



Special Educational Needs Policy Governors Report

INTRODUCTION

We have reviewed our Special Educational Needs (SEN) Policy to ensure that it competently covers admission arrangements, the steps we take to prevent children with SEN from being treated less favourably than other pupils and our access arrangements including our Accessibility Plan.

ADMISSION ARRANGEMENTS

Our policy states:

'The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained on our website and in our Admissions Policy.'

ACCESS ARRANGEMENTS

Our policy states that we adapt our curriculum to allow all children, including those with SEN or disabilities, full access to it and to participate fully in our school life and details examples of how we do this. It states:

'ADAPTATION OF THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEN

At Woodcote Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.'

In terms of the physical geography of our school, we are aware of our current accessibility arrangements and what we would need to adapt in the future should the need arise. The policy states:

'The school building regulations comply with all relevant accessibility requirements. The majority of school site (including the field) is wheelchair accessible. The mobile classrooms are not currently wheelchair accessible. There

is a disabled toilet and a shower situated in the main school. We have an allocated 'Nurture Room' for pupils to access. We have an accessibility plan, which is available to view online.'

'INCLUSION OF PUPILS WITH SEN

The Headteacher and SENCO oversee the school's policy for inclusion and both are responsible for ensuring that it is implemented effectively throughout the school.

We make sure that activities outside the classroom, such as school trips and residential visits are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate. We have regular Inspiration Days and visits from coaches, authors etc. to support different topic areas.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.'

STEPS TO ENSURE CHILDREN WITH SEN FROM BEING TREATED LESS FAVOURABLY

While it is not explicitly referred to in its own section in our Policy, we feel that the steps that we as a school take to ensure that children with SEN are not treated less favourably than other pupils is implicit throughout the policy, as it is inherent within all that we represent as a school and community. Examples of such steps include that all trips, activities and clubs are considered only if they can be participating in by all of our pupils regardless of ability, family circumstances, gender and all other equality factors. Again, by offering an inclusive curriculum all children, including those with SEND, can access it fully, ensuring that children with SEN are not treated less favourably because of their needs. Evidence from sports and extra-curricular clubs show a strong representation of children with SEN participating in the additional activities which we strive to provide, demonstrating that children with SEN are not treated less favourably here.