



# Woodrow First School

## Special Educational Needs and Disabilities (SEND) Policy

<b>Signed by:</b>	
<b>Reviewed by</b>	Ilse Williams & Sophie Davies
<b>Head Teacher</b>	Richard Kieran
<b>Chair of Governors</b>	Reg Moore <i>R. F. Moore.</i>
<b>Date Adopted</b>	10 <sup>th</sup> December 2024
<b>Date of Review</b>	September 2025

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document December 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy reflects the consensus of opinion of the whole school staff and has the full agreement of the Governing Body. The Policy reflects the SEND Code of Practice 2014 and the associated guidance.

## **Philosophy**

'Inclusion is not optional. It's an essential part of better and more just societies.'  
Centre for Studies on Inclusive Education.

We endorse this statement. Our objective is to ensure that through a whole school approach we address the barriers to learning. We are committed to the process of inclusion and endeavor to provide full access to the national curriculum for all. We will seek to identify differing needs and respond with appropriate teaching strategies and resources which will be embedded across curriculum. We recognise and support the value of the child's view in meeting their need. Children are identified on the school SEND Register and added to a class profile (Appendix 1) according to individual need and required intervention. This then informs the allocation of support staff and school resources.

\*Throughout this document where parents are referred to, this includes primary carers.

## **Whole School Policy**

Our policy is a whole school policy where every teacher is a teacher of every child and every member of staff shares responsibility for children with Special Education Needs and Disabilities. We consider all staff and parents a valuable resource for meeting a child's individual need. The SENCO will meet with the Teaching Assistants (TA) team to develop their role. Training for staff will be identified through an ongoing review process. This will be in line with priorities in the School Development Plan, as well as identified Continuing Professional Development Needs of individual staff.

## **SECTION 1: AIMS**

We have high expectations of all our children. In keeping with the three principles of inclusion and our school aims and objectives, we are committed to ensuring all children achieve their full potential by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming the potential barriers to achievement

In line with the disability act we aim to include all children. E.g. changing classrooms to accommodate a child where physical needs demand.

## **SECTION 2: OBJECTIVES**

The specific objectives of our SEND policy are:

- to work within the guidance provided in the SEND Code of Practice 2014.
- to identify pupils with SEND and ensure that their needs are met
- to ensure that children with SEND join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision
- to ensure effective communication between parents and school
- to ensure that learners express their view and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies, when appropriate
- to provide support and advice for all staff working with special educational needs pupils
- to provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy

## **Section 3: Role of the Special Education Needs Co-ordinator**

Mrs Ilse Williams: Lead Early Years SENCo

Responsible for working within Early Years to ensure the early identification of SEND in the setting. To ensure all staff in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN. Advise and support colleagues and ensure parents are closely involved throughout and that their insights inform action taken by the setting. Liaise with local nurseries and pre-school providers so that a supportive and informed transition process can be arranged and implemented. Liaise with professionals or agencies beyond the setting and meet Miss Davies weekly to ensure the consistency and continuity of supporting children with SEND throughout the school and to ensure children with SEND have a successful transition throughout their time at school.

Miss Sophie Davies: Lead KS1 and KS2 SENCo

Responsible for working with KS1 and KS2 to support staff in identifying and meeting the needs of children with SEND. Advise and support colleagues in implementing support for children with SEND. Ensure parents are involved at all stages and include their views on their

child's support and progress. Liaise weekly with Mrs Williams to ensure the consistency and continuity of supporting children with SEND throughout the school. Communicate with local Middle schools, so that support is provided for year 4 pupils as they prepare to transfer.

