

WOBURN LOWER SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY
2024-2025



Woburn Lower School - Special Needs Policy

Rationale

At Woburn Lower School we recognise that our children have a variety of needs and aspirations and the staff are committed to the inclusion of all children being able to access a broad and balanced curriculum. It is not unusual for children to require a little extra help in one subject or another, however, a small minority of children will require a far higher level of support in order to be able to access the curriculum; these children have a Special Educational Need or disability which requires additional support. Government Legislation dictates the framework entitled the: Special Educational Needs Code of Practice 0-15 2015 , the Special Educational Needs and Disability Regulations 2014. Woburn Lower School works within this framework with further guidance provided by both the Government and Local Authority.

Definition of a Special Educational Need.

Section xviii of the Special Educational Needs and Disability Code of Practice 2015 states that “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 long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.” It goes on to state “xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”

Special Educational Needs Provision.

The educational provision which is additional to, or otherwise different from that usually accessed by children of the same age in schools, is there to support those children with SEND to reach their full potential. The school ensures that parents and carers are notified when SEND provision is being put in place for their children. This additional provision might only be required for a short time, or it might be necessary throughout their entire school career. Each case is dealt with on an individual basis, and staff endeavour to make it tailored to meet the

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individual needs of the child. The school follows the DfE Special Educational Needs Code of Practice for children aged 0-25 years. We work in partnership with parents and carers as well as external agencies in order to meet the child's individual needs.

Named person

The named person responsible for coordinating learning support at Woburn Lower School is the Special Education Needs and Disabilities Coordinator, Katrina Grant who holds the National Award for SEND.

Contact with Mrs Grant may be made via the school office either by:

email - k.grant@woburn-lower-school.co.uk

or by telephone – 01525 290207

The governor responsible for oversight of the school's special needs provision is Miss Leanne Walton who can be contacted by email via the Woburn Lower School office.

office@woburn-lower-school.co.uk

Our Aims

Our aims are to:

- Identify all children who need special consideration and to support their physical, social, emotional or intellectual development.
- Prior to joining the school parents are encouraged to discuss any concerns they may have and support is put in place for the transition of a child from their previous setting.
- To ensure that when they leave the school children have as smooth a transition as possible to their next setting.
- To ensure that all children receive a broad and balanced education with full access to the National Curriculum.
- To maximise the learning potential of all pupils by identifying and meeting their individual needs.
- To work together with parents, carers, professionals and children in partnership.
- To implement the appropriate recommendations in the DfE SEND Code of Practice 2014.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels

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Responsibilities:

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole.

The headteacher

The head teacher has overall responsibility for the provision of children with SEND,

The role of the governing board

The governing board, in cooperation with the head teacher, monitors the school's general policy, the funding arrangements, and the approach to the provision for children with SEND within the school. The SEND governor monitors the appropriate staffing arrangements and maintains a general oversight of the school's work. This is done through regular visits, where the governor meets with the SENDco on a termly basis to discuss how the policy is being implemented.

The SENDco

- The SENDco focuses on coordinating the provision for the children, ensuring that staffing, timetabling and resources are in place.
- Liaising with staff, parents and external agencies.
- Contributing to CPD within school, either via Inset training or external training.
- Liaising with parents and carers.
- Overseeing that the paperwork involved for each child is kept updated.

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Identification

Children might well be referred to the SENDCO by the class teacher or a parent or carer. Once a referral has been made, the SENDCO will collate information on the child's special educational needs, with reference to the following descriptors:

- Cognition and learning
- Social, emotional and mental health
- Communication and interaction
- Sensory and physical development

On the basis of this profile, the SENDCO may choose to identify the appropriate SEND level for the child and discuss with the class teacher and parents/carers how best to help the child

“Additional to and different from” support

Reactive Interventions:

The school timetables in slots for what is called “Reactive Interventions”, this provides an opportunity for children to have either one-to-one, or small group sessions based around an area that has been identified as causing a child difficulty in class. Often one or two sessions is all that is needed for a child to “catch up” with peers within the classroom.

Monitored children:

When a child is identified as having possible additional needs, staff discuss the case in a staff meeting and the child is placed on a monitoring list. This allows for additional support to be put in place, the child is monitored for a short period of time and often progress is good and there is no need to consider any further measures. However, if it is then considered that additional support will need to be maintained, then they are placed on the SEND register.

