

**Weston Primary School**

**SEND Policy**

2023

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| Approved by Governing Body: | 7th November 2023 |
| Next review due: | November 2024 |

# **Introduction**

This policy was reviewed in September 2019 (Taking regard of the Children and Families Bill 2014) It forms the basis of our “Local Offer” consisting of information for parents/carers of children who have Special Educational Needs or a disability (SEND), and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school. Consideration is also taken of the Single Equality Act 2010, Children and Families Act (2014): Section 69, Schools SEN Information Report Regulations (2014) and of the SEND Code of Practice 2014

# **Policy Statement**

It is our belief that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We provide a broad, balanced and creative curriculum for all children. All children benefit from “Quality First Teaching”: this means that teachers expect to assess, plan and teach children at the level which allows them to make progress with their learning. The National Curriculum is the starting point for our planning in order to meet 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. The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with special educational needs or disabilities.

Our school SEN Information Report can be found at:

<http://weston.halton.sch.uk/page/send-information/30737>

# **Definition of SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age; or
2. have a disability 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.

A child under compulsory school age has special educational needs or disability if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

# **Aims**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

* Build upon the strengths and achievements of the child.
* Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
* Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
* Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil’s progress and additional provision being made for them.
* Assess children regularly so that those with SEND are identified as early as possible.
* Enable pupils with special educational needs to make the greatest progress possible.
* Work towards developing expertise in using inclusive teaching and learning strategies.

# **Objectives**

* Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014)
* To create an inclusive environment that meets the additional needs of each child;
* To ensure that the additional needs of children are identified, addressed and provided for at the earliest opportunity;
* Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
* Ensure good parent and carer involvement in children’s learning and development
* To identify the roles and responsibilities of staff in providing for all children’s educational needs;
* Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.
* Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible and that their progress towards planned outcomes is closely monitored.
* Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.

# **Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be planned for;

 **Communication and interaction**

Autistic spectrum and Asperger’s

 **Cognition and learning**

Dyslexia and moderate learning difficulties

 **Social, emotional and mental health difficulties**

ADHD and emotional difficulties

 **Sensory and/or physical impairment.**

Visually impaired/Sensory impairment

There are occasions when progress and attainment may be affected by factors other than special educational needs. For example:

* Physical 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
* Having ACE’s

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving additional SEN support.

# **Roles and Responsibilities**

The role of the Governing Body (ref: Children and Families Bill)

* to cooperate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents;
* to co-operate with the Headteacher to determine the school’s general policy and approach to provision for children with special educational needs and/or disability;
* to establish appropriate staffing and funding arrangements;
* to maintain a general oversight of the schools work with SEND pupils via the regular sharing of the Information Report;

The Role of the Headteacher

The Headteacher is the school’s ‘responsible person’ and manages the school’s special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school’s special educational needs policy. The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school’s improvement plan.

The role of the S.E.N.D.C.O.

At Weston the SENDCO is Mrs Laura Simpson. She can be contacted at school on 01928 574544 or by email at [senco.weston@halton.gov.uk](mailto:senco.weston@halton.gov.uk)

The S.E.N.D.C.O.’s role involves:

* Overseeing the day-to-day operation of the school’s S.E.N.D. policy;
* To report back to the Headteacher and Governing Body on a regular basis, giving updates of progress and development
* Co-ordinating and monitoring the provision for children with Special Educational Needs and Disability
* Ensuring earliest intervention where possible through EYFS and Key Stage One provision
* Liaising with the head of safeguarding and extended services
* Liaising with and advising staff, (teachers and teaching assistants);
* Managing school’s nurture provision within The Courtyard
* Enhancing nurture practice across school
* Managing Teaching Assistants roles and responsibilities;
* Maintaining an up-to-date SEND list, informed by assessment data,
* Overseeing the records of all children with Special Educational Needs;
* Liaising with parents of children with Special Educational Needs;
* Identifying needs and facilitating or contributing to the in-service training of staff.
* Liaising with external agencies including the Local Authority Access and Inclusion department; the Educational Psychology services; Health and Social Services, and Voluntary Bodies.