Other responsibilities include:

- Oversee the day-to-day operation of the school's SEND policy
- Review and update the School's SEND register each term to support provision mapping and needs analysis.
- Oversee the Individual Provision Maps (IPMs) written and reviewed by staff. Ensure parents are informed about their child's IPM through termly Individual Provision Map meetings.
- Ensure the school keeps the records of all children with SEND up-to date and in line with the school's Data Protection Policy.
- Participate in training and CPD opportunities.
- Implement SEN support and the graduated approach of Assess, Plan, Do, Review to meet the outcomes identified for the child.
- Understand the local offer and ensure that we provide the support expected by the Local Authority.
- Work with the school governors and headteacher to ensure collaboration and development of the SEN policy and provision in school. Ensure the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Liaise with and advise staff on supporting children with SEND, including providing staff with adequate training.
- Liaise with external agencies such as the Local Authority, the Autism Complex Communication Needs team, Educational Psychology Services and the Speech and Language Team.
- Draw on a range of sources, including the views of the child,-to inform their advice and support to colleagues .

### **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (Code of Practice, 2014 p.94)

We accept that pupils may have either a long term or transient need within the following areas:

- Communication and interaction
- Cognition and learning
- Emotional, social and mental health
- Sensory and/or physical

We understand that behavioral difficulties may sometimes stem from mental health issues. We strive to resolve these difficulties, including working with pupils and their families. We are also supported by the Wellbeing and Emotional Support Team (WEST)

We are committed to the early identification of areas of concern and will use a range of formal and informal methods of assessment.

We will consult the views of the child and seek the partnership of his/her parents in the process.

All children on entry to school via the nursery will have their progress recorded using the Early Years Profile age bands. A WellComm assessment is carried out in Nursery and Reception and this combined with the Foundation Stage Profile, helps inform planning for teaching and learning. Using the WellComm assessment children identified are given the appropriate support as required by the diagnostic. All children are closely monitored by EYFS staff and appropriate support and advice is given as needed by the Speech and Language Therapist employed by school. Referrals are then made into the service for a full assessment if it is deemed necessary.

Later entry to school will be assessed through previous school records and teacher observation/ assessment. Assessments and advice from other external agencies may then be used as a method to inform and support:

- Individual Provision Map (Appendix 2a)
- Individual Provision Map for children with EHCP's (Appendix 2b)
- Pupil Passport (Appendix 2c)
- Behavioural Plan and Coping Plan (Appendix 3)
- Reintegration plan (Appendix 4)
- Some children may also have a risk reduction plan to help keep themselves, staff and their peers safe during the school day (Appendix 5).
- This may be supported by a risk assessment where needed (Appendix 6)

The views of the child will be sought and where possible his/her parents.

Additional factors that could impact on progress may be

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Children's social care involvement
- These do not constitute SEN, but may mean further differentiation or personalisation for learning is required.

#### **SECTION 4: A GRADUATED RESPONSE TO SEND**

Every teacher is a teacher of every child and therefore they are accountable for the progress and development of all pupils, including those pupils who access support from teaching assistants or specialist staff.

All teachers are expected to deliver quality first teaching which includes differentiation and personalisation where needed to support children's learning. This is the first step in responding to pupils who may have SEND. We acknowledge that an intervention cannot compensate for lack of good quality teaching. Teaching in school is reviewed regularly for all learners including those with SEND.

School has a process of identification of SEND which focuses on meeting the child's needs through Quality First Teaching and Targeted support. (SEND identification flow chart – Appendix 7) A child who does not make adequate progress once these interventions and adjustments have been made will then be considered for SEND Support. A discussion will take place between the teacher and SENCo and a SEND Concern Log completed to decide upon the next steps to take (Appendix 8a).

A number of factors are considered when discussing whether to make SEND provision for a child. These include; formative and summative assessment data, assessment tools, observations, information from parents and information from external agencies.

In order to provide effective support, the process of Assess – Plan – Do- Review is carried out at each stage.

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER**

### Additional Support – Targeted Education Needs Support

Additional support in school is a constant review process. Targets are set for all children accessing additional support. This will be reviewed for progress by the class teacher in discussion with the SENCo where appropriate. The level of provision is decided in relation to the needs of the child. The school strives to provide relevant support.

The school aims to provide support for children before they are identified as SEND Support. This will be through small groups/1:1 support identified and instructed by the class teacher. Teachers will evidence progress against the targets which have been set to inform future provision if needed. This will be reviewed for impact before a discussion regarding SEND support takes place.

Advice from external agencies will be sought when necessary.

