



Special Educational Needs Policy

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
LR		April 2018		April 2019

Rationale

This policy outlines the framework for Westminster CE Primary Academy to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and/or disabilities.

Aims

Westminster CE Primary Academy therefore intends to work with Bradford Council and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for secondary school, including working with greater independence.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Definitions

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of special educational need

- Communication and interaction.
- Cognition and learning.

- Social, mental and emotional health.
- Sensory and / or physical.

Admissions

At Westminster CE Primary Academy we look at the educational needs of a child with disabilities and, in liaison with all other professional involved with the child, plan a comprehensive learning package, which will allow for measurable learning opportunities to be put in place. This means that the child and all adults involved in supporting that child will meet to plan the educational provision best suited to the needs of the individual child. At all times we will work closely with parents to ensure that their child receives the very best educational experience that Westminster CE Primary Academy can offer.

Funding

Westminster CE Primary Academy will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and Westminster CE Primary Academy will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

Local offer

Westminster CE Primary Academy will cooperate generally with the local authority and local partners in the development and review of the local offer.

Identification

Despite receiving differentiated learning opportunities, the child:

- makes little or no progress even when teaching approaches are targeted in a child's differentiated area of weakness
- shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties despite the behaviour management techniques usually employed in the academy
- 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
- the teacher will complete a concern sheet outlining concerns and actions taken so far.

Graduated approach

Westminster CE Primary Academy will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the SENCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

Range One

The teacher sets short term targets for the child, planning for lessons is differentiated and special provision is made using resources, groupings and support staff to address certain identified learning areas.

After one term, review the progress of the child with staff and parents. If the child has made

progress within the differentiated work provided, with support as in place, then the child will stay at Range One at the academy's discretion. If, however the child is making little or no progress at Range One and the academy feels more support is needed then he/she moves to Range Two.

Range Two

Range Two is the next stage in the SEN support and assessment process. At this stage, the SENCO will become more involved, arranging meetings, possible external involvement and assessment. These specialists will usually see the child in academy so that they can give advice to teachers on new targets and accompanying strategies. The support may also include assessment and writing reports or advice. The kinds of advice and support will vary according to the needs of the child.

A Learner Passport is written by the teacher in consultation with the SENCO, support staff, outside agencies, parents and child. This will be reviewed termly.

Range Three

The Academy will act upon the advice from external agencies and develop a personalised provision map developing a range of SMART targets and offering a personalised learning programme dependent on the pupil's specific needs.

Range Four

An application for an Educational Health Care Plan (EHCP) or funded My Support Plan (MSP) may be made and targets set for the pupil. Additional funding can be accessed at this stage if the application for an EHCP or MSP is successful.

Assessment of progress

Staff at Westminster CE Primary Academy assess the progress of all children in line with the academy's Assessment Policy. Teachers will monitor the standard of attainment of individual pupils through;

- Teacher observation and marking of daily work
- National Curriculum Targets.
- SATs.
- Reading and Spelling assessments.
- P Scales for children working below Level 1 of NC.
- Foundation Stage Assessment.
- Assessment of Learner Passport targets

Reviewing an Education, Health and Care (EHC) plans

Westminster CE Primary Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- Assess pupil's progress and set new targets in relation to the EHC plan.

Transition to alternative provision, secondary school or other primary setting

Whenever any pupil with an Educational Health Care Plan transfers to another setting, including specialist provision, the academy will pass on relevant information. In addition, there will be a Transition Review for Year 5 EHC plan pupils held in the summer term where parents can express and discuss the choice of secondary school. The secondary SENCO will be invited to the Annual Review in the autumn term in Year 6 and dialogue will then be set up to organise visits in the summer term. Children with an EHCP will have access to transition support from Learning Mentors.

Data and record keeping

Westminster CE Primary Academy will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Record details or additional relevant information on CPOMS.

SEN Complaints Procedure

If parents have a complaint about the SEN provision in the academy they may initially contact

- the class teacher
- SENCO
- the Assistant Principal for Inclusion
- the Principal

In response the class teacher and the SENCO will provide evidence of work undertaken, learner passport targets and assessments of progress to be discussed with parents. If a problem is still not resolved parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to the LEA or with an appeal to the SEN Tribunal.

This policy should be read in conjunction with all other academy policies, in particular, Learning and Teaching, Inclusion, Assessment, EAL and Behaviour.

Westminster CE Primary Academy Local Offer and SEN Information Report is published on the academy's website.