

Westhouses Primary School

SEND Policy



Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	22.04.21	Juliette Whitby	
1.1	08.04.22	Juliette Whitby	Reviewed – no changes
1.2	20.04.2023	Juliette Whitby	Reviewed – no changes
1.3	04.03.24	Juliette Whitby	Reviewed – ensured reflected Protected Characteristics and updated to include Inclusion Panel
1.4	04.03.2025	Juliette Whitby	Reviewed – no significant changes

Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED
1.0	22.04.21	Simon Taylor	
1.1	28.04.2022	Simon Taylor	
1.2	25.04.2023	Simon Taylor	
1.3	23.04.24	Simon Taylor	
1.4			

Next review date: 23.04.2025

Westhouses Primary School

SEND Policy

Westhouses Primary School is committed to providing an appropriate and high-quality education for all our pupils. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is fully accessible and inclusive in all aspects of school life. The Early Years Foundation Stage Framework and the National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Definition of Special Educational Needs (SEND).

The SEND Code of Practice provides the following definition:

A child or young person has Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Policy Aims:

- To provide a clear identification path for pupils with special educational needs and disabilities.
- To develop a clear, graduated approach to supporting pupils with additional educational needs.
- To ensure that the needs of all pupils are met.
- To ensure all pupils are included in every aspect of school life.
- To include parents in the planning and assessment for pupils with SEND and/or disabilities through effective communication.
- To promote effective partnership working both within school and with external agencies.
- This policy has been developed in line with the SEND and Disability Code of Practice 2015.

SEND Information Report

The school sets out its SEND information in the SEND Information Report. This report is accessible on the school's website and is intended to provide parents with the information that they require to make informed decisions about their child's education.

Identification and Assessment

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the Code of Practice. School recognises that early identification is key to improving long term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom. If this is the case the class teacher will fill in an initial concern form with the child's parents to discuss next steps. Support will be put into place immediately to secure better progress for the pupil and the pupil will also be registered on the school's SEND register. Derbyshire's Celebratory Checkpoints may be used to track pupil progress and to provide class teachers with support in identifying areas of strength and areas for development. Where this is not appropriate the Early Years Foundation Stage Framework and the National Curriculum will be used to assess pupils.

Categories of SEND

The SEND and Disabilities Code of Practice 2014 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one or more of the following categories:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical

Roles and responsibilities

The Head teacher maintains overall responsibility for pupils with special educational needs.

The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEN policy,
- coordinating provision for children with SEN,
- liaising with the relevant designated teacher where a looked after pupil has SEN,
- advising a on graduated approach to providing SEN Support,
- liaising with parents of children with SEN,
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies,
- being a key point of contact with external agencies, especially the LA and LA support services,
- liaising with potential next providers of education to ensure a young person and their parents are informed about options, and a smooth transition is planned.

Class teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers should collaborate with parents and the SENDCO on problem-solving, planning support and teaching strategies for individual pupils. The task of identifying and providing support for each child's need is central to the teacher's role. She/he will:

- gather information about the child and make initial assessments in order to identify the specific area of need and then discuss these concerns with the SENDCO,
- consult with the child and parent at all stages,
- draw up and implement an Individual Education Plan in consultation with the SENDCO, giving due regard to the opinions and insights of the parents,
- use a range of strategies to provide extra support including extra differentiation in the way that information is presented, by breaking tasks down into smaller steps, using more concrete apparatus or visual resources to aid concept development, planning for peer support, use of ICT and the targeted use of additional adults,
- ensure IEP targets receive sufficient teaching time and resources for the pupil to be able to achieve them,
- organise and make available learning support material,
- follow up recommendations suggested by The Educational Psychologist, Speech and Language Therapist, Behaviour Support, Autism Outreach and other outside agencies,

- make child aware of their own targets and help them take some responsibility for achieving them,
- review progress of children, set new targets - draw up new IEPs, in consultation with parent, child and SENDCO.

Non-teaching staff and teaching assistants

All staff members who come into contact with a child with special educational needs are informed about the child's needs if it is relevant or necessary for them to have such information in order that they are able to support the child appropriately in their role. Lunchtime supervisors assist in supporting children with behavioural and emotional needs by making observations and informing the class teacher, Head or SENDCO. Teaching assistants are assigned to class groups depending on the needs within each class. They work alongside teachers to support groups of children. As part of their work, some teaching assistants will be responsible for the delivery of 'catch up' programmes, for which they receive training. These may include:

- Social skills groups
- Speaking and Listening groups
- Targeted reading, writing and maths groups across the school.

The Governing Body

The governing body works with the Head to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEN Governor works with the school in supporting the development of high-quality provision and evaluating the impact for pupils with SEN.

Parent/Carer

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- ensure children attend school regularly,
- attend parent consultation and review meetings,
- meet with other agencies/services as required,
- support work at home,
- keep the school fully informed of assessments conducted outside the school and provide copies of any reports written (physical, psychological, behavioural social and emotional).

