Westwood First School Special Educational Needs and Disability Policy

The Special Educational Needs and Disability (SEND) policy takes careful account of the Education Act and Disability Act 1996, the Special Educational Needs code of practice 2014, the Special Educational Needs and Disability Act 2001, the Children and Families Act 2014, the Equality Act 2010, the policy of the Local Education Authority and the aims of the school as outlined in this documentation.

We follow a Rights Respecting School's ethos, where we respect that all children have the right to fully develop their talents and abilities through their education.

Article 23: You have the right to special education and care if you have a disability as well as all the rights in this Convention so that you can live a full life.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

Pupils with SEND should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

Pupils should have special programmes designed to maximise opportunities for independent living in preparation for life after school, in preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision Westwood First School endeavours to achieve.

The school is aware that approximately 1 in 10 children have dyslexic tendencies and adopts "dyslexia friendly teaching" methods as this is good practice for all children and helps all children to be successful. At Westwood First School we recognise that every child is unique and is entitled to a curriculum that meets their needs. We aim to ensure that all children have equal access to high quality and appropriate provision.

All teaching staff in the school are made aware of pupils' additional needs and it is their responsibility to ensure that every child in their class has equality of opportunity within those groups and in school life in general.

Every teacher is a teacher of pupils with special educational needs.

The Management of SEN

The SENCo at Westwood First School is Mrs K White and she has the responsibility for the day-to-day operation of the SEND policy.

The role of the SENCO is to:

- a) Oversee the running of the provision for pupils with SEND including general class, small group and individual pupil support, and nurture group.
- b) Ensure that pupils with SEND engage in the activities of the school alongside those who do not have SEN.
- c) Organise and manage the work of the TAs that support children with SEND.
- d) Maintain the school's Inclusion Register and all the required documentation.
- e) Keep records on pupils with SEND and ensure their progress is regularly monitored and reviewed.

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- f) Liaise with teachers, TAs, parents and external agencies.
- g) Ensure annual reviews for statemented pupils or pupils with an Education Health Care Plan are completed.
- h) Organise meetings as appropriate with designated teachers at regular intervals in respect of SEND issues.
- i) Regularly review and monitor SEND provision in school.
- i) Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- k) Liaise with all subject coordinators and class teachers to ensure that all children with SEND have accessibility to all subjects in the curriculum.
- I) Provide access to in-service training to meet the needs of the school and individual members of staff or individual pupils, in line with the school improvement plan.
- m) Produce a termly report to the designated SEND Governor.

The role of teaching staff is to:

- a) Track the progress of pupils in their class with Special Educational Needs.
- b) Provide quality first teaching, with differentiation to best meet the needs of all pupils in their class.
- c) Put in place additional 'catch-up' interventions for children who are not making expected progress within the usual quality first teaching, targeted specifically towards children's areas of weakness.
- d) Review the progress made following any additional interventions and seek advice from the SENCo where expected progress has not been made.
- e) Ensure accurate records of interventions are maintained, including a child's SEND support plan.
- f) Meet termly with parents/carers to review the impact of interventions and progress towards short term and long term targets.

Admission Arrangements

The school adheres to the admission policy of the LEA and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with SEND who are without statements. It does, however, endeavour to provide appropriate support for pupils with a range of SEN. A child entering school with SEND arrangements already in place will automatically be placed at the appropriate stage on the Inclusion Register.

SEND Specialisms

Westwood First School accommodates provision for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical ability
- Medical conditions

Access for the Disabled

The school provides access for disabled pupils via ramps at the front entrance to the school, the KS2 corridor and at the rear of the school buildings. Access to disabled toilets is provided for both adults and children. Advice is sought from relevant agencies with regards to individual pupils' needs.

Special Educational Needs Budget Allocation and Analysis in Relation to the Delivery of SEND Support

The Head teacher and school SENCo liaise to discuss the allocation of budget and resources. The school's largest expenditure is support staff salaries: support staff are deployed according to need.

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Identification of Special Educational Needs:

Identification of a SEND would be with regard to the information as outlined in the Code of Practice: the triggers for intervention could be the teacher's, parent/carer's or the child's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Despite targeted intervention, makes progress which:
 - is significantly slower than that of their peers starting at a similar baseline
 - fails to better or match the previous rate of progress
 - fails to close the attainment gap
 - widens the attainment gap
 - (SEND Code of Practice, 2014)
- Scores significantly below average in standardised testing
- Show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent social or emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school, and where all attempts to exclude outside causes such as family difficulties have been unsuccessful
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Process for Action, Record-Keeping and Review

Once a class teacher or parent has registered a concern, a meeting takes place between the SENCo and class teacher to establish the nature of the child's needs, the severity of the need and the support that needs to be put in place. Once a concern has been registered due to lack of progress, the child is put on the monitoring register for review after the intervention period. If progress is not accelerated by quality first teaching and targeted intervention programmes, further discussion then takes place with the parents and the child to gather information and parental permission is gained to place the pupil on the Inclusion Register. An SEND support plan is produced by the class teacher, the parents and the child, considering the views of all and the long term targets and ambitions. The SEND support plan details the support and provision for the pupil. Copies of the SEND support plan are issued to the parent, the child, the SENCo and a copy is kept in the teacher's SMARTFILE. Progress against targets in reviewed at the end of the SEND support plan term by parents, the pupil, the class teacher and the SENCo. A decision is made to either set new targets, to remove the pupil from the Inclusion register or to seek help from outside agencies.

