



Westfield Primary Community School

SEND Policy

Approved By:	School Improvement Policy
Date:	October 2023
Review Date:	October 2024

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**

Mission statement

Westfield Primary Community School aims to provide a caring and nurturing environment where all pupils are valued equally and are given the opportunity to reach their full potential. We do this by taking into account pupils' varied life experiences as well as offering a broad and balanced curriculum with high expectations for all pupils.

We celebrate diversity of experience, interest and achievement. We believe that all pupils need to experience praise, recognition and success, and pupils with Special Educational Needs and Disabilities (SEND) have equal entitlement to this. This policy helps to ensure that our school promotes the individuality of all our pupils, irrespective of age, attainment, background, disability, ethnicity or gender. At Westfield, every teacher is a teacher of SEND. In partnership with parents/carers, we are committed to providing the best possible opportunities for our pupils.

The school works with City of York Council to provide for pupils with Special Educational Needs and Disabilities in accordance with the Children and Families Act 2014 and the SEND Code of Practice: 0-25 years 2015. The SENCo (Special Educational Needs Co-ordinator), with the support of the Headteacher and Governing Body, take responsibility for the day to day operation of provision made by the school for pupils with SEND and provide professional guidance in the area of SEND to secure high quality teaching for all pupils.

Roles and Responsibilities

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 Headteacher 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.

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 Headteacher 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:

- Hold the National Award in Special Educational Needs Coordination.
- 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.

Definition of Special Educational Needs

Special Educational Needs are defined as: A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made which is different from, or additional to that made generally for other children of the same age.

It should be noted that behaviour difficulties should not automatically lead to a pupil being identified as having SEND. Instead, the school will look at all barriers to a pupil making progress to form a view if behaviour difficulties are symptomatic of unmet SEND difficulties.

Special Educational provision means: Educational provision that is additional to, or otherwise different from, the educational provision made generally for pupils of their age group. The 2014 SEND Code of Practice suggests that it is helpful to see pupils' needs and requirements as falling within the four broad areas identified below:

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or

attachment disorder.

- **Physical and/or sensory**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification of children with SEND

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.

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings where children are identified as not making progress in spite of 'Quality First Teaching'. They are discussed with the SENCo and Phase Leaders and a plan for support is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning and we take all parental requests seriously. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND register following detailed assessments.

Although the school can identify Special Educational Needs, and make provision to meet those needs, we cannot offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC, ADHD or an additional disability. School are always happy to support with this process if required.

Children who have been identified as having one or more Special Educational Needs will be placed on the school SEND register using City of York Banding Thresholds to identify level of need and support. We will formally notify parents/carers when it is decided and agreed that a pupil will receive SEND support and parents/carers will sign to give their consent.

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

<https://www.york.gov.uk/SENBandingThresholds>

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.

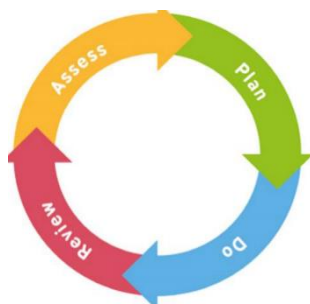
Band 4: A range of significant needs and an accumulation of layered needs may be present requiring a high level of support and additional funding.

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

Special Educational Needs Support

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 has access to 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:



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.

SEND register

- A SEND register exists for each pupil in each year group who has a MSP, EHCP, or has additional SEND needs, and is maintained by the SENCo.
- The SEND Register is a fluid document that is constantly updated to reflect a child's current needs and support required. The number of pupils on the register, and the information contained will be subject to change.
- Pupils with complex special educational needs (including those with My Support and EHC plans) will have a Pupil Passport in addition to being on the SEND register. This provides information about the pupil's needs, any challenges they face in school and strategies to support the pupil.
- Additional to the SEND register, there is a monitoring list for pupils who require some extra support but not enough to be placed on the SEND register. The needs of these pupils are monitored closely and are regularly reviewed by class teachers and the SENCo.

