



Westfield Primary School

Written by:	Melanie Harbottle (SENCO)	Date: September 2022 Updated September 2024
Approved by:	Dr. Susan Yorke (Governor)	Date: Autumn Term 22 Date: Autumn Term 24
Last reviewed on:	Review of previous SEND Policy September 2022 Review of previous SEND policy September 2023 Review of previous SEND policy September 2024	
Next review due by:	July 25 Melanie Harbottle	

Both staff and pupil wellbeing have been considered in the review of this policy.

Introduction

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Special Educational Needs. It is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs and Disability. It 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 14)
- Safeguarding Policy
- Accessibility Plan
- Teaching Standards (2012)

The SEND coordinator: Melanie Harbottle

Westfield's Key Aim

The aim of Westfield Primary School is to ensure that all our children are happy, fulfilled and challenged in a rich learning environment, which aims to cater for their individual needs, preparing them well for the next stage in their education and develop



Westfield Primary School

a love for learning. We see all children as equals - whatever their needs and irrespective of ability, race or gender.

Westfield Primary School believes:

- a child with SEND should have their individual needs met.
- a child with SEND should (where it is in the child's interests) have the opportunity to learn and play with typically developing peers of the same age.
- a child with SEND should have the chance to participate fully in the extracurricular life of the school.
- the views of the child should be sought and considered.
- parents have a vital role to play in supporting their child's education.
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Roles and Responsibilities

The **governing body** should, in cooperation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. If the school acts in an unlawful way with regard to the Children and Families Act 2014 an appeal against the school governors may be made to The Special Educational Needs and Disability Tribunal (SENDIST). (<http://www.sendist.gov.uk/>)

The **SEND Governor is Dr. Susan Yorke.**

The **Head teacher (Mrs. Hickey)** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body fully informed and also work closely with the school's SEND Co-ordinator.



Westfield Primary School

All **teaching and non-teaching staff** should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. All teachers are teachers of pupils with special educational needs and disabilities and are responsible for the progress and attainment of all pupils. Teachers are responsible for differentiating the curriculum to meet the needs of pupils with special educational needs and disabilities in their class.

The **SENDCO**, working closely with the head teacher, senior management and fellow teachers, is involved in the strategic development of the SEND policy and provision. The SENDCO has responsibility for day-to-day operation of the school's SEND policy and for coordinating provision, support and resources for pupils with SEND, particularly those on the SEND Register at School Support or who have an Education Health and Care Plan. The SENDCO in liaison with senior management is responsible for arranging the professional development of staff.

The **SEND Support**, supports the SENDCO to develop, monitor and evaluate the effectiveness of the school's SEND provision map, and takes the lead in liaising with the ELSA Support Assistants to plan provision for emotionally vulnerable pupils.

Link Policies

This policy should be read in conjunction with other relevant policies and published information which detail Westfield Primary School commitment to Inclusion and supporting children with SEND.

- Accessibility and Disability Policy
- Equality Policy
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Child Protection and Safeguarding Policy
- Teaching Standards
- Behaviour Policy



Defining Special 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 SEND but may impact on progress and attainment:

- 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.

This is the definition of special educational provision under Section 21 of the Children and Families Act 2014. The Special Educational Needs Code of Practice January 2015 provides further guidance and is followed at Westfield Primary School.



A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made.

A child has SEN if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority.
- c) Is under compulsory school age and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Provision at Westfield Primary School for children with SEND

Under the Special Educational Needs Code of Practice 2015, the needs of and provision for children with SEND can be considered as falling into four broad areas:

Communication and Interaction

Children, who may have difficulty communicating with others. Difficulties understanding language, or unable to use the social rules of communication.

Cognition and Learning

Children who learn at a slower pace than their peers; even when appropriate differentiation is in place. This may include moderate, severe or complex learning difficulties: as well as physical disability or sensory impairment.

Social, Emotional and Mental Health difficulties

Children may present as withdrawn or isolated. Alternatively, they may be challenging, disruptive or display disturbing behaviours.

Sensory/Physical needs



Children who may require special educational provision because their need prevents or hinders them making use of the educational facilities generally provided. These may include visual, hearing, or multi-sensory impairments, or physical disabilities.

Identification and Assessment

The early identification of children with Special Educational Needs is facilitated by close observation by teachers and by reports from parents, nursery school or private and voluntary pre-school settings and medical/professional reports. As well as the monitoring of children's progress through the EYFS and National Curriculum programmes of study and Standard Assessment Tasks.

The **SENDCO and Headteacher** will also consider evidence, prior to a pupil starting Westfield Primary School, that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers in liaison with the intervention teacher, SENDCO and senior managers are responsible for monitoring the progress and attainment of all pupils. A pupil should be identified and raised as a concern if they are making less than expected progress given their age.

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
- widens the attainment gap

When a child has been identified, as a concern, the initial response will be high quality first teaching targeting the areas of weakness.

If progress continues to be less than expected then the class teacher working with the SENDCO will assess whether the pupil has SEN.

