

Westfield Primary School



Special Educational Needs Policy

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Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb (2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teaching Standards (2012)

This policy was created by the school's SENCo with the SEN Governor, in liaison with the SLT, staff and parents of pupils with SEND.

Westfield Primary School



Special Educational Needs Policy

SENCo: Mrs M. Harbottle

Contact details: westfield@westfield.eriding.net

01482 844369

SEND Governor: Mrs S. Yorke

Contact details: via westfield@westfield.eriding.net

Headteacher: Mrs S Hickey

Contact details: via westfield@westfield.eriding.net

School Aims

Westfield Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

This policy builds on our school inclusion ethos, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Policy Aims (New Code of Practice 2014):

Schools

- 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child.
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place - Assess, Plan, Do, Review - this is the graduated approach called SEN Support.
- Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies.
- Where a pupil is receiving SEN support, schools should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.
- It is for schools to determine their own approach to record keeping. But the provision made for pupils with SEN should be accurately recorded and kept up to date. Ofsted will expect to see evidence of the support that is in place for pupils and the impact of that support on their progress as part of any school inspection.

Policy Objectives:

1. To identify and provide for pupils who have special education needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' child centred approach to the management and provision of support for special education needs
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Definition of Special Education Needs:

A pupil is considered to have SEND if he or she has defined difficulties over and above those generally experienced by the majority of his/ her peer group. These difficulties may be sensory, cognitive, physical, social and emotional and some children may have complex needs which cover a range of difficulties. This policy aims to address the needs of these pupils.

Needs that are not SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child/ Adopted
- Being a child of a serviceman/ woman

Although there are acknowledged links - in some instances - with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be assumed to have SEND.

Identifying Special Educational Needs:

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us,

'All teachers are teachers of children with special educational needs.'

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the SENCo should be made, with the prior knowledge of the parents, and should accompany evidence of a structured and well differentiated teaching programme for that child.

The code sets out 4 categories of needs:

- Cognition and Learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and/ or physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil to a category. At Westfield, we identify the needs of pupils by considering the needs of the whole child which will include but not just be based on the special educational needs of the child. Once their need is agreed, this is documented on the SEND register and highlighted on the child's individual pupil profile.

Identification and assessment of pupils with SEN

At Westfield Primary School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg Y1 phonics screening, standardised scores, spelling age and reading age can be identified

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of development. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty and we have access to external advisors who are able to use the further assessments used to identify individual children's specific needs.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary and documented in the pupil profiles. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

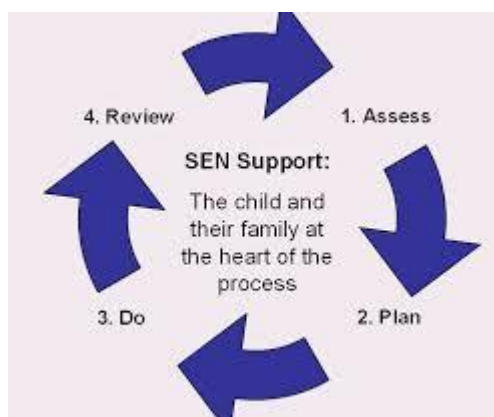
If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is implemented, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

A Child Centred Graduated Approach to SEN Support

All staff have a responsibility for identifying students with SEND. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

Once a concern has been identified, the class teacher, pupil, parents and SENCo begin a graduated approach of support for the child in an open, supportive and communicative manner to ensure:



- We identify and assess children with SEND as early as possible.
- All procedures for identifying and assessing children with SEND are known and understood by everyone through the school's provision mapping process.
- We provide differentiation within the new curriculum which requires all children to reach end of year expectations, therefore having high expectations of any child. Only in extreme circumstances agreed with the SENCO can teachers use different year group expectations, in conjunction with the child's year expectations, so that progress can be shown.
- Records relating to SEND follow the child through the school, which are clear, accurate and up to date. These are **reviewed formally**, on the **pupil profiles / termly support**

plans, on a **termly** basis by the pupil, parents, class teacher and SENCo and informally by the class teacher, pupil, parents, teaching assistants whenever necessary.

- parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review. Parents will be invited to discuss progress and targets at two other interim reviews, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. These are known as **child centred reviews** and will focus on the specific needs of each individual child.
- When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, if appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- 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;

There is often the need for greater involvement of external agencies e.g Autism Outreach, Educational Psychologists. Pupils will probably need a more individual intervention programme and these will be recorded on the SEND Register and Pupil Profile / Termly Support Plan. Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Pupil Profile and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Pupil Profile continues to be the responsibility of the class teacher.

To support all of the above:

- We raise staff awareness of and expertise with SEND with in-house and external training, records of which are recorded and kept by the SENCo.
- We maintain close links with the support services and other professionals and agencies.
- There is adequate resourcing for SEND

Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to Local Authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

The kinds of special educational need for which provision is made at the school

At Westfield Primary School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Supporting pupils and families

All parents of pupils at Westfield Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. We are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a provision map.