Parents will be informed by the class teacher when additional support is being given to their child. Parents will be encouraged to contribute their ideas and opinions in order to provide effective support for their child. Many children will have their needs met within this level of provision and will not require SEND Support.

### SEND Support

If a child's progress within the additional needs support is not accelerated then the SENCo and class teacher will meet with parents and discuss the next steps of support. This may result in the child being identified as SEND Support. If this is the case targets will be written in consultation with the family and worked on collaboratively. These targets will be recorded on an Individual Provision Map (Appendix 2a) and reviewed at least termly. For some children who do not require specific measurable targets but a more pastoral approach using specific strategies, a Pupil Passport [Appendix 2c] is created. These children may have a specific diagnosis e.g. Autism Spectrum Disorder or an undiagnosed SEMH need. Parents will be invited to discuss these in school with the class teacher and the SENCo.

If a child continues to not make sufficient progress, then, in consultation with the class teacher and parents, a request for statutory assessment for an Education, Health and Care Plan may be made by the SENCO to the Local Authority (LA).

### Education, Health and Care Plan (EHCP)

If a statutory assessment finds that a child has significant and serious difficulties the LA will write an Education, Health and Care Plan. This document will set out objectives that will be used to form the basis of an Individual Provision Map (IPM – Appendix 2b).

EHCP's are reviewed at least annually. An annual review will, when possible, be attended by all agencies involved with the child, parents/carers and the child themselves. The findings at the annual review are reported to the LA and copies made available to all relevant parties.

## **SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

Throughout the Assess, Plan, Do Review process, the school is monitoring for progress. If the child is making accelerated progress and 'closing the gap' it may be felt that their needs can now be best met through differentiation, personalisation and additional needs support. If this is the case this will form part of the termly review meeting and be shared with parents. This may result in the child being removed from SEND Support.

## **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

### Partnership with Parents

We are committed to Partnership with Parents. We will actively seek a close liaison with parents at every stage when considering a child's special educational need. At the initial stage of parental concerns the class teacher or the SENCO may ask parents to complete a SEND concern log (Appendix 8b). Class teachers will inform parents of areas of concern that they may have about children. At this stage we will encourage regular contact with parents so they can support the work of the classroom with the child at home.

Parents of SEND Support children will be invited to share the child's IPM each term when it is due for review.

External agency reports/assessments will be discussed with parents when appropriate.

At SEND Support the Class Teacher or SENCO will inform parents of the provision for their child within the school. We recognise this is a sensitive area for parents and will endeavor to support them.

### Pupil Transfer Procedures

We take into account a previous setting's knowledge of the child and liaise with other staff when children transfer to and from other schools.

When a child who has identified SEND transfers to another school all SEND records are forwarded to the receiving school.

When transfers take place within school e.g. year to year, transition meetings are held with current and new teachers of the pupils.

At the end of year 4 meetings will take place with the middle school's SENCO. This will enable a discussion about the needs of children on the SEND register and safe transfer of records.

### Partnership with the child

The child is central to the Learning Process and it is important that they are involved in decisions regarding their progress. Discussions may focus on success and /or difficulties with work within the classroom. Targets on the child's IPM are shared with them and children's own comments may be recorded where appropriate. Alternatively, discussion may be of a more informal nature focusing on the child's interests or achievements. The emphasis will be positive to ensure high self-esteem and motivation.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils 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 – for further information see the Schools Supporting Children with Medical Needs Policy.

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.

In order to support a pupil with medical conditions, in the first instance, a meeting will be set up with relevant staff. A care plan will be written with the parents to ensure that the needs of the child are met (Appendix 9). This will be shared with relevant staff to ensure continuity of provision. Any necessary adaptations to routines or arrangements will be made wherever possible. Other agencies may be involved e.g. school nurse, paediatrician and other specialists as necessary.