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The SEND Register (County will refer to this as a child on K level support)

The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. This might include daily short sessions based around one or two key areas, for example number bonds or phonics. Parents are informed of the additional support that their child is receiving and how they can help to support them at home.

These are carefully monitored and assessed, for example a Precision Teaching tool might be used to ensure that the intervention is set at an appropriate level. Where one-to-one support is in place then the adults record day to day information so that Current working levels and Next-Steps can be carefully monitored.

If progress is slow over a period of time and work continues to be at a level below that of peers then additional external support from relevant professionals is sought. Parents and carers are involved and parental consent is sought in order to involve additional professional support from relevant agencies. These might include: Child Development Centres, Child Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioural Support Teams (Jigsaw), School Nurse Support or Nurture/ Play Therapists.

EHCP

If still further support is needed a formal request for a statutory Education Health and Care Plan is made. (EHCP, previously known as a Statement of Special Educational Need.)

- An EHCP requires Annual Reviews, which involve the views of the child, their parents, carers, teachers and external agencies.
- **Review and Monitoring.**

Pupil Progress for all pupils, including those with SEND are discussed regularly by staff at the weekly staff meetings, this allows for adjustments to be made quickly. Provision mapping is adapted to suit current needs and when interventions are put in place they are reviewed regularly by the SENDCO, teachers and teaching assistants to ensure that they are still relevant.

Parents are kept informed and they are invited to attend regular meetings with the class teacher and can make additional appointments if required.

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Providing curriculum access and inclusion

- Teaching SEND pupils in mainstream classes.
- Deployment of extra support staff and if necessary additional training for teachers and support staff.
- Class teachers and support staff both take an active role in teaching children with SEND.
- Ensuring that all pupils with SEND have the opportunity to join in all the activities within the school.
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school

Where appropriate this may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of “additional to and different from” support directly linked to individual targets which break learning down into steps manageable by the particular child
- Provision Mapping.
- Periodic withdrawal either individually or as part of a group, for example small social skills groups or work on individual speech and language, or occupational therapy needs.

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- Reallocation of a child to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally, where a child's social or emotional development makes relationships with peers difficult. It would always follow consultation with parents/carers.

There are times when a child will no longer require additional support.

If the pupil exceeds the expected progress and is consistently working in line with National Expectations, they may be considered for being removed from the SEND register. This decision will be made collaboratively by the pupil, their parents/carers, the class teacher, the SENCO and the Headteacher.

Success Criteria of this policy:

The success of this policy is judged by the progress made by the children on the SEND register. The policy is closely linked to the SEND Action plan, which in turn is linked to the School's SDP (School Development Plan).

Governor: Leanne Walton

Headteacher: Paula Black

Date: September 2024

To be reviewed – September 2025

Complaints:

In the case of a complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed.

Attached is the school's current Accessibility plan. This policy has been written with reference to LA guidelines and the DfE SEND Code of Practice 0-25 (July 2014, Special Educational Needs and Disabilities). As well as:
Equality Act 2010:

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Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
The National Curriculum in England Key Stage 1 and 2 framework document September 2013
Safeguarding Policy and Accessibility Plan

Woburn Lower School



Woburn Lower School Accessibility Plan 2021-2024

At Woburn Lower School we are aware that we have a general duty under the Equality Act of 2010. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, staff and governors of the school.

Purpose of Accessibility Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the curriculum, written information and physical environment so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

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Disability is defined by the Disability Discrimination Act 1995 (DDA) as: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

To increase and ensure that pupils with a disability have total access to our setting’s curriculum, information and environment enabling full participation in the school community.

Our Aims

Woburn Lower School aims to ensure that the accessibility of provision for all students, staff and visitors to the school remains a key priority,

The Accessibility Plan will contain the relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Increase access to the curriculum for pupils with disability, ensuring that all pupils with disabilities are equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as after-school clubs etc. It also includes provision of specialist aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This may include hand-outs, timetables, textbooks and information about school events. The information should be made available in preferred formats within a reasonable timeframe.

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Contextual Information

*Woburn Lower School is located in a small village with limited public transport services

It is a lower school for students aged 4 – 9 years

· 60 pupils

· The school consists of two buildings, the main building being a Grade 1 Listed two storey building with stair access to the upper floor and a Grade 2 single storey building used as a hall.

Related Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- School Development Plan
- Governor Training Plan
- Health and Safety Policy
- Special Educational Needs Policy
- Disability Equality Scheme
- Behaviour Policy
- Health and Safety

Action Plan

The action plan will be monitored by the governors and updated as appropriate. Evaluation and progress of the plan will be made by the governing body through an annual report by the relevant committees. The advice and support of the Local Authority will be sought where necessary in implementing the plan and in the development of any capital related to work at Woburn Lower School.

