

## **Westfield Primary School**

### **Special Educational Needs and Disability (SEND) Policy**

Westfield Primary school is an Inclusion Quality Mark Flagship School. We take Special Needs and Safeguarding very seriously and all of our policies are developed with our children's safety in mind. Our policies are interlinked and should be read together. In particular the SEND policy is linked to Behaviour, Anti - Bullying, Administration of Medicine and Curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

#### **SEND at Westfield School**

Our named SENDCo is Mr. Kevin Dawes and the named Governor responsible for SEND is Mrs. Lesley LeSurf. They ensure that the Westfield Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014).

At Westfield we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We do our best to secure special educational provision for pupils when required, that is 'additional to and different from', that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and physical.

Behaviour is no longer included as a SEND and has now been replaced by social, mental and emotional health. We have children in all of these categories of SEND.

#### **What are Special Educational Needs?**

A child or young person has a **Special Educational Need** if he/she has a learning difficulty or disability which requires additional special educational provision to be made for them. A **Learning Difficulty** or disability is where a child has a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health Care or Social Care provision which educates or trains a child or young person is to be treated as Special Educational Needs provision. *Code of Practice 2014.*

At Westfield we have a high number of disadvantaged children who are offered additional support, through small group intervention or 1:1 activities, in order to boost their skills and confidence. These children may not be on the Special Educational Needs list held by the school.

Westfield Primary School also recognises that the needs of high achieving children should also be catered for. Please Refer to the **Gifted and Talented Policy**.

This SEND policy details how Westfield ensures that the necessary provision is made for any pupil who has Special Educational Needs and that those needs are known to all who work with them. We ensure that staff identify and provide for pupils with Special Educational Needs.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs. Julie Metcalf (SENCo). Please make an appointment with Mrs. N Shepherd if you wish to speak to Mrs. Metcalf (SENCo).

### **Headlines from the 2014 Code of Practice**

- Statements are no longer offered from the Education Authority. Statements have been replaced by Education and Health Care plans (EHC plans) which can be used to support a child from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as '*Special Educational Needs Support*' (*SENS*). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- We always work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of and hopes for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan, and teach all children at the level which allows them to make progress with their learning. We also implement a variety of focused interventions to target particular skills.
- We have high expectations of all of our children. Children identified as having a SEND make progress which compares well with that made by other children in school.

### **Westfield aims to:**

- identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- ensure that every child experiences success in their learning and achieves to the highest standard
- enable all pupils to participate in lessons fully and effectively
- value and encourage the contribution of all children to the life of the school
- work in partnership with parents
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- work closely with external support agencies to support the needs of individual pupils
- ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Westfield has 38.5% of children who are either at SENS (SEN Support) or SENS Top up (previously known as enhanced provision) and have SEN Plans or SEN Behaviour Plans. This is above the National Average and all teachers expect to have children with SEND in their classes.

Additionally, as of 2016/17, there are a vast number of children with dyslexia, dyspraxia, autism, ADHD, emotional issues, visual impairment, hearing impairment, attachment disorder, behavioural issues, personal medical needs and other conditions who currently do not have SEN Plans as they do not meet Local Authority criteria, but may need one as they progress through school. Westfield continues to monitor all of these children closely.

### **How Westfield identifies children with SEN**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored continually by the class teacher and discussed every half term with the Headteacher, Assessment Leader, SENDCo and Senior Leadership members in Pupil Progress Meetings. Where children are identified as not making progress in spite of Quality First Teaching individual interventions and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

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 gap between the child and their peers.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, a concern can be addressed by Quality First Teaching, some catch up or booster interventions and parental support. Otherwise, the child is placed at SEN.

The child's class teacher and SENDCo will decide on the action needed to help the child to progress in the light of the earlier assessments. This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or Teaching Assistant
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- staff development and training to introduce more effective strategies

After discussions with the SENDCo the class teacher will then be responsible for supporting the child on a daily basis. Parents will be involved at regular intervals and be informed of progress.

Westfield can identify Special Educational Needs and make provision to meet those needs but is not legally allowed to make or offer diagnoses. It would be necessary for

parents to agree to a referral to an outside agency with the support from the SENDCo or to contact their GP where a diagnosis was required.

### **Partnership with Parents**

We strive to have good and informative relationships with all of our parents. All parents of children with a SEND will be treated as partners and given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed as soon as this comes to light. This may be via a face to face meeting, Parents' Evening, home visit or letter depending on the issue.

Once a child has been identified as having a SEN, the class teacher and or SENDCo will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN
- discuss any assessments that may have been completed
- agree a plan and provision for the next term - this may include a plan to refer to outside agencies for further assessments and support.

This is part of the graduated approach cycle of Assess, Plan, Do, Review required by the Code of Practice (2014).

Depending on their age, the child may be invited to attend all or part of the SEN support meetings.

Records are kept of these meetings and copies are available to parents.

From then on meetings will be held as regularly as required to support the child and parents. They may be discussions or consultations held with key school staff or monitoring meetings to examine progress made, set targets and agree provision for the next stage of the child's learning. Annual reviews are held for each child.

