



Westfield Community Primary School

**Special Educational Needs and
Disability
(SEND)**

POLICY

Policy Review

The policy was last reviewed and agreed by the Governing Body on 22nd November 2016.

It is due for review November 2017 (up to 12 months from the above date.)

Headteacher
Diane Ashmore

Date:- 22nd November 2016

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Chair of Governors
Karin Dewing

Date:- 22nd November 2016

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Section 1: Compliance

This document complies with the statutory requirement laid out in the SEND Code of Practice 0-25 July 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Students with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document 2013
- Westfield School Safeguarding Policy
- Westfield School Accessibility Plan
- Teachers Standards 2012

This policy was created by the school SENCo Sarah Selatna-Reeves in liaison with the teaching staff at Westfield.

Section 2: Introduction

At Westfield we believe that each pupil has individual and unique needs.

We acknowledge that a minority of children will have Special Educational Needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

Westfield has an SEND team, consisting of the Special Educational Needs and Disability Co-ordinator (SENCo), and two full time SEN/Speech and Language Teaching Assistants. The team works closely with pupils who have been identified as having a special educational need as well as delivering interventions to help those requiring extra support with their early learning skills.

Every teacher at Westfield is a teacher of every child, including those with SEN.

Section 3: Our Aims and Objectives

Westfield aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- ensure that children with SEN have opportunities to express an opinion and have that opinion taken into account in any matters affecting them

Objectives:

- Identify, assess, record and regularly review pupils' progress and needs.
- Work within the guidance provided in the SEND Code of Practice, 2014
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.
- Provide support and advice to all staff working with Special Educational Needs pupils.

Section 4: Identifying Children with Special Educational Needs

The SEND Code of Practice 2014 states that children are only identified as SEN if they do not make adequate progress AFTER having the following:

- 1) Quality First Teaching (i.e. good teaching on a daily basis within a class setting) from their Class Teacher.
- 2) Quality extra support (called 'interventions') and/or adjustments. This may be with a Teacher or with a Teaching Assistant.

The SEND Code of Practice 2014 also identifies four broad categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. It is recognised that a child's needs may fall into more than one category, and the school will provide support to the child as a whole.

The four broad categories of need are:

- 1) **Communication and Interaction.** This includes children who have Speech and Language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).
- 2) **Cognition and Learning.** This includes Moderate and Severe Learning Difficulties when children learn at a slower pace than their peers in all areas of the curriculum. It also includes Specific Learning Difficulties (SpLD) which may affect one or more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.
- 3) **Social, Emotional and Mental Health Difficulties.** These can manifest themselves in many different ways, for example a child may become withdrawn or they may display very challenging and disruptive behaviour.
- 4) **Sensory and/or Physical Needs.** This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI). Some young people with a physical disability require additional ongoing support to access all the opportunities available to their peers.

In reality children's needs may fall into several of the areas of need. It is the SENCo who will assess where the majority of the child's needs fall and therefore how best to address their barrier/s.

The following are not considered SEN but may impact on progress and attainment:

- Disability (alone this does not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

Behaviour. All children at Westfield are expected to adhere to the school's behaviour policy. However, we do acknowledge that some behaviour can be seen as a form of communication and we must try to understand what the behaviour is telling us, whilst remembering the effect that the behaviour is having in class, the playground, on others and to the child's education as a whole. It is however, not acceptable to define challenging behaviour as a special need, instead any concerns relating to behaviour are regardless of a response to an identified need.

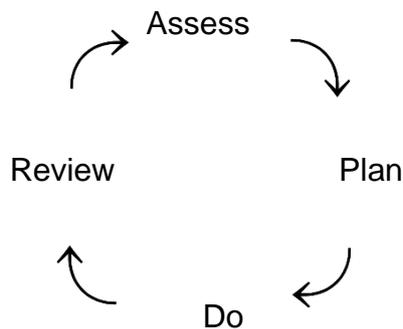
Section 5: How we identify and manage children with SEN at Westfield

Quality First Teaching: Class teachers are responsible and accountable for the progress and the development of the children in their class including where pupils access support from teaching assistants or specialist staff. All children receive quality first teaching. This means the work will be differentiated (i.e. adapted) to meet the needs of all children including those with SEN. The SLT ensures all teaching is good quality by regularly reviewing the performance of the teachers it employs. This includes reviewing the support that SEN children receive and, where necessary, supporting teachers to improve their practice.



Where a child is not making the expected rate of progress and another explanation cannot be found for this, the following pathway will be followed.

