



Westminster

Primary

School

Nurturing Minds...
Inspiring Excellence

SEND POLICY

Ratified by trustees: March 2024

To Be Reviewed: March 2025

Equal Opportunities

At Westminster Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Our School has a named SENDCo (Mrs Y Patel) and a named Governor (Mrs A Gurney) who is responsible for SEND. Members of staff have also achieved Level 1 Autism and Makaton training. They ensure that the School's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

The role of the Trustees

The trustees challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The trustees have decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Trustees review this policy annually and consider any amendments in light of the annual review findings.

What are special educational needs?

At Westminster Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. At school, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person, but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We use our best endeavours to secure **special educational provision** for pupils for whom this is 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 SEND Code of Practice; 0 – 25 (September 2014), i.e.

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

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of 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 provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

This SEND policy details how, at our school, we will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school.

The trustees, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Throughout the school year, we develop staff confidence and awareness through a programme of bespoke CPD around various aspects of SEND. On occasions this will be delivered by the SENDCO or other members of the SLT. Where appropriate we will invite the support services that we work with to deliver inset on aspects of SEND that we feel are needed.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the issues are due to limitations in their command of English or arise from special educational needs.

The role of the SENDCo and what provision looks like:

The Special Educational Needs Co-ordinator's [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfers;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND;
- Monitoring the progress of children on the SEND register through regular classroom observations.
- Applying for EHCPs and SEND support provision plans.

Monitoring Children's Progress

Pupil progress data is reviewed regularly by the SLT and SENDCo. This allows changes in rates of progress or areas of difficulty to be highlighted and addressed before they become significant concerns. Alongside data, the SLT will monitor planning, observe teaching and review records of pupil learning in books.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are insufficient.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, we will adopt a graduated response. We first, assess needs, we then plan for this. We use the Language and Literacy continuums to build a profile of pupil strengths and weaknesses in Speaking & listening, Reading and Writing. These are updated throughout the school year and inform teaching and learning. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ITP (Individual Target Plan) generated through the continuum profile and provision maps. The SENDCO will have responsibility for ensuring that records are kept and available when needed and as a part of her monitoring will analyse continuum data to identify trends e.g. pupils, cohort or an area of Literacy. If we refer a child for an **Education Health and Care Plan**, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. **Additional Support** will be put in place and monitored for a period of up to 6 - 12 weeks. This support is recorded on the school's **Provision Map** and discussed with parents. If no progress is noted after this time the child **may** be added to the school SEND register and will receive **Enhanced Support**. The class teacher after discussion with the SENDCO will then provide interventions/support that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be recorded on an Individual Target Plan (ITP). These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCO, parents and child.

Reasons for a child being added to the SEND database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;

- 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.

Criteria for removing children from the SEND register

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. Assessment of the national standardised continuums are used to determine the level of support the child requires. If the assessment shows up as green then the child will no longer require SEND support and will be taken off the register in discussion with the class teacher and other agencies if involved. Parents will be informed through a meeting with the SENDCo.

The child will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance then the procedures set out in this policy will be followed.

Partnership with parents

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. They will be invited to contribute to EHCP reviews/SSPP reviews.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains links to our policy for special educational needs and

Special Educational Needs Information Report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular SEND review meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo and parents and children have access to the school website which has a section dedicated to Special Educational Needs. The SENDCo will be available during parents' evenings to discuss any concerns or questions raised by parents.

Staffing and staffing structure

The SENDCo oversees the provision, early identification and intervention for SEND pupils. Teachers are responsible for ensuring that their children achieve the best possible learning outcomes by using teaching methods that target their areas of difficulty and adapt these as their needs change. Teaching assistants in KS1 and KS2 support the teacher in preparing materials,

adapting teaching support and delivering interventions. We have pupils with complex needs, these children have additional support from adults who have had bespoke training to support their learning.

The Nature of Intervention and support

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

- Differentiated 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, with TA support or other specific interventions.
- 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 initial discussions with the SENDCo, the child's class teacher will be responsible for delivery of the curriculum and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and they will have specific time slots to discuss individual targets and progress of their child. Parents of children with high levels of specific needs will be invited to meetings with the SENDCo in addition to meeting with class teacher.

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ITP or other target system) continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

We purchase additional support services, so that we can support out pupils and develop our staff's knowledge base around various areas of SEND provision.

We work with the following services:

PSS (Pupil and School Support) for cognition and learning

COBS outreach (City of Birmingham Behaviour Support) for Social, Emotional and Mental Health)

CAT Team (Communication and Autism Team) for supporting Communication and Interaction

EP (Educational Psychologist) for advice on all aspects of pupil needs

PDSS (Physical Difficulties Support Service)

SALT (Speech & Language Therapy) to develop expressive and receptive speech and language

SOUNDSWELL (Speech & Language Therapy)

SENAR (The Special Educational Needs Assessment and Review Service)

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.

School Request for an Education Health and Care Plan (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals.

The EHCP puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children, i.e. what they and you want to achieve now and in the future.