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

### Monitoring and Review

All progress, assessments and teaching strategies must be carefully monitored and reviewed. This process will be ongoing and will be important in informing the 'small step' approach, which is necessary for Individual Plans. This planning will consider a child's strengths as well as weaknesses and will focus on a range of strategies. Pupils and parents will be involved in reviewing these plans. The SENCO will support staff to make necessary extra provision for the child within the limits of available school resources. The effectiveness of the SEND policy will be monitored regularly by or through:

- Nursery Profile/Foundation Stage Profile
- The monitoring of standardised test results
- Progress against IPM or other individual targets
- Pupils work / interview / tracking
- Pupil Progress Meetings
- Classroom observation and/or review of planning documents
- Leadership Team Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy
- Audit of those identified as underachieving
- Parent questionnaires

### Liaison with the Governing Body

The SENCO will report annually to the governing body to review and evaluate the provision for SEND. Additionally, the SENCO will liaise with the Governing body as required. In addition the SENCO will meet regularly with the SEN Governor Mrs. Iona Towler-Evans to discuss provision within the school.

The provision of SEND Support within school is a process of ongoing evaluation and monitoring. This process of continual review supports and develops the provision for all pupils in school.

## **SECTION 10: TRAINING AND RESOURCES**

### Training

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, training with regard to SEND is considered when planning the schools CPD cycle.

If a member of staff required specific training to meet the needs of a pupil the school will endeavor to provide this.

### Finance/Resources

A bank of resources will be centrally stored to ensure equal access to all staff throughout the school. This pool of materials will be expanded as resources become available. In consultation with colleagues the focus for the SEND budget will be used to support children across the school. The school recognises the need for additional support for teaching and learning through allocation within the budget. This is a priority within our school.

## **SECTION 11: ROLES AND RESPONSIBILITIES**

- Mrs. Iona Towler-Evans - SEN Governor
- Mr. Richard Kieran and Mrs Justine Marshall - Designated Teacher with Safeguarding responsibility and Designated Teacher with Designated Deputy Safeguarding responsibility
- Mrs. Emma Taylor – Attendance and Pastoral Support Lead and Designated Deputy Safeguarding Lead
- Mr Reg Moore – Governor with responsibility for Safeguarding
- Mr R Kieran - Responsible for managing LAC funding
- Mrs Williams, Miss Sophie Davies and Mrs Justine Marshall - Responsible for managing the schools responsibility for meeting the medical needs of pupils
- SENCO's and Key Stage Managers – Responsible for SEND Teaching Assistants

## **SECTION 12: STORING AND MANAGING INFORMATION**

### Records

The class teacher has ultimate responsibility for the child's day-to-day learning. Regular monitoring of progress will be noted in day-to-day Assessment for Learning. For some children the curriculum may require considerable differentiation and personalisation of approach to provide for the needs of individuals. Most children will be working to age appropriate learning objectives differentiated according to need. The SENCO, outside agency representatives and others will support class teachers where necessary. The SENCO and class teacher will keep copies of IPM's (Individual Provision Maps).

Information regarding SEND is kept by the SENCO.

Information regarding SEND information is subject to the schools confidentiality policy and shared as appropriate.

## **SECTION 13: REVIEWING THE POLICY**

### Annual Review

This SEND Policy is part of an evolving process; therefore our focus will change according to the changing needs of the children. Our policy will be reviewed in July 2025.

## **SECTION 14: ACCESSIBILITY**

### Statutory Responsibilities

The school takes seriously its duty to support accessibility and develop strategies to support individuals as necessary.

Through a cycle of reflection and evaluation of current provision the school recognises there are many barriers to learning and uses individual plans where necessary to overcome these.

All children are encouraged to take an active part in the school life, this extends to all protected characteristics, race, gender, sex, age, disability (see Equality policy.) Arrangements are made whenever policy allows to ensure active participation in after-school clubs, leisure and cultural activities and school visits.

The school has provided physical aids to support children where necessary. The school has ramped access from all doors, a bespoke disabled toilet with an electric hoist installed in the bathroom management area. If a child enters school with a particular health need then the school will endeavor to ensure that these needs are met.

School operates an 'open door' policy and does its best to ensure there is a member of staff available for parents to speak with at the start and end of each day. Parents can also arrange discussions with teachers and SENCo at a mutually convenient time.

