

Special Educational Needs and Disability (SEND) Policy



Aim High, Learn Together, Feel Proud

Approved by:	Executive Committee	Date: 8th July 2024
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Last reviewed on:	July 2024
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Next review due by:	July 2027
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1 Introduction

This policy reflects the change in SEND provision and policy. This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report.

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

The [Governance Handbook](#), which sets out trustees responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. (SEND Code of Practice, 2015)

1.4 Special educational needs may relate to one or more of the following areas of need:

- communication and interaction e.g. ASD, Asperger's Syndrome
- cognition and learning e.g. dyspraxia
- social, emotional and mental health e.g. ADHD
- sensory and/or physical needs e.g. visual impairment
- medical conditions

- 1.5 Children may have special educational needs and disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.
- 1.6 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. Children with sensory impairments, such as vision impairments (VI) and/or hearing impairments (HI), have rights under the same Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

- 2.1 In making provision for pupils with SEN, our aims and objectives are:

Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO through our Initial SEND Concerns form.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and other supporting adults will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

This will be coordinated by the SENCO, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for by class teachers through Pupil Progress Meetings and attendance at SEND review meetings.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress e.g. through Individual Learning Plan (ILP) meetings.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Westbrook Primary receives further support from the Education Psychology Service (EPS), Speech and Language Therapy service (SaLT), Occupational Therapy Service and Hearing Impairment support teams.

Create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Where appropriate pupils attend Annual and Transfer Review meetings to share their views or complete pupil view forms with a familiar adult.

The SENCO is Mrs Carly Benton.

3 Educational inclusion

- 3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel

that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

4 Assessment of need and the 'graduated response'

- 4.1 All staff have the responsibility for identifying pupils with SEND. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.
- 4.2 Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.
- 4.3 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.
- 4.4 Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as wave 1 provision: high quality, inclusive teaching. Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. This is sometimes referred to as wave 2 provision, and pupils in receipt of such intervention will not normally be considered to have special educational needs.
- 4.5 Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.
- 4.6 If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use wave 1 and 2 strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. This is sometimes referred to as wave 3 provision. These children will usually be included on our register of SEN, and parents will be made fully aware of this designation and the outcomes of our assessments. This level of support is referred to SEND Support (or Early Years Action if children are in the Early Years Foundation Stage). The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed of the provision being made and draw upon them for additional information to help plan that

provision. The special educational needs coordinator (SENCO) will oversee the planning and provision for the pupil, and take the lead in further assessments of their needs.

- 4.7 Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, we will record the special planning required in an Individual Learning Plan (ILP). An ILP will record the nature of the child's special needs, the planned objectives of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 4.8 Parents or carers will always be invited to attend and contribute to the ILP review meeting. This will be chaired by the class teacher and the SENCO may also be present at this meeting. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In many cases, particularly for older pupils, it will be appropriate for them to attend the ILP review meeting and sign to say that they agree to the targets being set.
- 4.9 If an ILP review, or other assessment of a pupil's progress, identifies that, over a period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services e.g. a Speech and Language Therapist. All pupils at SEND Support will have an ILP. External support services will provide information for the pupil's new ILP. The new strategies in the ILP will, wherever possible, be implemented within the pupil's normal classroom setting. The service providing the additional support will be invited to attend or submit a report for ILP review meetings where appropriate.
- 4.10 If, after a period of two terms of support through SEN Support, the pupil continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the Local Authority (LA). A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether an Education, Health and Care Plan (EHCP) needs to be drawn up.
- 4.11 Nationally, only a very small proportion of pupils with SEND will require an Education, Health and Care Plan (EHCP). An EHCP is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's statement of SEND, then we will take every step possible to make the provision required by the statement. All pupils with EHC plans will also have ILPs, and an annual review of their EHCP, conducted in accordance with the Code of Practice, and in which parents and pupils are involved.

5 The role of the SENCO

- 5.1 In our school, the special educational needs coordinator (SENCO):
- manages the day-to-day operation of our SEND Policy and maintains the SEND register;
 - co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through waves 1, 2 and 3;
 - provide professional advice to colleagues
 - oversees all assessments of the progress made by pupils with SEND;
 - arranges and attends all EHCP review meetings, many of which he/she will chair, when the headteacher is not involved;

- maintains records of all children with SEND;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Special Educational Needs and Disability Policy, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND
- Work with the Headteacher and the SEN Governor to determine the strategic development of the SEN policy and provision across the school
- Advice on the graduated approach to providing SEN support
- Advice on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

6 The role of the headteacher

- 6.1 The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. He/she oversees and manages the work of the SENCO. In particular cases, the headteacher may liaise with external agencies and the LA, and may chair annual review meetings, for pupils with an EHCP.

7 The role of the governing body

- 7.1 The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.
- 7.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs and/or disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, through the school prospectus, to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.
- 7.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an EHCP are aware of the nature of the outcomes and provision outlined in the EHCP.
- 7.4 The SEND governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

8 The role of the class teacher

- 8.1 Each class teacher is responsible for:

Progress and development of every pupil within the class.

Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support provided for pupils identified as having a SEN.

Work with the SENCO where appropriate to ensure that the needs of the pupils with identified SEN are met and to ensure that systems of monitoring and assessing progress and attainment are suitable.

9 Allocation of resources

- 9.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 9.2 The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grants attached to some statements, has been used.
- 9.3 The headteacher and the SENCO meet annually to agree on how to allocate and use our SEND funding. The SENCO draws up the necessary resources bid when the school is planning its budget.

10 Partnership with parents and carers

- 10.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.
- 10.2 The school prospectus contains a summary of this SEND Policy, and the arrangements made for children with additional needs in our school. The named SEN governor is always willing to talk to parents and carers of pupils receiving additional support.
- 10.3 Through ILP review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

11 Pupil participation

- 11.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.
- 11.2 Children are involved in an appropriate way in agreeing targets in their ILPs and in the termly ILP review meetings. Children are encouraged to review their own progress against their ILP targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

12 Monitoring and review

- 12.1 The SENCO monitors the progress or difficulties of children on the SEND register. He/she provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.
- 12.2 The SENCO is involved in supporting teachers in drawing up ILPs for the children in their class. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named SEN governor also hold termly meetings.
- 12.3 The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEND policy.