADMISSIONS - Children with special educational needs will be admitted to Woodnook Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a child joining the school from another school, Woodnook Primary School will seek to ascertain from parents whether the child has additional needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a child transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. All Year 6 pupils regularly visit their new Secondary schools in the last term of Year 6, usually after SATs. Children are given lots of opportunities to meet with their new teachers, make friendships with other children from other schools and spend time looking around their new school. Children with SEND are offered extra visits and/or given support, depending on what they and their parents choose. Sometimes children want to make visits without support so that they don't 'stand out', others welcome a friendly face to accompany them. Each child is different and we arrange support on an

individual needs led basis. Our SENCO will have met with the new school's SENCO during the summer term and notes and issues passed on. Parents too, have the opportunity to attend such meetings should they wish. For children with an EHC Plan the child's new staff will be invited to at least two annual reviews, usually at the start and end of Year 6.

MEDICAL NEEDS - The school recognises that children 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 may also have special educational needs (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 and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website.

MONITORING AND EVALUATION OF THE POLICY - This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

TRAINING AND RESOURCES - Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review children's progress, discuss the child's curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure children receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and children's progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities. e.g school nurse, Speech and Language Services.

The school uses funding to provide external professional advice and support for individual children in line with their statements and in relation to needs.

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

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- All SEN provision and resources.
- Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The SEN Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The School Effectiveness Committee (SEC) receives a report every term to update progress on SEN issues,
- The SEN policy is reviewed annually,
- The governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,

THE HEAD TEACHER

The Head teacher is the school's 'responsible person' and manages the school's special educational needs work. The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Head teacher will work closely with the SENCO, the Special Educational Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

The Special Educational Needs Co-ordinator (SENCO) is Mrs Kelly O'Hare BA Hons QTS and PGCert SEN.

The SENCO is responsible for:

- Co-ordinating SEN provision for children.
- Liaising with and advising teachers
- Maintaining the school's SEN register and overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Consultation with the class teacher to ensure that PSPs are written and that reviews take place.

STORING AND MANAGING INFORMATION - The confidential nature of SEND information is fully recognised at Woodnook Primary School. Hard copy files are stored in the SENCO's room, whilst electronic files are stored with password protection.

REVIEWING THE POLICY - The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review September 2026.

ACCESSIBILITY -The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Woodnook Primary School publishes its accessibility plans within its Local Offer.

COMPLAINTS - The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or 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 matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENCO
- Discuss the problem with the Head teacher
- More serious on-going concerns should be presented in writing to the SEN Governor.

Parents are informed about Information Advice and Support Services (formerly Parent Partnership) This can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/lancashire-parent-carer-forum.aspx>

K O'Hare Sept 2025