### Alternative provision

At times, some children may need a learning base away from the mainstream classroom. This will be in response to recommendations from professionals such as the Educational Psychologist or CCN team. Responsibility for planning, monitoring and supporting staff will be discussed in Leadership and Management meetings and the most appropriate senior member of staff at the time will take on a leading role. Appendix 10 details entry and exit criteria for such provision.

## **SECTION 15: DEALING WITH COMPLAINTS**

### Complaints about the management of SEND

In the first instance any concerns regarding the provision of SEND should be made to the Head teacher. If a complainant feels that their concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEND must be made in writing to the Chair of Governors Mr.Reg Moore.

A copy of the complaints procedure is available at the school office.

## **SECTION 16: BULLYING**

The school has a detailed behaviour policy which can be obtained from the school office or accessed on the school website.

The school has a comprehensive anti-bullying policy, which details the approach the school takes to mitigate the risks of bullying and how the school address issues as they arise.

At Woodrow First School all staff recognise that children with SEND may be more vulnerable to bullying and in their capacity to report any incidents of bullying or harassment. Additional work may be completed with individuals by the Pastoral Support lead to enable them to share their concerns and worries.

Class: 2024-2025

EHCP

Waiting for final EHCP

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<u>Social, Emotional, Mental Health</u>	<u>Sensory and/or Physical Needs</u>

Others  
Not on the SEND register but has a supporting IPM/PP/Health Care Plan etc.)



**Individual Provision Map 2024 – 2025**



Name:		T	DOB:		Year Group: 4		Teacher:	
SEN Support / EHCP		Area(s) of need:	Communication and Interaction	Cognition and Learning	Social, emotional & Mental Health	Sensory / physical	Target setting / Review date:	
<b>Provision</b>								
<b>Child's view</b>								
<b>Autumn Term 2024</b>								
Assess – what can they do now?		<b>Plan – what do we want them to achieve?</b>	<b>Do – what is being putting in place / who is delivering it?</b>	<b>RAG Rating</b>	<b>Review – what progress has been made towards the target?</b>			
Why are we setting this target? Eg. Phonics assessment as baseline, observation in class, what is the evidence for setting the target?		What is it we want them to achieve? E.g. to recognise and use the phonemes igh, oa, oo.  Think smart S – Specific M – Measurable A – Achievable R – Relevant T – Time bound  E.g. recognise the phonemes igh, oa and oo correctly 4/5 times, x3 a week.	e.g.5 x weekly phonics sessions 2 minutes in groups of 3.					
<b>Impact of provision on progress and engagement:</b>								
<b>Parent(s) views:</b>								
<b>Parents signature:</b>								
<b>Spring Term 2025</b>								
<b>Provision</b>								
<b>Child's view</b>								
Assess – what can they do now?		<b>Plan – what do we want them to achieve?</b>	<b>Do – what is being putting in place / who is delivering it?</b>	<b>RAG Rating</b>	<b>Review – what progress has been made towards the target?</b>			

APPENDIX 2A SEND POLICY 2024

<b>Impact of provision on progress and engagement:</b>								<b>Parent(s) views:</b>
<b>Summer Term 2025</b>								
<b>Provision</b>								
<b>Child's view</b>								
<b>Assess – what can they do now?</b>	<b>Plan – what do we want them to achieve?</b>	<b>Do – what is being put in place / who is delivering it?</b>	<b>RAG Rating</b>	<b>Review – what progress has been made towards the target?</b>				
<b>Impact of provision on progress and engagement:</b>								<b>Parent(s) views:</b>



## Individual Provision Map



Name:		DOB:		Year Group:		Teacher:	
SEN Support / EHCP		Area(s) of need:		Cognition and Learning		Sensory / physical	
Provision		Communication and Interaction		Social, emotional & Mental Health		Target setting / Review date:	
Child's view		Communication and Interaction		Cognition and Learning		Sensory / physical	
Assess – what can they do now?		Plan – what do we want them to achieve?		Do – what is being put in place / who is delivering it?		Review – what progress has been made towards the target?	
Each target from the EHCP to be placed in the grey from section E. e.g.E1 to be able to sit for 5 minutes to join in an adult led learning task.							
Why has this target been set?		Section E targets to be broken down into manageable and achievable targets. This helps to support their needs and shows progress for an Annual Review.		E.g 5x weekly in a 2:1 ratio for 15 minutes.			