A referral for support/advice from outside agencies may be made when a child:

- Continues to make little or no progress in specific areas over a long period despite targeted individualised intervention
- Continues to work at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or social difficulties which substantially and regularly interfere with the child's own learning or that of the class or group despite having an individualised behaviour management plan created using the graduated response outlined in the school's Behaviour Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

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• Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Parental permission will be gained to refer a child to an outside agency.

Statutory Assessment/Statement of Special Educational Needs or Assessment for an Educational Health Care Plan

Identification:

As outlined in the Code of Practice 2014 where a request for an EHCP is made by a school to an LEA, the child will have demonstrated significant cause for concern. The school will provide evidence from:

- The school's action through targeted intervention
- SEND support plans for the pupil with records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- School's internal assessment data
- Educational and other assessments, e.g. from an advisory specialist support teacher or an educational psychologist
- Views of the parent and of the child
- Involvement of other professionals
- Any involvement by Social Services or Educational Welfare Services.

Process for Action, Record Keeping and Review for pupils with EHCP or a Statement of SEN

- 1. On receipt of an EHCP from a local authority, the SENCo will formulate an action plan of support/provision
- 2. SEND support plan:
 - From collated information and advice form external agencies, the SENCo discusses the child's needs and issues to staff, parents and child. The support to be provided is indicated and set within short- term targets. (Where the LEA does not issue an EHCP, the child remains at SEND Support)
- 3. Review/Evaluation
 - Interim Reviews: SENCO collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents.
- 4. Annual Review;
 - SENCO collects information from staff; parents; child and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:
 - 1. The statement is maintained/ the EHCP is maintained/ the statement is converted to an EHCP
 - II. An amendment to the statement/EHCP is requested
 - III. A request for the ceasing of the statement/EHCP is issued and the pupil reverts back to SEND Support

Access to the Curriculum

To accommodate pupils who are designated as having a SEND the school provides:

- Individualised teaching programmes to meet the needs of each particular child
- Individualised timetables to accommodate specific needs
- Visual timetables in classrooms
- Dyslexia Friendly Approaches
- Specialist equipment including ICT based equipment
- One-to-One support
- Small group support

Monitoring and Evaluation of Provision, Teaching, Learning and Progress

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Provision for SEND is monitored via termly meetings with teaching staff which also includes information from teaching assistants. At these meetings, and also at termly pupil progress meetings, the progress of children with SEND is closely monitored and provision changed as appropriate. Lesson observations also include a focus on the teaching, learning and progress of children with SEN, including differentiation through quality first teaching.

The School SEND records collate and record the school's responses at all stages, and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- · Description and nature of pupil's difficulty
- Strategies to be adopted
- SEND Support Plans
- SEND Support Plan evaluations
- Termly reviews with teaching staff
- Reviews with parents
- Reports from outside agencies

The Role of the Governors

The Governor with responsibility for SEND liaises with the school SENCo every term and provides regular reports to the whole of the governing body. The whole governing body has a responsibility to produce an annual report which will state the number of pupils with SEND in the school and comment on the schools effectiveness and the implementation of the school policy.

SEND Family Partnership

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school.

Compliments, Comments and Concerns

Parents are partners with the school and are welcome to express their thoughts and query decisions made by the school through the school's designated channels (An information leaflet is available from the school office). If after pursuing a complaint the parents are not wholly satisfied with the response of the school they may wish to seek further advice from the LEA. If at this point they do not agree with the school and LEA decision, they have the right to appeal to the authorities SEND Tribunal.

In-service Training

In-service training is available in respect of SEND for whole school or individual members of staff. The provision of training will be allocated where there is deemed to be the recognised need and will be in accordance of the school's Continuing Professional Development Policy (CPD) and School Improvement Programme (SIP)

External Agencies/Facilities and Support Services

The school works closely with other agencies to focus on the identification and provision for SEND children. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child

Links with other schools

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Our partner Early Years Providers are a supportive and welcome contact. Liaison takes place via the SENCOs from each establishment. An induction programme for reception pupils coming into Westwood First School operates in order to establish a welcoming environment.

Liaison with SENCOs at Junior High School and Middle School ensures a smooth transition.

Other outside agencies include:

- Special Educational Needs Support Services (SENSS)
- Behaviour support
- Dyslexia centres
- Autism Outreach team
- Hearing impairment team
- Visual impairment team
- Educational Psychologist Services
- Education Welfare Officers
- Physical and disability support services
- Social services
- School nurse
- CAMHS (child and adolescent mental health services)
- Speech and language services

Policy date: September 2009

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Policy's next review date: September 2023 or before if national changes

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