

Westfield Community Primary School



Special Educational Needs & Disabilities (SEND) Policy

1 Introduction

- 1.1** At Westfield we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs or abilities. All staff accept responsibility for planning; setting suitable learning challenges responding to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2** These requirements are likely to arise as a consequence of a child having special educational needs or disabilities. We have adopted a graduated response to meeting these needs in line with the SEND Code of Practice, 2014: 0-25 years.
- 1.3** Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively and inclusively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4** Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1** The aims of this policy are:
- to create an environment that meets the special educational needs and disabilities of each child;
 - to ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1** In our 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 and want them to flourish. 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 and are safe and secure. Through appropriate curricular provision, we respect the fact that children:
- have different educational, physical 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.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy and Maths;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Supporting parents in responding to their child's needs outside of school .

4 Definition of Special Educational Needs

4.1 Children with special educational needs have learning difficulties or disabilities that call for special provision to be made. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

4.2 In our school the SENDCo is Mrs Pamela Anderson. The SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs or disabilities;
- supports and advises colleagues;
- oversees the records of all children with special educational needs or disabilities and will have copies of intervention plans and Pupil Support Plans;
- acts as link with external agencies and other support agencies;
- provides a point of contact for SEND-related queries from parents;
- monitors and evaluates the special educational needs provision and reports to the governing body and Senior Leadership Team;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

5 Assessment

5.1 All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.2 Children causing a concern

A range of evidence is collected through regular assessment and monitoring arrangements for all our children. If this identifies that a child is making less than expected progress given their age or individual circumstances, the class

teacher will take steps to provide differentiated learning opportunities and additional support. The outcomes of these interventions will be closely monitored each term to ensure that a child's areas of need are identified and targeted. The child's class teacher may meet with parents/carers to share their concerns with them and agree actions to be taken. The SENDCo will be kept informed of any further actions. Children who are causing a concern should be identified on the Parent Teacher Consultation notes, although meetings with parents regarding concerns, will take place outside these sessions. Many children are helped by interventions at an early stage and this targeted support may be sufficient to achieve identified outcomes and remove barriers to learning.

5.3 SEN support

Where a child's progress continues to be less than expected, and it is felt that a more enhanced level of support is needed, which may involve the advice or input from an outside agency, parents will be informed about additional support available and asked to sign a consent form agreeing for their child to be placed on the schools SEND register. A copy of this will be given to the SENDCo who will then arrange with the office for the information to be updated on SIMs.

It is at this stage that the class teacher, in consultation with the SENCo, will set learning targets which will be recorded on a Pupil Support Plan and applied within the classroom. Interventions will then be provided that are additional to/different from those provided as part of the school's differentiated curriculum. This will be shared with parents, who will be drawn upon for additional information. They will then sign the Pupil Support Plan, agreeing to the targets. This Support Plan will be kept in the Class Information file and a copy given to the SENDCo for information to be kept in an individual file for each child. These will be monitored closely and progress assessed half-termly. Teaching assistants should keep individual notes for children who are receiving SEN support to inform how the child is progressing towards their targets. These form vital evidence if Additional Educational Needs funding is needed to be sought at a later date.

Where external agency support services are sought, children will be seen in school in most cases. As part of this process:

- The class teacher/SENDCo will have a brief informal meeting with the agency involved prior to the meeting with parents.
- These external support services will also provide information for the child's Pupil Support Plan.
- Individual learning targets will be monitored by the class teacher and reviewed termly with the SENDCo, parents and the child at a different time to Parent Consultation.
- This will inform judgements about a child's difficulties and strengths and determine the level of provision and teaching style they will need going forward.
- The full range of an individual's needs will be identified, not just their primary need.

* In addition, a child may require the support or advice of an outside agency if they have a disability but may not necessarily be below the expected level. Examples of this include Hearing Impaired children or those with a Physical

Disability. They will be on the school's SEND register and require a Pupil Support Plan and Provision Map. *

It may be necessary to apply for Additional Educational Needs funding for children working at this level. If this is the case then the SENDCo will do this in consultation with the class teacher, parents and any outside agencies involved.

5.4 Education, Health and Care plans

If the child continues to demonstrate significant cause for concern and complexity of need is such that a multi-agency approach is required, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request and the LA will seek advice before making a formal EHC Plan. The school and child's parents/ carers will be involved in developing and producing the plan. The needs of the child are considered to be paramount in this.

Once the EHC plan has been completed and agreed, it will be kept as part of the child's formal record and will be reviewed at least annually by staff, parents/ carers and the pupil. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support. When this coincides with transfer to high school, the SENDCo from the high school will be informed of the outcome of the review. The SENDCo will arrange the Annual Reviews of children with EHC Plans and oversee their SEN support in direct consultation with the class teacher.

6 The role of the governing body

6.1 The governing body has due regard to the SEND Code of Practice: 0-25 years (2014) when carrying out its duties toward all pupils with special educational needs.

6.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

6.3 The SEND governor, Mr Matt Cole, ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

6.4 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.5 The headteacher and the SENDCo meet regularly to discuss SEND provision.

7 Access to the curriculum

7.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

- 7.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately; incorporate different learning styles and we use assessment to inform the next stage of learning. Learning walls in each of the classrooms offer a place where children can find key information to support their current learning.
- 7.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. By breaking down existing levels of attainment into smaller, more achievable steps and targets, we ensure that children experience success. Wherever possible, we try not to withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups or in a one-to-one situation with a Teaching Assistant.
- 7.4** As we have full Dyslexia Friendly Status, we actively promote a dyslexia friendly learning environment and use teaching strategies and resources suitable for all children to learn most effectively. This includes the use of cream paper for pupils' written work and the use of a background colour filter for whiteboards to maximise access for all pupils.
- 7.5** Visual timetables are used in all classes.

8 Partnership with parents

- 8.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents who hold key information and have knowledge and experience to contribute to the shared views of a child's needs.

9. Pupil participation

- 9.1** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.
- 9.2** Children often understand their own needs and views regarding the sort of help they would like to receive. They are involved at an appropriate level in setting targets in their Pupil Support Plans for the use of support. In review meetings children are encouraged to make judgements about their own performance against their individual targets. We recognise success here as we do in any other aspect of school life.

10 Monitoring and evaluation

- 10.1** The SENDCo monitors the movement of children within the SEND system in school. Each class teacher has a Class Information File, containing information about children on the Special Educational Needs register and those who are causing a concern. The SENDCo will audit this along with any teacher/TA observation notes/intervention records to ensure the effective use of resources to support those children with special needs.


10.2 The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold regular meetings.

10.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

11 School Information Report

11.1 The information regarding our provision for children with SEND, contained within this policy, is published on the school's website in a 'School Information Report'. This is in line with Staffordshire County Council's 'Local Offer' document and will be reviewed annually, along with this SEND policy and any changes updated.

Signed:



Pamela Anderson
SENDCo
October 2020

Signed:



Linda Atkins
Chair of Governors
October 2020