



Westfield Primary Community School

SEND Policy

Approved By:	Full Governing Body
Date:	18 th July 2018
Review Date:	July 2019

Westfield Community Primary School

“Where children come first”

and career aspirations are high.

We play, learn and grow together,

in partnership with families;

our children becoming kind, independent, caring citizens,

and our staff developing as leading professionals,

all committed to mutual respect and teamwork.

We are determined to achieve our very best.

Westfield Primary Community School

SEND Policy

At Westfield Primary School children come first.

Westfield Primary Community School aims to provide a caring and supportive environment where all pupils are valued equally and are given the opportunity to reach their full potential. The support for children with Special Education Needs (SEN) is a shared responsibility of our whole staff.

We work in partnership with parents/carers and are committed to providing the best possible education for our children. This policy reflects the values of Westfield Primary Community School.

Definition

Children have SEN if they have a *learning difficulty* or *disability* which calls for special educational provision to be made for them.

Special educational provision means provision that is different from or additional to that normally available to pupils of the same age. (SEN COP 0-25 2015)

Children have SEN if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or,
- Has a disability which prevents or hinders them from making use of facilities of kind generally provided for others of the same age in mainstream schools.

Special Educational Provision means:

For children of two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

This policy complies with the statutory requirements in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 2015

SCHOOL ARRANGEMENTS

Aims and Objectives

At Westfield Primary Community School our aims are:

- To follow the graduated approach outlined in the SEND Code of Practice.
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.
- To involve parents and children in all aspects of decision making with regards to their education and identified needs.
- To ensure that any child with SEN will access a broad, balanced and relevant education, is engaged in their own learning and fully takes part in school life.
- To endeavour to have high expectations for SEN learners and make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- To effectively communicate SEN policy and provision

Co-ordinating and managing provision:

Provision for pupils with SEND is undertaken as a whole school; Special Educational provision is an integral part of the Self Evaluation Form and the School Development Plan. Curriculum Leaders, monitored by the head and governors, are required to ensure that learning for all children is given equal priority and that available resources are used to maximum effect. Although the SENCO has day-to-day responsibility for the management of the SEND Policy, all Staff are to ensure that inclusion for all pupils has the highest priority throughout our school.

‘All teachers are teachers of SEND’

Roles and Responsibilities

The Governing Body:

The Governing Body will ensure all procedures are carried out in accordance with the 2015 Code of Practice and the 2010 Equality Act.

The governing body will work with the head teacher to:

- Determine the schools general policy and approach to pupils with SEND
- Monitor the schools work on behalf of children with SEND
- Be fully aware of the school's SEND Provision including how funding, equipment, resources and personnel are deployed
- Report annually to parents on the success of the school's policy for children with special educational needs and disability.
- Understand and support the principles and practices outlined in the SEND Code of Practice 0-25 years (2015).
- Appoint a SEND governor who is responsible for raising awareness of SEND issues at governing board meetings, monitoring the quality and effectiveness of SEND provision within the school and work with the headteacher and SENCo to determine the strategic development of SEN policy and provision.

The Headteacher:

- Will work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability
- Oversee the allocation of human and financial resources to ensure the needs of pupils with SEND are being met.

The SENCo:

The SENCo will be qualified teacher. They will:

- Achieve the National Award in Special Educational Needs Coordination within three years of appointment.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision within school
- Have day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND.
- Advise on the graduated approach to providing SEND support.
- Develop parent partnership
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with Early Years providers/potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Monitor the effectiveness of provision and report to the headteacher and governors.

Teaching Staff

Class teachers are responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Parents

Communication is key. Parents will:

- Be encouraged to share their knowledge and views as an integral part of the assess, plan, do, review process.
- Be involved in using guidance from staff and professionals to support their child's needs at home.

Identification of Children with SEN

Pupils with SEND are identified through the school's assessment procedures and parents are involved at the earliest opportunity if it is felt that a pupil may require additional provision. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can carry out more detailed assessment in order to and provide accurate indicators. The relationship between parents and school is crucial to the educational progress of all pupils.

There are four broad areas of need, as identified in the SEND Code of Practice 0-25 2015:

- Cognition and learning needs
- Social, Emotional, Mental Health needs
- Communication and interaction needs
- Sensory and/or physical needs.

Children who have been identified as having one or more of these needs will be placed on the school SEND register using City of York Banding descriptors to identify level of need and support.

See below for link to full descriptors:

https://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1445/banding_thresholds/1

Band 1: A child has identified needs which are highlighted to all staff with advice on support strategies and outcomes sought.

Band 2: There is continuing concern about a child's needs. Advice and involvement of outside agencies may be sought. A 'My Support Plan' may be put in place to co-ordinate agreed actions and outcomes, which will be reviewed regularly.

Band 3: Increased multi-agency involvement is required in order to support significant primary needs and/or complexity of other needs. Long term involvement of education and non-education professionals as part of statutory assessment and/or Education, Health and Care Plans will be required.

Band 4: A range of significant needs and an accumulation of layered needs may be present requiring a high level of support and additional funding.

Band 5: A child's needs would be met at this level through a place at special school.

Special Educational Needs Support

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as described in the SEND Code of Practice 0-25 2015.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Admissions

All children with SEND have the right to be educated in a mainstream school. Please refer to the:

- Admission Policy
- Equalities Policy

Westfield Primary Community School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and/or disability, in accordance with LA and school admissions policies. No child shall be excluded from activities because of their disability.

When a pupil with SEND transfers from another school the SENCO makes contact with the previous school for the transfer of records and information in order to ensure that appropriate support arrangements are set up. Parents are invited to speak with the SENCO.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs and disability provision within the school, including the provision for children with an EHCP. She liaises closely with all teachers, the Assistant and the Head teacher. The SENCO draws up the resources bid when the school is planning for the next School Improvement Plan, and prepares an annual report to governors on the impact of SEND spending on outcomes for pupils.

Westfield Primary Community School follows LA guidance to ensure that all pupils' needs are appropriately met.

The success of the school's SEND Policy and provision is evaluated through

- Monitoring of classroom practice by SENCO/Leadership Team/subject co-ordinators
 - Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Value-added data for pupils on the SEND Register
- Comparisons of pupil progress with national pupil progress for pupils on the SEN register
- Discussion with the SEND Governor
- School self-evaluation
- LA SEND moderation process
- School Development Plan / SEND Development Plan

COMPLAINTS PROCEDURE

At Westfield Primary Community School the relationship between parents and school is recognised as crucial to the educational progress of all pupils. All parents are consulted and involved as partners in the education of their children. Parents are encouraged to consult the SENCO or class teacher to discuss problems at any time.

However should there be a complaint, the following procedure should be adopted:

1. Parents are encouraged to discuss the problem with the class teacher together with the Special Educational Needs Co-ordinator.
2. If the problem is not resolved the parents make an appointment to see the Head teacher. The class teacher and SENCO may or may not be present at this meeting. Every effort is made to resolve the situation satisfactorily within school.