This is called the Graduated Response:

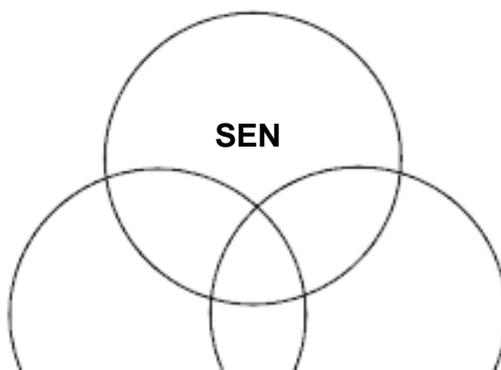


- 1) **Assess:** The progress of all students is regularly checked (half termly) by Class Teachers and the SLT.
- 2) **Plan:** Where progress is not at the expected rate or the child is working at a level significantly below that expected, the Class Teacher may consult with the SENCo. They will look at all of the available evidence and decide what steps to take next. For example, they may decide to make more assessments of the child, to adapt their class teaching or to include the child in an intervention program. Whatever decision is made we will make every effort to consult with parents at this stage.
- 3) **Do:** Action will be taken to try and improve the child's performance.
- 4) **Review:** The progress of each child will be regularly checked to assess the impact of the action taken. It may be decided that no further action is needed, to continue with the same action or to try a different approach. If a child needs ongoing support, they will be included on the SEN register.

The SEN Register: Children who have SEN are included on the SEN register. The area(s) their need comes under is recorded and the extra support they receive is closely monitored and assessed.

Higher Levels of Need: Sometimes children on the SEN Register do not make good progress even after receiving lots of extra support and good quality first teaching. In these cases the Class Teacher and SENCo may decide to consult with professionals from outside the school who can give more specialist advice. Parental permission will always be sought before consultation with specialists takes place.

EHC Plans: Occasionally the child's SEN needs are significant and an Education and Health Care (EHC) plan is sought by school. These were formally known as Statements. An EHC plan is a legal document that sets out the support a young person with SEN is entitled to until they are 25 years old. EHC plans may be based on advice from both educational and healthcare professionals and include support for disabilities and medical problems as well as educational needs. This is because there are frequently overlaps between SEN, disability and medical problems:



Disability

Medical

Children with 'Exceptional Needs' may have their case discussed at local cluster funding meetings where a decision on funding will be made, the school will decide if this is an appropriate course of action.

Section 6: Roles and Responsibilities of Head teacher, SENCo other staff and Governors

Provision for children with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative Governor (Jacqui Hicks is the SEN Governor), who takes particular interest in this aspect of the school.

The **Head Teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN
- Keeping the governing body informed about SEN issues
- Working closely with the SEN personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEN provision is an integral part of the school improvement /development plan.
- The necessary provision is made for any pupil with SEN.
- All staff are aware of the need to identify and provide for pupils with SEN.
- Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They report to parents on the implementation of the school's SEND policy.
- They have regard to the requirements of the SEND Code of Practice (2014).

- Parents are notified if the school decides to make special educational provision for their child.
- They are fully informed about SEN issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.
- The quality of SEN provision is regularly monitored.
- They and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs and Disability Co-ordinator** (SENCo) is responsible for:

- Overseeing the day-to-day operation of this policy.
 - Ensuring that an agreed, consistent approach is adopted.
 - Liaising with and advising other staff.
 - Helping staff to identify pupils with SEN.
 - Carrying out detailed assessments and observations of pupils with specific learning problems.
 - Co-ordinating the provision for pupils with SEN and/or disability.
- Organising reviews of the EHC
- Supporting class teachers in devising strategies, drawing up Achievement Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom.
 - Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process.
 - Liaising with outside agencies (Education Support Services and Health and Social Care), arranging meetings, and providing a link between these agencies, class teachers and parents.
 - Maintaining the school's SEN register and records.
 - Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs.
 - Contributing to the in-service training of staff.
 - Managing the SEN Teaching Assistants.
 - Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
 - Liaising with the SENCo's in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.
 - Taking part in Local Authority SEN moderation.

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN.
- Giving feedback to parents of pupils with SEN.
- Devising strategies with the parent, pupils and SENCo for inclusion in Achievement Plans and setting targets appropriate to the needs and interests of the pupil.

Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Section 7: Allocation of resources

- On behalf of the GB the Headteacher ensures finances are correctly allocated
- Financial resources for additional needs are used to provide in-service training for the SEN team and staff.
- Resources are used towards providing teaching assistants (TAs) and or/teachers to work with children with special needs.
- A small number of children receive extra support through their statement of special educational needs/EHC plan. (HCC is in the process of converting statements to EHC)
- A small minority may receive Exceptional Needs Funding (ENF Funding).

Section 8: Partnership with Parents and Pupils; Arrangements for complaints

Parents will be consulted about all decisions regarding their child. They are invited to attend regular meetings (half termly or termly) regarding their child's progress with the Class Teacher and can make additional appointments to talk to the teacher or SENCo at any time.

The views of children with SEN will be taken into account at Achievement Plan / or similar meetings and this will be done in an age-appropriate way. The voices of the pupil, their friends, teacher and their parent/carer are all valued and necessary in order to make the Achievement Plan process successful.

Should pupils or parents be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the

teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo or Headteacher.

In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

Section 9: Relationship to other policies

- This policy should be read in conjunction with the Intimate and Personal Care Policy as well as the Accessibility Plan.
- The SEND Information Report for Westfield C.P. School also holds detailed information for parents about provision at Westfield.