

# Westfield Community Primary School



## Special Educational Needs & Disabilities (SEND) Policy Jan 2025

Monitoring/review arrangements	This policy will be reviewed annually
Policy reviewed by	Pam Anderson - Special Educational Needs & Disabilities Coordinator (SENDCo) Governors
Date	January 2025
Review	January 2026

## **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 pupils' diverse learning needs. Some pupils 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 pupil 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 pupils and thus enable them to participate effectively and inclusively in curriculum and assessment activities. Such pupils may need additional or different help from that given to other pupils of the same age.
- 1.4** Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

## **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 pupil;
  - to ensure that the special educational needs and disabilities of pupils 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 pupils' special educational needs;
  - to enable all pupils 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 pupils have a voice in this process.

## **3 Educational inclusion**

- 3.1** In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils and want them to flourish. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils 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 pupils:
- 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 pupils' needs by:
- providing support for those who need help with communication, language and literacy and Maths;
  - planning to develop their understanding through the use of all available senses and experiences;

- planning for their full participation in learning, and in physical and practical activities;
- helping them to manage their behaviour and to take part in learning effectively and safely;
- helping them 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** Pupils with special educational needs have learning difficulties or disabilities that call for special provision to be made. They 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 pupils 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 pupils' special needs or disabilities;
- supports and advises colleagues;
- oversees the records of all pupils 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 pupils with special educational needs;
- contributes to the professional development of all staff.

## **5 Assessment**

**5.1** All our pupils 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.

### **5.2** Pupils causing a concern

A range of evidence (academic/social/emotional/behavioural) is collected through regular assessment and monitoring arrangements for all our pupils. If a pupil is identified as making less than expected progress, in any area, given their age or individual circumstances (concerns may be raised by the class teacher or parents/carers), the class teacher will log concerns on CPOMS and discuss these concerns with parents/carers and the SENDCo. Further assessments will then be undertaken to identify specific needs, within a 2-week time-frame, following which a planned programme of support (4 weeks) will be delivered. Many pupils 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** SEND support

Where a pupil's progress (academic/social/emotional/behavioural) continues to be less than expected, after 4 weeks intervention, and it is felt that a more enhanced level of support is needed, the pupil's class teacher will discuss their concerns with the SENDCo. They will then arrange to meet with parents/carers to discuss their child being placed on the schools SEND register. The date of this

meeting is recorded on CPOMs. If it is agreed, parents are given a "Parent Information Leaflet" and a consent form is signed, indicating the primary need. It is at this stage that the class teacher, in consultation with parents/carers, will set learning targets which will be recorded on a Pupil Support Plan (PSP) and applied within the classroom. This Support Plan will be kept electronically and a signed paper copy kept centrally in each pupil's individual SEND file. These will be monitored closely and progress assessed half-termly.

Teachers are responsible for making reasonable adjustments to ensure that all pupils can access the curriculum. If a pupil requires work that is different from their peers, teachers and/or teaching assistants should keep individual notes/observations. These form vital evidence as part of the assess, plan, do, review (APDR) cycle. Any specific interventions provided in addition to the core learning/curriculum delivery should be time-bound (4-weekly) and progress tracked through entry/exit data.

For some pupils, where progress continues to be less than expected (after 2 cycles of assess, plan, do, review), advice or input from the local SEND & Inclusion HUB and/or an outside agency may be sought. The date of referral is noted on CPOMs.

- The SENDCo will consult with the outside agency and the classteacher/parents.
- The external support services will provide recommendations/advice to be implemented – the Pupil Support Plan will be amended to reflect this.
- Progress towards pupil targets will be monitored by the class teacher and reviewed half-termly. This will inform judgements about a pupils's difficulties and strengths and determine the level of provision and teaching support they will need going forward.

\* In addition, a pupil 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.

#### **5.4 Education, Health and Care plans**

Nationally, it is recognised that for most children with SEND, their needs can be met in school within the schools' existing resources using cycles of the 'Assess, Plan, Do Review' pathway. However, despite this additional support, a small number of pupils may require further support that is not normally available in a school or educational setting. It is here that the school may consider requesting an Educational Health and Care Needs Assessment (EHCNA).

