

Statutory

# Special Educational Needs Policy



**Policy Date:** January 2025

**Agreed by:** Headteacher **Signature**  
Curriculum

**Agreed by:** Committee **Signature**

**Policy**

**Review**

**Date:** January 2026

**Previous**

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**Changes**

**Made:** No Changes

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Westfield - Sec

HALTON BOROUGH COUNCIL

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## 1. Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

- At Westfield Primary School, our vision is to nurture and develop individuality, independence and an inquisitive mind in all of our learners. Our children are treated as individuals: embracing equality and celebrating uniqueness. We strive to provide a high quality education for all, enabling children to branch out, achieve their best and strengthen their emotional, social and physical well-being. Children will become curious learners, who can develop their communication skills, their thoughts and opinions in order to manage the challenge of everyday life. This is our vision for ALL of our pupils and we will endeavour to support our pupils with SEN to fulfil this vision.

At Westfield, we work together to build compassionate, healthy and meaningful relationships: where we all feel safe, protected and loved. Our aim is to empower all of our children to cultivate and apply their skills, knowledge and individual talents to enable them to take on the world. Our success will be measured by the growth we see in our children as individuals.

## • 2. Legislation and guidance

This policy and information report 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 SEN and disabilities

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

## • 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## • 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs. Christine Havard

They will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN Governor**

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

### **• 5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

Fails to meet SMART targets set out in an existing support plans

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. This may be at a parents' evening or a separate meeting, based on the request of either the parent(s) or the school. These conversations could take place face to face or over the phone. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

In addition, we also complete a 'One-page Profile' with children each year which includes their wishes, likes and dislikes as well as the difficulties they are facing from the child's point of view.

Notes of these early discussions will be added to the pupil's record and can be shared with parents upon request.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil, including observations and logs

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to in the following ways:

- Secure transfer of any electronic files about the child's needs, including support plans and any reports or advice received about the child from other agencies. A record of communication with parents and observations may also form part of the transfer.
- A meeting is held between the school SENCo and/or class teacher and the receiving school SENCo or pastoral lead.

Transition days for all pupils with additional transition days arranged for pupils whom this may benefit may be arranged between the receiving high school and us.

Additional transition work, where needed, by ELSA-trained adult.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated or scaffolded for individual pupils.

We can also provide the following interventions:

1:1 Literacy or Mathematics Support intervention

Small group Literacy support

RWI 1:1 phonics intervention

ELSA support group or one to one sessions for supporting children with social, emotional and mental health needs

Lego group for supporting pupils with social communication difficulties

Small group support in class where needed

Speech and language intervention

## 5.7 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.8 Contact details of support services for parents of pupils with SEN

There are many parent support groups available in Halton for parents and carers of children with SEN.

Information about Halton SENDIASS, including telephone numbers and email addresses can be found here:

<https://sendiasshalton.co.uk/>

There are also many support groups aimed at more specific areas of need. More information is available at:

<https://localoffer.haltonchildrenstrust.co.uk/help-support-advice-2/>

## 5.9 Contact details for raising concerns

### SENCo

Mrs. Christine Havard

01928 572 343

[SENDCo@westfieldprimaryschool.com](mailto:SENDCo@westfieldprimaryschool.com)

Class teachers or Miss Pope can also always be contacted to discuss any concerns.

## 5.10 The local authority local offer

Our local authority's local offer is published here: <https://localoffer.haltonchildrenstrust.co.uk/>

## • **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo, Headteacher and SEND governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

- **7. Links with other policies and documents**

This policy links to our policies:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

SEND information report