



Westfield Primary Community School

SEND Policy

Approved By:	School Improvement Policy
Date:	May 2021
Review Date:	May 2022

Vision for Westfield

Together we strive to:

Inspire a love for our community through mutual respect, teamwork and the shared belief that anything is possible

Create a learning culture which recognises potential, celebrates achievement and respects individuality

Nurture strong relationships in a safe and secure environment, where opinions are valued and kindness is the core

Westfield Primary Community School Special Educational Needs and Disability Policy

Introduction

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.

We celebrate diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with Special Education Needs and Disability (SEND) have equal entitlement to this. The support for children with SEND is a shared responsibility of our whole staff.

Working in partnership with parents/carers, we are committed to providing the best possible opportunities for our children.

This policy has been reviewed and updated in line with the 'Special educational needs and disability code of practice: 0-25 years' (Department for Education and Department of Health, 2015).

Identification of Children with SEND

Pupils with SEND are identified through the school's assessment procedures and parents/carers are involved at the earliest opportunity if it is felt that a pupil may require additional provision. The class teacher and the Special Educational Needs Coordinator (SENCo) can carry out more detailed assessment in order to provide accurate indicators of strengths and needs. The relationship between parents/carers and school is crucial to the educational progress of all pupils.

Children have a SEND 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 (Section 6.15, SEND Code of Practice, 2015).

There are four broad areas of need identified in the SEND Code of Practice (Sections 6.28-6.35, 2015):

- Communication and interaction
- Cognition and learning
- Social, Emotional, Mental Health
- 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 Thresholds to identify level of need and support.

The City of York Banding Thresholds can be found on the website below:

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.

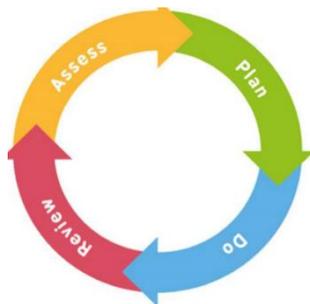
Band 5: A child's needs would be met at this level through a place at a special school.

SCHOOL ARRANGEMENTS

Aims and Objectives

At Westfield Primary Community School, our aims are:

- To identify need at the earliest point and then making effective provision to ensure the best possible long-term outcomes (Section 6.14, SEND Code of Practice, 2015).
- 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 SEND will access a broad, balanced and relevant education, is engaged in their own learning and fully takes part in school life.
- To have high expectations for children with SEND and make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- To effectively communicate SEND policy and provision.
- To follow the graduated approach outlined in the SEND Code of Practice (Sections 6.45-6.56, 2015). This is a 4 part cycle which involves a clear *assess, plan, do, review* process:



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 and agreed that a pupil will receive SEND 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.

Assess:

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.
- The views and experience of parents.
- The pupil's own views.
- Their previous progress, attainment and social/emotional needs.

- Other teachers' assessments where relevant.
- The pupil's development in comparison to their peers and national data.
- Advice from external support services, if relevant.

These assessments will be reviewed regularly.

Plan:

- A learning plan will be put in place.
- 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.

Do:

- The class teacher leads on supporting the pupil's learning, working closely with other staff members to support the pupil as agreed in their plan.

Review:

- The effectiveness of the support / interventions and their impact on the pupil's progress will be reviewed in line with an agreed date, and jointly with parents/carers. Next steps will be planned and a new set of outcomes agreed.

The Provision Map programme will be used to plan, record and review SEND support each term. The learning plans created here will be reviewed jointly with parents/carers and pupils.

Pupils will also have a Pupil Passport giving an overview of strengths, needs and important information.

Coordinating and managing provision

Provision for pupils with SEND is undertaken as a whole school; SEND 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.

Roles and Responsibilities

The Governing Body

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

The governing body will work with the head teacher to:

- Determine the school's general policy and approach to pupils with SEND.
- Monitor the school's 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.
- Understand and support the principles and practices outlined in the SEND Code of Practice (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 working 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 SEND 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 a 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.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- 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.
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Admissions

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

Westfield Primary Community School strives to be a fully inclusive school. It acknowledges the range of factors to be taken into account in the process of development. All pupils are welcome, including those with SEND, in accordance with local authority and school admissions policies. No child shall be excluded from activities because of their disability.

Please refer to the:

- Equalities Policy.

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

Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with an Education Health and Care Plan (EHCP). They liaise closely with all teachers, the headteacher and assistant head. The SENCo keeps governors informed of the impact of SEND provision on outcomes for pupils.

Westfield Primary Community School follows local authority 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 the SENCo / leadership team / subject coordinators.
- Analysis of pupil tracking data and test results for individual pupils and cohorts.
- Comparisons of pupil progress with national pupil progress for pupils on the SEND register
- Discussion with the SEND governor.
- School self-evaluation.
- Local authority (LA) SEND moderation processes.
- School Improvement Plan / SEND Action Plan.

Joint commissioning, planning and delivery

- The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- The school will work closely with local education, health and social care services to ensure pupils get the right support.
- The school will engage with York's 'local offer' and encourage families to access this where appropriate. <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>
- The school will assist the local authority in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
- The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:
 - Population and demographic data.
 - Prevalence data for different kinds of SEND among children and young people at the national level.
 - Numbers of local children with Education, Health and Care (EHC) plans and their main needs.
 - The numbers and types of settings locally that work with or educate pupils with SEND.
 - An analysis of local challenges or sources of health inequalities.

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 SENCo.
2. If the problem is not resolved, the parents make an appointment to see the headteacher. 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.