# Pupil



# Passport 2024- 2025

Name:		Adults:		Year:	
<p>I need you to know:</p> <ul style="list-style-type: none"> <li> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Provide details of the needs(s), and what that means to the learner.</p> <p>E.g. Autism/anxiety in the mornings</p> </div> </li> </ul>		<p>This makes it hard for me to:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Add specific areas that are difficult, with a focus on learning but also practical challenges.</p> <p>E.g. separate from my parents in the morning.</p> </div>			
<p>It would help me if you could:</p> <ul style="list-style-type: none"> <li> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Highlight teaching and learning strategies and practical support.</p> <p>E.g. Prepare me for anything different happening.</p> </div> </li> </ul>		<p>I can help myself by:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Set out what the learner will do for themselves as part of the process.</p> <p>E.g. taking myself to a calm space if I feel wobbly.</p> </div>			
<p>Additional support:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Provide names of outside agencies.</p> <p>E.g. SALT/EP/CCN</p> </div>		<p>Review comments:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Termly thoughts with parents and children on how effective the support is.</p> </div>			
Date written:		Date reviewed:			

## Positive Coping Plan

APPENDIX C SEND POLICY 2024

<b>Name:</b>	<b>Date of Birth:</b>	<b>School/Class:</b>	
<b>Plan created/reviewed on:</b>	<b>Shared with parents on:</b>	<b>Staff:</b>	
<b>Observable behaviour (What the young person does)</b>		<b>Staff response (What staff have agreed to do)</b>	
<b>Green 'Proactive'</b> phase: where a person is mostly calm and relaxed			
<b>Amber 'Active'</b> phase: where a person starts to become anxious. Quick action must be taken to avoid challenging behaviour			
<b>Red 'Reactive'</b> phase: where challenging behaviour occurs			

**Positive Coping Plan**

APPENDIX C SEND POLICY 2024

**Blue 'Post-Reactive'**  
phase: where the person  
starts to relax again

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**Part-Time Timetable Consent Form**

Child's Name:

Date of Birth:  Year Group:

School:

Is the child looked after by Worcestershire County Council or any other local authority?

If Yes, which local authority?

Is the child subject to a Child Protection Plan?

Has the pupil had a part-time timetable before?

If Yes, when?

Name of parents/carers:

Name of lead person in school:

Name of social worker (if applicable):

Name of SEN caseworker (if applicable):

Name of Virtual School Learning Advocate (if applicable):

Name of EWO (if applicable):

Name of YOT worker (if applicable):

Reason for the part-time timetable:

Date of meeting agreeing the part-time timetable:

Start date of part-time timetable:

Number of hours in education each week:

Review date of part-time timetable:

End date of part-time timetable:

**Timetable**

Monday	Tuesday	Wednesday	Thursday	Friday
Objectives of the part-time timetable:				
Any other comments relating to this part-time timetable:				

I understand my child has been placed on a part-time timetable for a limited period.

I have discussed the matter fully with the school and agree, during the period of the part-time timetable to:

- Take full responsibility for my child during the hours when not attending school.
- Ensure there is supervision of schoolwork during those hours.
- Ensure there is a flow between school and home for marking and guidance.
- Take full responsibility for the health and safety of my child when they are not in school.