The role of teaching and non-teaching staff

All teachers are teachers of SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child’s learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate provision and review progress and impact. They maintain a class Inclusion file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

# **A graduated approach to SEN Support**

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers’ ongoing assessment will provide information about areas where a child is not progressing satisfactorily.

Teachers will then consult the SENDCo to consider what else might be done – the child’s learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. 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 attainment gap between the child and their peers
    - widens the attainment gap
* fails to make progress with wider development or social and emotional needs
* fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCo will update all records of provision and impact of that provision. The teacher will maintain the individual educational plans and keep them updated.

**ASSESS** - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child’s current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centered plans may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO**- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school’s usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENDCo records the cost of provision made through provision mapping.

The majority of children and young people will have their needs met through universal mainstream provision. Children and young people with the highest level of need may be assessed for an EHC Plan which sets out an overview of the child’s needs. The Plan replaces SEN Statements and Learning Difficulty Assessments (for older children) and is for children and young people 0 -25 years of age.

The Plan is drawn up with the family and professionals involved after an assessment. This involves the direct interaction between professionals and parents/carers and children/young people and inclusion of information about the child or young person. This is called a person- centred approach. The assessment also considers the needs of the family as a whole and the importance of professionals and the family working together to better support the child/young person. The EHC assessment includes an ‘All About Me’ section which takes into account the views of the child.

The new SEND Code of Practice outlines a duty to schools to co-operate with LA to best meet the need of SEND children. The Local Authority need to publish their own **‘Local Offer’.** Halton’s Local Offer is available to view at:

<http://localoffer.haltonchildrenstrust.co.uk/>

It sets out in one place the provision that is available for children in the area who have SEND.

The key purpose is to make provision more responsive to local needs and aspirations. The Local Offer also includes details of services provided outside of the Halton area for the children and young people of Halton, regardless of whether or not they have Education, Health and Care Plans.

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# **Links with External Agencies**

The school has links with the following organisations on a regular basis:

* L.A. Access and Inclusion Service
* Educational Psychology Services
* Speech and Language Therapy Services
* Health Services (School nurse)
* Social Services
* Language and Social Communication Service
* Positive Behaviour Support Service
* Child and Adolescent Mental Health Services
* Barnardo’s
* Children’s Disability Services
* Occupational Therapy
* Ophthalmic Services
* Audiology Service
* Bridgewater Trust NHS

# **Criteria for exiting Special Education Provision**

A child may no longer require individual Personalised Support Plan, where they

* make progress significantly quicker than that of their peers
* close the attainment gap between them and their peers
* make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
* make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Parents will be involved at every stage of their child’s progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for Personalised support plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors’ Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

The Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child, they should consult the SENCo and/or Headteacher as Child Protection Coordinator.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychologist.

# **Admissions**

Pupils with special educational needs will be admitted to Weston Primary in line with the school’s admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act’s requirements. We have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from a number of sources. These include:

* Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings

For a child arriving at Weston with an EHC plan in place, school will put into place the relevant steps to meet the needs of that child. In the case of a pupil joining the school from another school, Weston Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo and Head of Year 7 of the receiving school to discuss SEN records and the needs of the individual pupils.

# **Medical Needs**

The school recognises that pupils at school with medical conditions should be adequately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school’s policy on medical needs can be found on the school website.

# **Training and resources**

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their Enhanced Provision/Educational Health Care Plan and in relation to their needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo. The SENDCo will keep abreast of current research and thinking on SEN matters. The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

* Increasing the number of classroom assistant hours to support the running of Government ‘catch-up’ initiatives
* Providing one to one or small group teaching
* Buying materials and resources
* Interventions to narrow the gap

Money received for Enhanced Provision/ Education Health Care Plan is allocated according to the pupil’s Enhanced Provision/ Education Health Care Plan and the LA banding document to ensure appropriate provision.

# **Accessibility**

The Disability Discrimination Act (1995) as amended in 2005, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our Accessibility Plan can be found on the school website.

# **Complaints**

The complaint procedure for special educational needs mirrors the school’s other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

* Discuss the problem with the SENDCO
* Should the problem be with the SENDCO, contact the Headteacher
* Discuss the problem with the Headteacher

The Headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services and how to make representations to the LA

More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.