

Special Educational Needs Policy

Reviewed by	Approved by	Date of approval	Version Approved	Next Review Date
EP	LGB	September 2020	V1	September 2021

Special Educational Needs Policy

Rationale

At Westminster CE Primary Academy we believe that all pupils have the right to education and the opportunity to fulfil their potential. 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 SEND.
- 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:

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

Contacts

Assistant Principal for Inclusion – Elizabeth Pawson (NASENDCo Award)
Assistant SENDCo – Rosie Walker (currently on maternity leave)
Governor SEND – Tony Griffiths

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 SEND budget outlined in the local offer for the SEND 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 SEND 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

If a member of staff feels they have a child who needs to be recognised as having Special Educational Needs, then they will liaise with the Assistant Principal for Inclusion or Assistant SENDCo to discuss the request, alongside acknowledging the descriptors and SEND matrix of need, which is produced by the Local Authority. This will help determine where the child's primary and secondary needs are. Referrals may also be taken from parents or carers and where this occurs the SENDCo will liaise with both the parent/carers and class teacher.

At Westminster CE Primary Academy we outline the specific area of need of our SEND children using a SEND register which summarises their need. There may be children who are operating below age related expectations but they do not necessarily have special educational needs and do not need to be placed on the SEND register. When children are operating below age related expectations they continue to receive high quality teaching within an inclusive setting but they may also receive need-specific practice or adaptations which are additional to and different from those which are normally available. Pupils who are assessed at SEN support level receive additional bespoke interventions such as Lexia, daily reading, precision teaching and Write from the Start. Children who have been assessed at EHCP level, have an Education Health Care Plan and personalised provision, which reflects the targets on their EHCP. Children who have an EHCP normally have a degree of either one to one or small group support, which has to be in balance with the child's entitlement to work with peers and foster their independence.

Westminster CE Primary Academy follows DfE guidance to support the identification of children with learning difficulties. These children will receive a multi-agency support through advice for teaching staff to inform accurate and personalised educational provision. We also commission an Educational Psychologist and Language Development Worker.

Children must not be regarded as having learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught. The class teacher and SENDCo will make appropriate assessments and will use this information in

conjunction with guidance from external agencies, before identifying New to English children as also having SEND. The Local Authority guidance in 4 terms of education before any assessments for SEND should be undertaken.

Graduated approach

Westminster CE Primary Academy will, once a potential SEND 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 SENDCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

Below Age Related Expectations

The class teacher is accountable for progress of the child within a mainstream class. The teacher sets short term targets, ensures planning for lessons is differentiated and that special provision is made using resources, groupings and support staff to address certain identified learning areas.

Additional use of technological aids may be introduced at this stage to support children's independence. There may also be the need for a very structured and multi-sensory approaches to learning as well as the use of visual reminders, timers, resources and rewards to develop independence.

After one term, if a child has made progress within the modified curriculum provided, this level of support will remain.

SEND Support

Where a child does not make sufficient progress through the previous interventions and has more significant needs, they are placed at SEND support. Staff will decide on more Bespoke interventions. These interventions will be recorded on the child's Learner Passport or My Support Plan and reviewed termly.

The SENDCO along with the class teacher, other relevant members of staff (e.g. behaviour mentor), external professionals, parents and pupils (as appropriate), will liaise with each other to provide an increasingly more individualised provision and program of study to ensure progress is made.

Alternatively, school may choose to support the child flexibly through the use of smaller teaching groups to facilitate access to the curriculum and deliver individually planned programmes of work. This may include enhanced adult child ratio, plus additional adult support to facilitate access to an appropriately differentiated modified or alternative curriculum and deliver individually planned programmes of work.

If little or no progress is made through the 'assess, plan, do, review' cycle, staff will consider seeking external support. At this stage, external support services will be helping to develop interventions aimed at addressing continuing barriers to achievement. School may also use external agencies in the very early identification of SEND to advise school on the effective provision designed to prevent the development of more significant needs.

EHC Plan

Where a child with SEND continues to make little progress over time, even with the support of external specialists such as Educational Psychology Team or the Social Communication and Interaction Team (SCIL), school may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an education, health and care assessment.

An application for an EHC plan will be made and additional top up funding from the high needs block can be accessed to provide regular, targeted small group support (1:3) for large parts of the curriculum as well as regular small group/1:1 interventions linked to targets in the EHC plan.

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.
- Pre Key Stage Standards 1-6.
- Foundation Stage Assessment.
- Assessment of Learner Passport targets
- B Squared.

Reviewing an EHC plan

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.

Criteria for Exiting the SEND register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND register are made in partnership with the parent/carer at the end of each monitoring cycle.

Supporting Pupils and Families

We aim to work in partnership with our parents and families to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

It is the intention to listen to and act upon the views of the child, where appropriate, when considering support and provision. This practice is embedded within teaching as well as at reviews of SEND Support Plans or EHC plan.

Supporting Pupils at School with Medical Conditions

At Westminster CE Primary Academy, we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

For children who have additional and specific medical needs a Care Plan will be in place, if advised to do so by medical professionals. This will be reviewed on a regular basis with the support of parents and any external agencies.

Some may also have SEND and may have an EHC Plan. If so, the SEND Code of Practice (2014) is followed. Our Accessibility Policy is on our website and we guide parents towards this for further information.

Transition to alternative provision, secondary school or other primary setting

Whenever any pupil with an EHC 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 SENDCO 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 EHC Plan will have access to transition support from Learning Mentors.

Roles and Responsibilities

- The SEND Governor is Tony Griffiths. They meet with the SENDCO regularly and monitor the progress of pupils with SEND.
- The school employs a number of support staff. They carry out a range of roles across the school and are line managed by Elizabeth Pawson. They work closely with class teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Elizabeth Pawson.
- The member of staff responsible for Looked After Children is Elizabeth Pawson.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils are Elizabeth Pawson and Catherine Wade.

Data and record keeping

Westminster CE Primary Academy will:

- Include details of SEND, 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 SEND.
- Record details or additional relevant information on CPOMS.

SEND Complaints Procedure

If parents have a complaint about the SEND provision in the Academy they may initially contact

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

In response the class teacher and the SENDCO 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 SEND Tribunal.

Roles and Responsibility

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Head Teacher (Principal) is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher
- Attain the National Award in Special Educational Needs Coordination within three years of appointment
- Collaborate with the governing body and the Principal, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school Governors and the Principal to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC Plans
- Liaise with the relevant designated teacher where a looked after child (CLA) has SEND
- Advise on the Graduated Approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents of pupils with SEND
- Liaise with Early Year's providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND
- Ensure that the school keeps the records of all pupils with SEND up-to-date
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Support staff should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

Evaluating the SEND policy

The SEND policy is reviewed annually.

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 SEND Information Report is published on the Academy's website.