Where this is the case, Staffordshire has a clear framework in place for meeting SEND needs (before an Educational Health and Care Plan). This begins with the SENDCo referring the pupil to their local SEND & Inclusion Hub, which meets half-termly to discuss pupils and provide recommendations and advice. Where pupils still require further support, the SENDCo will then request to follow an enhanced 'Assess, Plan, Do, Review' Pathway. The enhancement is a focused APDR process that places outcomes at the centre of the work undertaken to support the child or young person and makes resources available to schools and settings so that they can meet needs quickly and effectively. A 'one-form' will record pre statutory interventions, capture assessment and learning about the child over time, and be accessible by all professionals involved, along with parents / carers. The Team of professionals involved i.e. Team Around the Child (TAC) must all agree to request an Education Health Care Needs Assessment.

Parents can however apply for an Education & Health Care Needs Assessment (EHCNA) themselves if they feel that:

the child or young person *has or may have* special educational needs (SEN) and; whether they *may need* special educational provision to be made through an EHC plan.

Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and will be reviewed at least annually by staff, parents/ carers and the pupil. The annual review enables provision for the pupil 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 pupils with EHC Plans and oversee their SEND 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 pupils. 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, Mrs Rebecca Sharpe, ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel; providing support & challenge to ensure that all are used effectively to create better outcomes for SEND pupils.
- 6.4** The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **7 Access to the curriculum**

- 7.1** All pupils should have the opportunity to achieve the highest possible outcomes for every lesson. Teaching at Westfield has the highest expectations of all pupils, therefore we do not 'set' or organise pre-determined ability groups, we give all pupils the opportunity to achieve through challenge and high expectations. Where necessary, teaching should be adjusted to meet the needs of those who may not have reached that initial aim but need a little extra support or guidance to get there.
- 7.2** In some lessons pupils work in mixed ability pairs/groups. This is to encourage 'social learning' – where pupils benefit greatly from gaining knowledge from their peer/s or further consolidating their learning by articulating this to a classmate. Wherever possible, pupils are given open-ended tasks e.g. debates, presentations, open ended written tasks rather than differentiated worksheets. This will encourage them to achieve more. Adjustments to support pupils who may then need further support may be in the form of e.g. a reading buddy (a partner who can help with reading) or word banks etc. Class teachers will consider reasonable adjustments that can be made to support learning half-termly. Occasionally, a pupil's SEND may be such that they require that the curriculum i.e. learning tasks and/or the environment to be different from their peers. If this is the case, adjustments will be made following discussions with the SENCO, parents/carers and outside agencies as applicable.
- 7.3** Westfield have a team of teaching assistants (TAs) employed in school, providing a higher staff to pupil ratio, which maximises learning potential for all. They primarily support pupils to access the curriculum within their own classes, under instruction from the class teacher, but are also trained to deliver a number of intervention programmes on a 1:1 or small group basis.

- 7.4** We actively promote a dyslexia friendly learning environment and use teaching strategies and resources suitable for all pupils to learn most effectively. This includes the use of cream paper for pupils' exercise books and the use of a background colour filter for whiteboards to maximise access for all. Visual timetables are used in all classes.

## **8 Partnership with parents**

- 8.1** The school works closely with parents in the support of those pupils 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 of a pupil's needs.

Parents/carers are given the opportunity to share their views, with the class teacher, during termly review meetings of their child's Pupil Support Plan (PSP). The SENDCo is also available for parents/carers to speak with during parent teacher consultation evenings and at any point throughout the year if they wish to raise concerns about their child's provision/support.

## **9. Pupil participation**

- 9.1** In our school we encourage all pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. The work in the Early Years Foundation Stage recognises the importance of developing social as well as educational skills.

- 9.2** Pupils 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 they 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 attainment and progress of all pupils with SEND to ensure the effective use of resources to support them. This is done through a range of activities including data tracking, auditing personal support plans, observations & discussion.

- 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 is reviewed annually, along with this SEND policy.