Moving to a My Support Plan (MSP)

A My Support Plan (MSP) is a non-statutory document available for use with children and young people who have identified Special Educational Needs and receive SEN Support in school. It can be used for anyone who has a number of professionals supporting them and would benefit from coordinated support.

A MSP is made up of different sections for parents, the pupil themselves, school staff and other professionals to complete. The priority of the plan is to support the holistic needs of the pupil and their family which means that each plan can be personalised to make it appropriate for the pupil's specific needs.

At Westfield Primary Community School, MSP reviews will take place with parents and the SENCo once per term, or more frequently if a pupil's needs significantly change.

For more information about MSP's, please visit:

<https://www.yor-ok.org.uk/2014%20YorOK%20Website/families/Local%20Offer/my-support-plan.htm>

Education, Health and Care Plans (EHCP)

If a pupil is struggling to make progress, in spite of high quality, targeted support, we may apply for the pupil to be assessed for an EHC plan (EHCP). An EHCP is a legal document which describes the pupils individual needs. It sets out the education, health and care services needed to meet those needs as well as specifying the type of educational setting which would best suit the pupil. Prior to applying for an EHCP assessment, a My Support Plan will be implemented and reviewed in order to demonstrate a clear cycle of assess, plan, do, review.

Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively .
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from specialised provision.
- The child presents with significant difficulties which require a high level of support within the school environment.

As young people prepare for adulthood, EHCP outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority (CYC) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Specific outcomes for the child will be set/reviewed in this meeting. These outcomes will take into account York's Outcomes Framework which was developed as per the SEND Code of Practice 2015 (3.31) which states 'Local partners should identify the outcomes that matter to children and young people with SEN or disabilities to inform the planning and delivery of services and the monitoring of how well services have secured those outcomes'.



For further information on York’s Outcomes Framework please see <https://www.yor-ok.org.uk/families/Local%20Offer/outcomes-framework.htm>

Following the meeting, CYC will produce the EHC Plan which will record the decisions made at the meeting. As part of CYC Local Authority, if your child has an EHCP, they will be allocated additional funding to support school with meeting their needs. EHCPs are reviewed on an annual basis unless there is a significant change in needs which requires an earlier review.

Teaching and Learning

At Westfield Primary Community School, we believe that all pupils learn best when they are included in their learning with the rest of their class. Our aim is for all pupils to be working independently, in class and with the appropriate support to allow them to be happy and successful learners. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. The needs of the vast majority of pupils will normally be met through differentiated curriculum planning and varied teaching styles and strategies. Additional teaching support, including Teaching Assistants, may be deployed to support this process.

Access to extra-curricular activities

All of our children have equal access to after school clubs which develop engagement with the wider curriculum and, where possible, we make reasonable adjustments to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. If required, risk assessments are carried out and procedures are put in place to enable children to participate in activities.

Links with Agencies, Other Schools and Educational Establishments

We foster and develop links with available support agencies and voluntary organisations, for example:

- Educational Psychologist
- SALT (Speech and Language Therapists)
- Behaviour Support through Danesgate Outreach
- CAMHS (Child and Adolescent Mental Health Service)
- School nurse
- Specialist Teachers from the from the Specialist Teaching Team for;
 - Autism
 - Visual Impairment
 - Hearing Impairment
 - Physical Needs
- Social Services
- In some cases, children may access support for part or all of the school day from Enhanced Resource Provisions such as Haxby Road ERP (for Speech, Language and Communication Needs or Autism), St Oswald's ERP (for dyslexia support), Kestrel Class (for SEMH support).

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 and to make a plan for transition.

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 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.

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

SENDIASS (formerly known as York Parent Partnership Service) provides information, advice and support to parents, carers, children and young people. They support in relation to Special Educational Needs and Disability (SEND) and related health and social care issues.

The service is free and can be provided over the telephone, during home visits or through support at meetings concerning SEND and disability and is able to support parents at any point in the complaints procedures.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

For further information about SENDIASS please visit [York SENDIASS](#)