Signature

(Parent/Carer)

Date

**During the period of the part-time timetable the school will:**

- Monitor the effectiveness of the part-time timetable
- Ensure the arrangements agreed are upheld by school
- Hold a review on the agreed date
- Provide work for the child to do whilst at home and mark all work complete

Signature

(School)

Date

\_\_\_\_\_

**Other signatures (if required):**

SEN Caseworker

Date

\_\_\_\_\_

Social Worker

Date

Learning Advocate

Date

\_\_\_\_\_

Education Welfare Officer

Date

YOT Officer

Date

\_\_\_\_\_

**This form should be retained with the pupil's school records and support any EHA.**

Re-Integration Form for a Review of a Part-time Timetable

Date of meeting:

Name of Child:

Date of Birth:

School:

Present at meeting:

Objectives

Objective	Progress Made	Changes needed	Completed (date)



Timetable – effective from (date)

Monday	Tuesday	Wednesday	Thursday	Friday
Any other comments:				

Agreed by:

Parents/Carers (signature):

School (signature):

Other professionals:

# Risk Reduction Plan.



Name of Child:

Plan Number:

Date:

<b>Positives-</b> What is the child good at and what do they like doing? •	Stage 1 of a crisis presents as:	Successful approaches-
	Stage 2 of a crisis presents as:	Successful approaches-
	Stage 3 of a crisis presents as:	Successful approaches-

Describe any modifications to the environment or child's routines that can be implemented to prevent anxieties rising?

•

### Expected Practice

Strategy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	X	What does the practice look like?
Firm clear directions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C.A.L.M. talking/stance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Summoning Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Verbal/Symbolic guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reminders of consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Distraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Diversion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Contingent touch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Withdrawal offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Withdrawal directed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Change of face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Success reminders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Stage 3 of a crisis presents as:			Please identify risk in each case by writing Low/Medium/High Risk		
	<i>Self-Harm</i>	<i>Harm to peers</i>	<i>Harm to staff</i>	<i>Damage to property</i>	<i>Break Law</i>
Risk level					
Description of behaviour					

Has the child any medical issues that require the reconsideration of any Team Teach Holds? YES/**NO**

If YES, has there been any discussion with relevant health professionals and please outline any concerns that they had?

*Prior to intervention all staff must make a dynamic risk assessment in relation to the incident and their confidence and competence in using physical intervention techniques.*

**Preferred physical intervention approach for supporting incidents at Stage 3 of a crisis:**

<i>Potential incident</i>	<i>Preferred Physical Intervention Strategy</i>

**Follow up- Debrief and repair following the incident.**

Are there any factors to consider when debriefing? E.g., Communication aids, staff etc.

Hear Explain Link Plan	
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**Multi-agency Involvement (where the risk assessment indicates a high risk)**

Agency	Setting	Parent/ Guardian	Social Worker	Local Authority Officer	Other
Name					
Signature					
Date					

Date	Evaluated by	Action

Name and signature of person completing this form \_\_\_\_\_ Date \_\_\_\_\_



**Risk Assessment Form**

*This risk assessment form is designed to prime consideration of the potential harm posed to an individual child in a childcare setting.*

Child's Name:

D.O.B:

Setting Name:

Completed by:

Date completed:

Signed by manager:

What are the potential hazards to the child? (What could cause harm?)	What are the potential risks to the child? (What harm could the child face?)	What are you already doing to reduce the likelihood of harm to the child?	Risk Evaluation <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Extreme	What additional measures will you put in place?	By whom and by when.
Parent/carers name:		Signature:		Date:	
Key Workers name:		Signature:		Date:	

**SEND Concerns Log**

Section 1 to be completed by the class teacher and shared with the SENCO.

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
<b>Outline of concerns/difficulties:</b>		
<b>Pupil strengths/interests:</b>		
<b>Enhanced QFT strategies:</b>		
<b>Parent/carer input:</b>		

Section 2 to be completed by SENCO, class teacher, EP, CCN other.

<b>Intervention and strategies to be used next term:</b>	
<b>What are you doing?</b>	<b>What was the impact?</b>

Section 3 to be completed by the SENCO

<b>Date escalated to SENCO provision discussion:</b>
<b>Agreed next steps:</b>
<b>Feedback to the teacher and teaching assistants from SENCO:</b>

**SENCo Concerns Log**

Thank you for contacting the SENCo team, please fill in and return to your child's class teacher. We will then be in touch shortly.