Once a child has been identified as needing SENS the following paperwork is completed:

- two Individual Education Plans – one for the child and the other for the teacher and parents. These are completed and shared with the parent and child and act as a guide for the class teacher. The information will be updated each term with new targets set and progress made.
- data tracking records are kept by the class teacher and the Teaching Assistant commenting on progress made towards targets

### **EHCP (Education, Health and Care Plan)**

If children do not make the required progress, in spite targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- the child has a disability which is lifelong and which means that they will always need support to learn effectively

- the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision

If the application is successful, a representative from the SEN Section of the Local Authority will call a meeting for the parents, child and school together with any health or Social Care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Working with Outside Agencies**

Westfield has considerable experience of working with a variety of outside agencies due the needs of our families. We have two Family Support Workers, a counsellor and a play therapist who all provide additional advice and support to families. We also have sound social Care and Health Care links to enable a team approach to all issues that families may experience.

Other services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will access the child's progress records in order to decide which strategies would be useful to support the child further.

The external agency may give advice or do specialist assessments or be involved in teaching the child directly. Any individual targets and strategies to be implemented will be recorded in the child's SENs support plan (previously IEP).

### **Outside agencies may become involved if the child:**

- continues to make little or no progress in specific areas over a long time
- continues working at National Curriculum Levels substantially below that expected of a child at a similar age
- has emotional or behavioural difficulties regularly that substantially interfere with the child's own learning or that of the class group
- requires additional specialist equipment or regular advice or visits by a specialist service
- has communication or interaction difficulties that slow the development of social relationships and cause barriers to learning.

At Westfield we treat all children as individuals and teach them according to need. This may involve a mix of whole class, individual and small group teaching as required. We expect all children to develop into confident, independent learners. Children with SEN and disabilities are mainly taught by their teacher and sometimes by a Teaching Assistant. Where necessary, we aim to put in sufficient support to enable each child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a Provision Map. If a child requires a specific intervention we look at the child's needs and progress in order to find the intervention which is best suited for the child.

Interventions are planned in half termly blocks and assessed to measure progress. The decision is then made as to whether to continue the intervention or to introduce a new intervention, or to allow a period of consolidation in class.

The Headteacher, Assessment Leader and SENDCo monitor interventions to identify what is successful and what isn't.

### **Disability Accessibility**

Westfield has regular Disability Audits and caters for a wide range of mobility issues through the addition of a passenger lift, modernised disabled toilet facilities for child and adult users, wide corridors, ramps, visual impairment floor markings and adaptations for our Hearing Impaired Base. We are constantly updating our facilities to ensure access for all.

We have been recognised as an outstanding provider for inclusion through the Inclusion Quality Mark Flagship award and we have an inclusive school ethos.

### **Wrap around provision and Extra-curricular activities**

All of our pupils have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is ever excluded from a trip because of SEN, disability or medical need.

### **Staffing around school and in our Hearing Impaired Base**

All of our teachers and Teaching Assistants have received SEN training and are used to working with children who have a variety of needs. We have a highly qualified Teacher of the Deaf (Mrs. J. Metcalf) and eleven staff who are qualified British Sign Language signers at varying levels from 1 to 6. Many teachers and Teaching Assistants have training in specialist areas such as literacy, maths, behaviour, autism, ADHD, dyslexia, dyspraxia, play therapy, family support, counselling and speech and language in order to support all of our children effectively.

Behaviour is no longer classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences (e.g. bereavement, parental separation) we may seek advice from outside agencies and a CAF may be completed with the family to support the child through the process. Our Family Support Workers, counsellor and Headteacher will work with families and outside agencies where it is required to help a child and their family.

If there are concerns that a child may have a mental health needs we ask parents to authorise a referral to CAMHS and to also notify/visit their GP. A program of support would then be developed in school and delivered by the relevant specialised staff.

Westfield has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations. Please see our **Anti-Bullying Policy**.

### **Transition Arrangements**

Everyone at Westfield understands how difficult moving into a new class or new school can be and we will do everything we can to make transition between classes as smooth as possible. This may include additional meetings between the child, parent and the new teacher or additional visits to the new classroom environment.

### **Transition to secondary school**

Transition reviews for pupils in year 6 are held during the Summer Term of year 5 or in the Autumn Term of year 6. The secondary school SENCo is invited to the annual reviews and any other review meetings. Other transition arrangements may be made at these reviews for example extra visits to the receiving school, photographs to be taken of staff and classrooms, home visits, extra lessons held during the summer holidays etc.

### **Governors**

It is the statutory duty of the Governing Body to ensure that Westfield follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mrs. Lesley LeSurf. She meets with the SENCo and Headteacher to discuss actions taken by the school.

### **Complaints**

Westfield takes any complaints seriously and will deal with them through **The Complaints Policy** procedure.

### **Halton's Local Offer**

The Local Offer enables parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. More information about Halton's Local Offer is available at <http://localoffer.haltonchildrenstrust.co.uk/>

### **Equal Opportunities**

Westfield's ethos is to provide equal opportunities for all, irrespective of race, faith, gender or capability in all aspects of school life.

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

