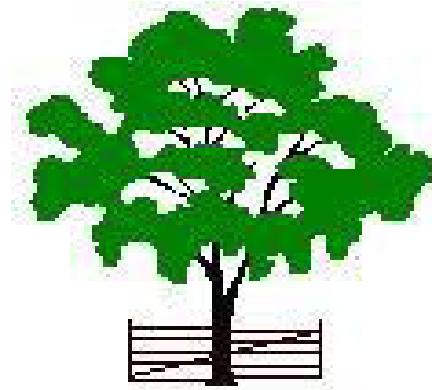




Woodgate Primary

SEN Policy

Revised September 2025

Rationale

Woodgate Primary School is a caring school where we encourage respect, honesty, responsibility, cooperation and tolerance for all children and adults. Staff endeavour to secure the best provision for every child that has special educational needs (SEN) within the resources available, in order that they may achieve their best, and enjoy being part of a happy and stimulating environment. Decisions around SEN are made in the light of the guidance set out in the SEN Code of Practice 2014.

Aims and Objectives

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

All staff will ensure children with SEND are included in school activities as far as is reasonably practical.

SENDCo

Miss Dee Carroll is SENDCo at Woodgate Primary. She has the responsibility of the day to day provision of education for children with SEND. The SEND Governor is David O'Mahoney

Definition of Special Educational Needs

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

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability* which prevents or hinders them from making use of educational facilities provided by the local authority
- Have an emotional/ behavioural difficulty which impacts on their learning,

* A person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect in his/her ability to carry out normal day to day activities (Disability Discrimination Act, 1995)

Role of the SENDCo

Miss Carroll is responsible for the arrangements for SEND provision throughout the school. In addition to:

- implementing the day to day operation of the school's SEND policy
- coordinating identification of and provision for children with SEND and overseeing their records
- Updating the provision map termly
- liaising with parents/carers
- liaising with external agencies
- liaising with Headteacher and named governor for SEND
- monitoring the progress made by SEND children termly

Local Offer

The 'Local Offer' is the Birmingham's offer of Special Needs services within the local area. More information can be found on: <https://www.localofferbirmingham.co.uk/>

Woodgate SEN local offer (School information report)

This is a report detailing all the services, interventions and provision provided for children with SEND within Woodgate Primary School. Please see the school website for the full report. It will be useful to read the School Information Report alongside this policy <https://www.woodgateprimary.co.uk/>

Admissions

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures.

Identification and Assessment

Teachers will consult the SENDCo when a pupil fails to make progress or shows signs of any of the following:

- Difficulty acquiring English and Maths skills
- Persistently challenging behaviour
- Emotional and social difficulties
- Sensory or physical problems
- Communication or interaction difficulties

The school then follows an 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand, and can do, and it identifies specific learning difficulties.

Children with SEND may be identified at any stage of this process during their school life.

At Woodgate the following assessments are used:

- Identification of need using Early Years foundation stage goals- (Nursery and Reception)
- Teacher/TA observations – on going formative (day to day) assessment (Assessment for Learning)
- informal and formal meetings with parents to raise and discuss concerns
- Teacher assessments once a term in reading, writing and maths
- Pupil Progress meetings
- Termly meetings between staff and SENDCo to discuss children who are of concern
- KS2 SAT's assessment

Inclusion & providing the graduated response: SEND Support

Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Birmingham Local Authority.

The Curriculum will be made available for all children. Where children have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

Woodgate will make provision for children with SEND to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the children' SEND, the action taken and the outcomes.

Woodgate will support children with SEND in a number of ways;

- There will be flexible grouping of children so that learning needs may be met in individual, small grouping or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties

If a teacher is concerned about some aspect of a child's progress, behaviour or wellbeing (s) he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the matter and to ask for their support in resolving the problem. If a child continues to make poorer than expected progress in spite of the strategies the teacher has used in

class, the teacher may decide that more intervention is needed. Additional strategies will be worked out with the SENDCo.

Specialist Provision

Woodgate school has level access from outside into the building. EYFS has a ramp outside the building. There are two disabled toilets and two showers. Please see the Woodgate Primary School Access plan for more information. <https://www.woodgateprimary.co.uk/accessibility-plan/>

Statutory Assessment/ Education Health Care Plans

A small number of children who have severe or complex needs and therefore require more support. These children can be put forward for a local authority statutory assessment in order to obtain an educational health care plan – EHCP.

This process begins with an observation and assessment by an Educational Psychologist (EP). If the EP considers the child's needs to be of sufficient severity, a request is then made for the local authority for a Statutory Assessment.

Team around the Child meetings involve the parents/carers and professionals involved with the child and are held for children who have complex needs. The local authority looks at all the evidence and decides as to whether to issue an Education, Health and Care Plan (EHCP) for the child.

Where an EHCP is issued, it will be subject to an Annual Review. This is a meeting where a child's progress towards meeting the objectives specified in the EHCP is measured. A decision then needs to be made whether the EHCP should continue to be maintained.

Recognising the Views of Children

The school will work to ensure that children are fully aware of their own needs and the targets in their plans, where appropriate. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Parent Participation

Woodgate actively seeks the involvement of parents in the education of their children. The School recognises that for children with SEND the support and encouragement of parents is often a crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

"the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions" SEN Code of Practice 2014 C

Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. We endeavour to make school

a welcoming place where parents feel comfortable and where their views are valued. Where appropriate, interpreters and Bilingual support officers are used.

Transition Arrangements

If a child with SEND transfers to another school, the SENDCo ensures that all the SEND records are passed promptly to the receiving school. In the summer term, the SENDCo will meet with all receiving schools of children with an EHCP from year 6 to ensure a smooth transition.

Multi-agency working

- Regular liaison is maintained with the following external agencies:
- Communication and Autism Team
- Educational Psychologist
- Psychotherapy in Schools.
- Behaviour Support Team - Beacon Support/Steve Brown Therapeutic Support.
- Health Service (school nurse,)
- Speech and Language Therapy service
- Occupational Health Therapy Service

Arrangements for the Treatment of Complaints:

Concerns about provision for SEND children or about the identification of their needs should initially be shared with the school Inclusion Leader. The next stage is to talk to the Headteacher. If there is not a satisfactory outcome, then the concern should be taken to the Governors following the school's complaints procedures.

Workforce Development

In-service training needs related to special educational needs will be identified by the Inclusion Leader and Head Teacher who is responsible for staff Continuing Professional Development in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy through the Annual Report to Governors and through termly reporting and scrutiny of achievements and progress of SEND children at governing body.

Date: September 2025 Dee Carroll

Review: September 2026