If following any additional provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition, parents of pupils on the SEND register will be provided with a copy of the reviewed and updated pupil profile three times per year.

Links with other agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologist
- Behaviour support team
- Specialist consultant teacher
- Speech and language therapy services
- IPass
- Hearing / visual impaired therapy services (SaPTS)
- Occupational therapy services
- CAMHS
- School Nurse
- Inclusion Practitioners
- Physiotherapists
- EHASH (Early Help and Safeguarding Hub)
- Youth and Family Support
- PET (Prevention Education Team)

In addition, important links are in place with the following organisations:

- The local playgroups/nurseries/mother and toddlers' groups with the aim of providing continuity between home and school
- Children Centres
- Extended schools
- The LA
- Education Welfare Officer
- Social Services
 - NASEN
 - Other groups or organisations

Transition

At Secondary transfer at the end of Y6 we meet with the co-ordinator from the secondary school involved. We contact the secondary schools and arrange meetings to discuss the needs of SEND pupils and to arrange transfer of records. Extra visits are arranged for children with SEND or/ and children who are vulnerable. The SENCO of the receiving school, where possible, is invited to attend the final Annual Review of pupils with an EHCP destined for that school. Throughout school, we hold a move up time in which the children have an opportunity to meet and work with their next teacher. If extra support is needed to ensure a smooth transition, extra visits will be organised and a photograph book, to share over the holidays, will be produced.

Monitoring and evaluation of SEND

In summary:

- The SENCO monitors the movement of children within the SEN system in school.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers involved in drawing up the School Provision Map and Pupil Profiles for children.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.
- Strategies used to monitor the provision for SEND children are; pupil questionnaires, parent questionnaires, classroom observations, intervention observations, drop ins and pupil tracking.

How the school evaluates the effectiveness of its provision

Each review of the SEND Pupil Profiles will be completed with the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked throughout the year and data is entered on using Otrack system three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEND Pupil Profile will be reviewed and adjusted.

The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2014, 6.37)*

In Westfield Primary School the quality of teaching is judged to be outstanding.

Roles and responsibilities:

Westfield Primary School recognises that the provision for children with SEND is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Headteacher:

- Allocate roles and responsibilities to staff so that special needs are met
- To liaise with staff, SENCo, support services, parents and pupils when required
- To report to governors, with the support of the SENCo, on the needs of the SEND in her care
- To ensure the needs of SEND children are met within the school.

SENCo:

Mandatory qualifications and training requirements

The Education (Special Educational Needs Coordinators) (England) Regulations 2008 stipulated SENCOs must be qualified teachers, or the head teacher or acting head teacher for the school. The Regulations placed a duty upon Governing Bodies (s.17 of 1996 Act) for ensuring there is a SENCO in place who meets the training and qualifications requirements specified, including an entitlement to an induction period, and is working at the school as a teacher, and where appropriate holds the National Award for SENCO Training.

The SENCO Regulations amended the Education Act 2006 so that from September 2011 all SENCOs must be qualified teachers, or the head or acting head teacher. Some aspects of the SENCO job can still be supported by non-teaching staff. As well as the training and qualifications, and ensuring the SENCO is appropriately supported, the Governing Body of the school has the responsibility for monitoring the effectiveness of the work undertaken.

Changes to the SENCO role the SEN reforms for September 2014

The new SEN Code of Practice and the SEN Regulations set out the responsibilities of the role, and in embedding new practice in schools. Within the new framework, the class teacher is the identified person who is responsible for the development and progress of **all** pupils, including those with special educational needs/disabilities. The SENCO should ensure this happens, and that parents are closely involved as equal partners in decisions about pupils' learning. This gives the SENCO role important responsibility for ensuring all staff understand the implications of the SEN reforms and have access to high quality support and training to be able to do this. In the SEN Code of Practice (2014) chapters 5 and 6 describe what is required of the role in early years' settings and in schools. Schools must plan for special educational needs/disabilities as part of whole school development, and work closely with parents in all decisions about pupils educational needs.

The key responsibilities of the SENCO:

- Manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises teachers and support staff;
- Maintains the school's SEN register;
- Contributes to and manages the records of all children with special educational needs; • acts as the link with external agencies and other support agencies;
- Acts as the link with parents;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Monitors and evaluates the special educational needs provision and reports to the governing body;
- Manages a range of resources, human and material, linked to children with special educational needs.

The Governing Body:

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the 2014 SEN Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

Dealing with complaints

If parents are concerned about the special needs provision for their child it should be made known to the SENCo. If they are dissatisfied with the responses given then their concerns should be made known to the Headteacher. If, at this point, they are still dissatisfied with responses given they should restate their concerns in writing to the SEND Governor and after this point to the Chair of Governors. A written response will then be issued.

Reviewing the policy:

The SEND policy is to be reviewed annually by the SENCo, SEN Governor, Headteacher and when necessary in consultation with parents of children with SEND

Appendices

New Code of Practice 2014 (link)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Example pupil profile / Termly Support PLans

List of assessments

Local Offer