Pupil

We aim to involve children in all aspects of their education but obviously their age and level of understanding determines just how far they can participate. Where appropriate we support and encourage children to:

- make best use of all support offered to reach the targets, through differentiation and provision of appropriate resources and teaching strategies, including Teaching Assistant support,
- be involved in setting and meeting the targets on their IEP,
- tell us about the things they feel they are good at, things they find difficult and what they feel would help them to achieve their targets.

Planning, teaching and the curriculum

Planning in Westhouses Primary School focuses on delivering high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full National Curriculum.

Provision

The range of support made in school each year is developed in response to the identified needs of the pupils within each cohort and is identified on provision maps. Westhouses Primary School has established and will maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children and young people so they can achieve well. Those children who do need extra provision to ensure they meet their expected outcomes are identified on Provision Maps, which every class teacher keeps and updates termly. Provision mapping is a way of documenting the range of support available to pupils with SEN within a school.

SEN Support/ Graduated Response

Where it is determined that a pupil does have SEN, school takes action to remove barriers to learning and put effective special educational provision in place. The class teacher will have a meeting with parents, and they will be formally advised of this. The class teacher and parents will fill in an initial concern form to agree next steps and the child will be added to the SEN register with the parent's consent. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and staff that have worked with the child. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one

teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Inclusion Panel

If the child is still not making progress and teachers and parents still have concerns, Inclusion Funding can be applied for. This is temporary funding to support children in meeting certain targets that are set out in the application forms. A precise plan which includes support which is already in place for the child through resources already funded by school is made and a plan of action with new strategies is devised by the SENDCO and submitted to County. This plan documents that we feel the child needs additional funding to overcome their needs and barriers to learning.

A decision will be made by a group of people from Education, Health and Social Care about whether or the child is eligible for funding.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, or if pupils have a high level of need and are not making adequate progress through support provided from school and external agency interventions, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Provision Maps / Individual Education Plans (IEP'S)

Interventions that are in place to support children are recorded by the class teacher on Provision maps and evaluated and updated termly. Provision made that is different from or in addition to everyday classroom provision is recorded on pupil's Individual Education Plan (IEP) or Provision Map. These are developed to support pupil progress in areas where the pupil requires additional support. They are written by the class teacher in conjunction with any other teachers, support staff and any other professionals that the child works with. Targets are shared and determined in conjunction with parents.

IEP's will include:

- Pupil category of need and main concerns
- School and external agency intervention
- Targets, criteria for success, strategies and outcomes

IEP's and Provision Maps are working documents but will be updated and reviewed termly with all outcomes recorded. Where a target has been met significantly before a review is due another target will be added if this is felt to be appropriate by the class teacher or SENDCO.

Transition

SEND pupils are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. IEPs will be shared with the new teacher and children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil moves to another school their needs will be discussed with the SENDCO from the new school and will ensure that all documents are passed on as quickly as possible. When pupils transfer to junior school the SENDCO will discuss the specific needs of pupils with the SENDCO of their junior school and transition visits will be arranged between the two schools.

Medical conditions

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014).'

Record Keeping

The school keeps a central record of all pupils who have been identified as having SEND. The record shows details of child's name, year group, nature of concern, date of registration and/or withdrawal from the record. A copy of the school record is stored securely in the filing cabinet in the Office. Each child identified as having SEND has their own individual file. This contains information of any observations, IEPs, medical reports, minutes of review meetings, assessment information and reports from any external agencies. These files are kept in a secure unit which can be accessed by the SENDCO, Head Teacher, and class teacher where appropriate.

In addition, each class teacher will keep a confidential file containing the medical register and any relevant SEND information for that class. Information received from external agencies containing suggested strategies will be photocopied and kept in this file for the class teacher to access regularly in order to support planning.

Training

Special Educational Needs and Inclusion are part of the ongoing programme of staff development and CPD, regularly undertaken by teaching staff and support staff. All staff are gaining experience and developing expertise in meeting those special educational needs not ordinarily found in mainstream primary schools. The SENDCO attends training and regularly liaises with a number of experts and outside agencies.

Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

Links with other schools

The school works in partnership with the other schools. This enables the school to build a bank of joint resources and to share advice, training and development activities and expertise.

Bullying

If a parent or teacher has concerns that a child is being bullied because of an identified need the Anti- Bullying policy would come into force and procedures would be followed.

Complaints

We endeavour to deliver an individualised program of provision for children within the school. However, if you were to become unhappy with the provision your child was receiving the first person to speak to would be the school SENDCO - who will try to resolve any concerns and work with parents to adapt or change provision given. If this was not resolved satisfactorily the Head teacher and SEN Governor would then listen to your concerns and together find an amicable resolution. If again it was not resolved to your satisfaction, you may follow the schools complaints procedure.

Signed _____

(Headteacher) Juliette Whitby

Date _____

Signed _____

(Chair of Governors) Simon Taylor

Date _____

Signed _____

(SENDCO) Juliette Whitby

Date _____

Signed _____

(SEN Governor) David Ramsay

Date _____

This policy will be reviewed annually.