This more formal monitoring of progress will include;

- Gathering of evidence using observation and/or assessment



Westfield Primary School

- Discussion with and the gathering of parents/carers views
- Discussion with and the gathering of the pupils views
- Additional teaching or intervention
- Involvement of other agencies or professionals (if appropriate)

Following the period of monitoring and assessment of the pupil's area of need a decision will be made as to whether special educational provision is required for the pupil.

If it is agreed that special SEND provision/support is required for the pupil then they will be placed on the SEND register at SEND Support.

A SEND Support Plan(Graduated Response) meeting will then be held with parents/carers, the child (if appropriate, or their views may be sought in an alternative way), class teacher, SENDCO and any other appropriate professional.

At the meeting outcomes will be set for the child and the support to be put in place to achieve them, with a date set for review. This will be revisited, revised and reviewed in a cycle of Plan-Do-Review. At Westfield Primary School SEN Support Plan Meetings are held three times a year or when necessary.

For children who have an Education Health and Care Plan an SEN Support Plan meeting will be held as described above. In addition, the School and LA must cooperate to renew the plan annually. Therefore, for these pupils an Annual Review will be held in the term that the plan was originally made.

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 and will be removed from the SEND register. When any change in identification of SEND need is implemented, parents will be notified.



SEND Provision

The type of provision made for a pupil will depend on his or her needs but may include:

- Working in class in a small group with an adult.
- Working in a bespoke learning group with a teacher or teaching assistant.
- Following a specific intervention programme in class or outside the class in a small group or individually.
- The intervention will be led by an adult but could also involve periods of independent work.
- A child with significant and complex needs with an EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.

Support within each year is placed on a Provision Map, these are a working document. Each Provision Map is reviewed and evaluated termly. The impact of the Provision Map on the pupil's progress and attainment is evaluated by the SENDCO annually.

Funding

All schools receive funding for pupils with SEND in these main ways:

- The basic budget covers teaching and curriculum expenses for all pupils.
- A Notional SEND budget; allocated finance for pupils without an EHCP. These funds are devoted to the purchase of: Teaching hours, Teaching Assistant hours and specialist equipment and resources where necessary.
- Specific funds allocated to some pupils with an EHC Plan. (High Needs SEN Pupil Top-Up) The specific fund attached to an EHCP purchase additional Teaching Assistant hours, (class time and/or lunchtime) and additional specialist resources and/or equipment.



The Governing Body, Head Teacher and SENDCO ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Transition

Transition into Nursery

The Nursery teacher meets and discusses each child with parents and any previous settings prior to the starting. During these meetings there is opportunity for the staff to talk to the teachers about the children and their specific needs. Support Plans, interventions, adjustments to the curriculum / learning and other agencies that may be involved.

For children with an EHC Plan the SENDCO will attend early support meetings and/or transition reviews. If required, additional visits to school can be arranged for Children with Special Educational Needs. Starting School Passport Books can be created for the children if required. All SEND records are passed from the Pre-School setting to School.

Transition with Pre-School

The Foundation Stage teacher meets and discusses with all of the settings in the summer term prior to the children starting school. During these meetings there is opportunity for the staff to talk to the teachers about the children and their specific needs. Support Plans, interventions, adjustments to the curriculum / learning and other agencies that may be involved.

For children with an EHC Plan the SENDCO will attend early support meetings and/or transition reviews. If required, additional visits to school can be arranged for Children with Special Educational Needs.

Starting School Transition Books can be created for the children if required.

All SEND records are passed from the Pre-School setting to School.



Transition between classes:

Where possible, the receiving teacher will attend the summer term Support Plan Meeting for pupils in their class identified on the SEND register. In addition, towards the end of the summer term, the previous and receiving teacher will also meet to discuss all the pupils. These meetings are held to share data, academic and pastoral information. The children on the SEND register have a One Page Profile which also explains what helps to make them successful, their likes and what is important to them.

Transition to Secondary School:

Meetings take place between the Year 6 teachers and the feeder secondary school.

In the summer term for children identified on the SEND register a meeting will be held between the SENDCO and the feeder secondary school SENDCO. Additional visits to secondary School can be arranged, and a secondary school information book can be created.

For children with an EHCP, the Secondary School SENDCO will be invited to attend the Y5 and/or Y6 Annual Review.

Dealing with complaints

If parents are concerned about the special needs provision for their child, it should be made known to the SENDCO.

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 SENDCo, SEND Governor, Headteacher and when necessary, in consultation with parents of children with SEND

Appendices

Code of Practice 2014 (link below)

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

Examples of a child's One Page Profile and Termly Support Plan (Graduated Response)

Westfield Primary School SEND Information Report 2024

East Riding's Local Offer (Link below)

<https://eastridinglocaloffer.org.uk/>

FISH (Families Information Service Hub)

<https://www.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/special-educational-needs-and-disabilities-send/>

SENDIASS

(Special Education Needs and Disability Information, Advice and Support in the East Riding)

<https://www.eastridingsendiass.org.uk/>