



WOODCHURCH ROAD
ACADEMY

Special Educational Needs and Disability
Information Report

Next Review Date: January 2025

Information Report Overview

At Woodchurch Road Academy we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is committed to ensuring that their classrooms are inclusive and that they are meeting the needs of each individual child through quality first teaching. We respect the unique contribution, which every individual can make to our school community.

Definition of SEN and Disability (SEND)

At Woodchurch Road, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

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

Key Roles and Responsibilities:

- Our SENDCO is **Mrs Rebecca Jennings** who has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans. Mrs Jennings is also responsible for our team of Learning Coaches.
- Our SEN governor is **Mrs Sarah Wilkinson** who is our parent governor. They have responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.
- Our Designated Safeguarding Lead (DSL) is the Headteacher, **Miss Alexandra Borrill** who has specific responsibility for safeguarding.

Aims and Objectives

Aims

At Woodchurch Road all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice (July 2014.)

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs



from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia(DCD).

Social, emotional and mental health difficulties-children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs-some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEND Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the Senior Leadership Team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Team (BST)
- ASC Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services



- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If however the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.



The four-part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where it is decided to provide a child with SEN support, parents are formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the child's First Concerns form, Individual Education Plan (IEP) or other specific SEND paperwork.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycle.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *plan, do, review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated. Parents of pupils with an EHCP plan will be invited to attend an annual review when both pupils and parents can share the achievements made throughout the year and aspirations for the future.

SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning coach.
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment (e.g. wobble cushion or ear defenders)
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- providing bespoke support to help the child
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- Progress and development of all pupils including those with SEND
- Ensuring the plan, do, review cycle is implemented in the classroom
- Regular liaison with parents and the SENDCO
- Effective deployment of any Learning Coaches within the classroom
- Showing clearly how any additional provision is being made for pupils with SEND
- Supporting the SENDCO in the writing and reviewing of targets for pupils with additional needs,

The SENDCO is responsible for:

- SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing Learning Coaches with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating EHCP annual reviews
- Supporting staff in identifying pupils with SEND.
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools

The SEND Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENDCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care Plan (EHCP) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. If you require more information regarding EHCPs, please speak with Mrs Jennings.

Supporting parents/carers and children

We provide support in some of the following ways:

- The Headteacher and SENDCO operate an open-door policy for parents/carers seeking support and advice.
- All staff can signpost additional support/information available for families
- The dedicated SEND Governor who is available as a contact point
- Individual arrangements can be made for phased entry into Foundation 2 class
- Additional time and special arrangements for SATs where children meet the criteria.
- Support for transition between classes
- A transition group for vulnerable Y6 pupils transferring to secondary school
- Inviting the SENCO of the receiving secondary school to the final Annual Review in Year 6.

Monitoring and evaluation of SEND

The headteacher, SLT and SENDCO regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews

The SLT maps provision for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment and dyslexia. The SENCO attends cluster meetings to share good practice with colleagues in the school cluster group and keeps up to date with SEND developments.

Complaints

The Complaints Procedure provides the framework within which any person may raise a complaint and have confidence that it will be considered seriously and dealt with appropriately. Cheshire Academies Trust has a strong commitment towards working in positive partnership with the whole school community. The CAT Complaints Procedure Statement outlines the system and route for complainants to make the school aware of their concerns. The schools ensure that we comply with requirements about handling complaints.

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