Audit of Current Provision and Action Required

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A - Curriculum Access

Success Criteria	Evidence	Action Required	Who/When?
<ul style="list-style-type: none"> · Inclusion underpins all policy and practice; all staff strive to remove barriers to learning 	<ul style="list-style-type: none"> · Effective liaison with parents and carers · Staff meetings · Provision Map reviews APDR plan reviews. · Lesson observations 	<ul style="list-style-type: none"> · Continuing CPD (Accessible for ALL staff via the National College as well as other external training opportunities) · SEND Staff Meetings highlighting need quickly at putting interventions and support in place asap. · Inclusion and accessibility identified as a key priority in recruitment 	<ul style="list-style-type: none"> · CPD needs identified and offered · Half- Termly meetings with SENDCo and staff · Provision Map and Statement reviews with SENDCo, staff and parents · HT and Governors in recruitment processes
<ul style="list-style-type: none"> · All staff have high expectations for all pupils 	<ul style="list-style-type: none"> · Tracking and target-setting · Lesson Observations 	<ul style="list-style-type: none"> · Assessment and Monitoring meetings 	<ul style="list-style-type: none"> · Termly with HT, Senior teacher and staff
<ul style="list-style-type: none"> · Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities; they have access to specialist teachers and external agencies for information and advice · TAs appointed to work with identified pupils 	<ul style="list-style-type: none"> · INSET records for individual and whole school training; CPD file. · External Agency written reports and advice (eg OT, Physio, Audiologists, Advisory Teachers etc) All staff are able to access the National College for training relevant to the children they are teaching. 	<ul style="list-style-type: none"> · Emerging issues raised and addressed · CPD as required · SEN Staff Meetings highlighting issues · External advice sought as appropriate and Outreach support arranged as required 	<ul style="list-style-type: none"> · ASAP after issues identified in consultation with HT(CPD) · On-going assessment of need HT(CPD) · Half- Termly with SENDCo and staff · SENDCo liaison to consult external agencies
<ul style="list-style-type: none"> · Additional requirements for pupils with specific needs are recognised by staff 	<ul style="list-style-type: none"> · Provision maps clearly identify specific needs; all staff made aware · Care Plans in place for pupils with allergies/medical needs · Additional time given as appropriate to complete tasks, and move around school · Modified/alternative experiences provided on rare occasions that 	<ul style="list-style-type: none"> · Emerging issues raised and addressed · Alternative ingredients provided for cooking activities. Alternatives provided for resources Additional adult support as required. · SEN Staff Meetings highlighting accessibility issues 	<ul style="list-style-type: none"> · ASAP after issues identified in consultation with HT · Termly with SENDCo and staff · HT ensure compliance

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	<p>activities may not be considered as accessible by staff and parents or child.</p> <ul style="list-style-type: none"> · Details evident in planning · Appropriate modifications made for assessments. 		
<ul style="list-style-type: none"> · Lessons provide opportunities for all pupils to achieve 	<ul style="list-style-type: none"> · Appropriate CT/TA support and resources available · Lesson plans and observation records with evidence of necessary adaptation and differentiation · Provision maps/ APDR plans 	<ul style="list-style-type: none"> · Monitoring of planning · Key priority for lesson observations, learning walks and appraisal · Planning checks, drop-in observations Book checks. · Monitoring of provision 	<ul style="list-style-type: none"> · Subject Area Leaders and HT · On-going by SENDCo and HT · Termly meetings with SENDCo and staff
<ul style="list-style-type: none"> · Classrooms are optimally organised for disabled pupils 	<ul style="list-style-type: none"> · Furniture arranged to improve accessibility and to accommodate necessary equipment. · Optimal seating position for pupils with visual or auditory difficulties · ‘Safe’ areas identified for pupils as required 	<ul style="list-style-type: none"> · Effective communication regarding needs of pupils moving year groups or new pupils 	<ul style="list-style-type: none"> · Monitored by HT CT and SEND liaising with parents and medical team as required.