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
<b>What is your worry?</b>		
<b>What do you see at home?</b>		
<b>What has been done at home to help?</b>		
<b>What works well at home, what does your child like?</b>		
<b>Input from others</b> e.g. doctor, health visitor		
<b>Anything else you would like to share?</b>		

Section 2 to be completed by SENCO and parents

<b>Child's name:</b>	<b>Date:</b>	<b>Who attended:</b>
<b>Outcome from the meeting.</b>		
<b>Agreed next steps with parents.</b>		

Section 3 to be completed by the SENCO and class teacher

**Agreed next steps with class teacher.**



## Woodrow First School

### Individual Health Care Plan

**Devised:**

**Reviewed:**

**Next review date:**

**Name of child:**

**DOB:**

**Medical Diagnosis:**

**GP Surgery:**

**Emergency contact (1)**

**Emergency contact (2)**

**Key Adults in school:**

**Parental/ guardian consent;**

I consent to staff following the information outlined in the above care plan.

I consent to the information in this healthcare plan being shared with all staff members.

**Name:**

**Relationship to child:**

**Signature:**

**Date:**

**Child's consent:**

**Date**

**Signature:**

**Care plan**

A copy of the plan should be kept in the office, in the SENCo office, in \_\_\_\_\_ file and in there Year \_\_\_\_ classroom. All documents containing information about medications and permissions to administer medications should be attached to the care plan.

Name of medication, dose, method of administration, when to be taken, side effects, contra-  
indications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc.

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

## Enhance Provision

### Rationale for the Pod

Research shows that pupils with more complex special educational needs benefit most from some time spent in a smaller more supported environment with staff that are specifically trained to meet their needs through a highly individualised curriculum. These smaller more focussed learning programmes enables pupils to make good progress from their starting point. So in September 2021 the Pod began initially with a small group of four pupils. The Pod is led by 2 TAs and the SENCO maintains an overview through weekly teaching and meetings with the staff. In addition, support is also given by the school's Educational Psychologist and the Autism and Complex Communications Needs Team.

### Capacity of the Pod

The Pod is currently accessed by children across KS1 and KS2. Each child that has been selected to access the Pod all have an EHCP or in the process, have a diagnosis of Autism or on the Umbrella Pathway. Everyday pupils from Key stage 1 and 2 will access the Pod for focused activities such as phonics, reading, writing and maths; these will take place in the morning and tailored to each child. In the afternoon there is a focus on developing children's communication needs, social and emotional needs and wellbeing. Activities and targeted learning are provided for those with an EHCP.

### Entrance criteria

For a place in the Pod pupils will meet a number of the following criteria:

- Have/ or in the process of an Education, Health and Care Plan
- Have been declined a place in a Special School
- Are currently undergoing a statutory assessment of their Special Educational Needs
- Have been declined an EHCP, but who demonstrate significant needs with cognition and learning
- Has significant global delay
- Has identified Special Educational Needs and has received a high level of intervention support (in excess of £8,000) over a significant period of time but has not made any measurable progress
- Is experiencing a significant social, mental or emotional health need as identified by multiple agency involvement and there is substantial evidence that it seriously affects their access to the curriculum
- Identified significant receptive or expressive speech and language that is at or below the first percentile
- Identified significant Cognition and Learning need that is at or below the second percentile.
- Is on the Umbrella Pathway and awaiting an assessment.

### Exit Criteria

Pupils will be assessed at the end of each term and will cease to attend the Pod if they meet a number of the following criteria (the move away from the Pod can happen at any time in the school year);

- Demonstrate an ability to cope socially and emotionally within the classroom with minimal adult facilitation
- Demonstrate a consistent ability to organise their own equipment for learning
- A reduction in the severity of their Special Educational Needs from EHCP to SEN

- Ability to work independently within a classroom with a task card and / or time or visual prompts
- Be working at an academic level that can be differentiated for within a class; without the need for a significant amount of adult facilitation
- Ability to functionally communicate their needs within class
- Demonstrate an ability to independently use strategies to support their understanding of language e.g. ask for help / use visuals

The place in Pod will be discussed by SLT and the family of the child if the pupil's attendance falls below 85% unless there have been significant and evidenced medical causes for a lower rate of attendance.