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<ul style="list-style-type: none"> · Pupils with emotional, social and behavioural difficulties are supported in school 	<ul style="list-style-type: none"> · Small group social skills work with trained TA 	<ul style="list-style-type: none"> · External advice sought as required · Groups identified and changed as appropriate in consultation with staff · Timetable arranged 	<ul style="list-style-type: none"> · External advice sought as required · Groups identified and changed as appropriate in consultation with staff · Timetable arranged
<ul style="list-style-type: none"> · All pupils are encouraged to take part in music, drama and physical activities 	<ul style="list-style-type: none"> · Full inclusion, extra-curricular clubs, church visits, concerts, performances etc. 	<ul style="list-style-type: none"> · Risk assessments and accessibility checks carried out as required 	<ul style="list-style-type: none"> · All staff · HT to monitor
<ul style="list-style-type: none"> · Awareness of additional ICT allowing access for pupils with additional needs · awareness of possible additional Safeguarding issues with SEND children accessing ICT. 	<ul style="list-style-type: none"> · Use of appropriate equipment in place eg hardware and software 	<ul style="list-style-type: none"> · Liaise with Specialist Advisory Support Service including external ICT support. 	<ul style="list-style-type: none"> · SENDCo/Computing subject leader to respond to need
<ul style="list-style-type: none"> · School visits are accessible to all pupils, regardless of attainment or impairment 	<ul style="list-style-type: none"> · Consultations with parents · All risk assessments include info regarding pupils with disabilities 	<ul style="list-style-type: none"> · Additional adult support arranged as appropriate · Appropriate transport considered and arranged 	<ul style="list-style-type: none"> · HT to oversee

B - Access to Information

Success Criteria	Evidence	Action Required	Who/When?
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<ul style="list-style-type: none"> · Staff are familiar with technology and practices to assist pupils · Appropriate provision made when meeting with anyone who has a disability 	<ul style="list-style-type: none"> · External advice given by specialists · Lesson observations · Meetings address specific needs appropriate seating and positioning 	<ul style="list-style-type: none"> · Assessment of training needs can be via National College. 	<ul style="list-style-type: none"> · SENDCo and subject leaders to respond to need
<ul style="list-style-type: none"> · The school will liaise with LA support services and other external agencies to provide information in an appropriate format to provide advice · Written information is provided in appropriate format/ medium · The school ensures that in lessons and meetings information is presented in a user-friendly way 	<ul style="list-style-type: none"> · Information is made available in simple, clear language · Texts in different languages, large print, Braille etc are made available on request · Information duplicated to parents living separately 	<ul style="list-style-type: none"> · Ensure that all parties are aware of the options · Letters and reports posted or emailed to parents, can be translated, or larger print as required. 	<ul style="list-style-type: none"> · HT/Office Manager on request or Need is identified · Office Manager when printed matter is distributed

C - Physical Environment Access

Success Criteria	Evidence	Action Required	Who/When?
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<ul style="list-style-type: none"> · Furniture and equipment, selected, adjusted and located appropriately 	<ul style="list-style-type: none"> · ‘Workstations’ placed where required · Writing slope, wedge support, pencil grips, non-slip table mats, enlarged texts, coloured overlays etc all provided as appropriate 	<ul style="list-style-type: none"> · Ensure equipment is provided and used as per specialist advice · Monitor provision in observations 	<ul style="list-style-type: none"> · SENDCo to liaise with staff , or external agency and order equipment as appropriate · Drop-in observations HT
<ul style="list-style-type: none"> · Signs are uncomplicated and unambiguous · Pathways around school are safe and directions clear 	<ul style="list-style-type: none"> · Clear signage · Surface of paths even and well swept 	<ul style="list-style-type: none"> · Regular checks made 	<ul style="list-style-type: none"> · Checks monitored by HT/H&S Gov and site manager.
<ul style="list-style-type: none"> · Emergency and evacuation systems are established 	<ul style="list-style-type: none"> · Auditory Alarms · PEEPs in place for identified pupils 	<ul style="list-style-type: none"> · Designated staff aware of procedures for identified pupils through written plans 	<ul style="list-style-type: none"> · Review and inform when changes of staff or class occur
<ul style="list-style-type: none"> · All areas are well lit 	<ul style="list-style-type: none"> · Audited by CBC Condition Survey Surveyors /Engineers · Monitored by H&S Governor 	<ul style="list-style-type: none"> · Automatic/light sensitive/ timed lights in identified external and internal locations · Bulb checks/replacement carried out 	<ul style="list-style-type: none"> · Schedule of checks by monitored by HT and H&S Gov

Headteacher: Mrs. P. Black
 Governor: Miss Leanne Walton
 Date: September 2024

To be reviewed: September 2025