



## Westfield School

### SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Date: September 2017

Review Date: September 2019

#### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (July 2014)
- Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

## **Section 1- Contact Details:**

Assistant Headteacher / SENDCo

Mrs Louise Cunningham – (B.Ed Hons, NASENCo Award, MA Education - Special Educational Needs)

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## **Section 2 – Objectives:**

Objectives of our SEN policy are:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that pupils with special educational needs and disabilities join in with all the activities of the School
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and the school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

## **Section 3 - Identifying Special Educational needs**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as:

**“A child or young person has SEN 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:**

- (a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.”**

The School is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected from our feeder Lower Schools on entry and through the usual assessment and monitoring arrangements within the School: if this suggests that the learner is not making the expected progress, the form tutor/subject teacher will consult with the SENDCo in order to decide whether additional and / or different provision is necessary.

All children are entitled to a balanced and broadly based curriculum, including the National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term withdrawal work to support learning, social and emotional improvement.

Differentiation means teaching a child in ways and at levels which match their ways of learning. Children make progress at different rates. Not all children learn in the same way and need to be taught in different ways, acknowledging different learning styles.

1. Class teachers and subject co-ordinators have the responsibility to ensure that schemes of work make provision for adaptation to meet individual children's needs.

2. Early support for children with special educational needs will usually be within the regular classroom routes by means of differentiated tasks and/or adult help.

3. Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with the Teacher or Learning Support Assistant or SENDCo.

4. The school Provision Map and Additional Needs register is updated regularly.

## **Section 4 – A graduated approach to SEN support**

### **Identification:**

See definition of **Special Educational Needs** at start of policy.

### **A graduated approach: ‘Every Teacher is a Teacher of SEN’.**

### **Quality First Teaching: ‘The baseline of learning for *all* pupils’.**

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class/subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the Additional Needs register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's Additional Needs register. Any further concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the Additional Needs register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress,

development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class/subject teachers remain responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants to plan and assess the impact of support within their classroom. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. Subject teachers, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment. This is a process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety

of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.sendguide.bedford.gov.uk/education.aspx](http://www.sendguide.bedford.gov.uk/education.aspx)

### **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by Bedford Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Section 5 – Managing pupils needs on the Additional Needs Register**

Pupils with an identified SEN will have a tailored programme which is differentiated to meet that particular need, in consultation with parents. This may involve targeted short term interventions identified and monitored by a teacher. It may involve differentiation strategies in the classroom. The SENDCo, in consultation with, teachers and support staff will maintain and update and review records regularly.

A pupil not making expected progress despite agreed interventions will be reviewed by all relevant parties to agree next steps and whether further support is required. In some cases there will be multi-agency involvement which may be adapted as a result of the review process.

SEN support will be recorded on a Provision Map and Learner Profiles that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets.

The provision map should include

- details of what needs have been identified
- how to remove key barriers to learning effectively ie. what works
- the clear outcomes to be achieved
- an agreed time frame
- who will support

The plan will be tracked and reviewed termly with the parents and the pupil. Progress towards these outcomes will be reviewed. Provision is also decided at these meetings and if external support is required this is discussed in detail. The SENDCo or a member of the SEND team are always available to support parents at these meetings should they request this. Details of how the school engage additional support/ specialist services can be found in the local offer.

## **Section 6 – Criteria for exiting the Additional Needs Register**

Pupils will be removed from the SEN register:

- Where agreed outcomes have been met

- If pupils progress meets national expectations or pupils have closed the gap with their peers
- Where school, parents and any other relevant agency working with the pupil, agree outcomes have been met and where the pupil's progress meets the nationally expected levels

## **Section 7 – Supporting pupils and families**

The school recognises and values the importance of parental involvement in all aspects of Special Educational Needs and is committed to an effective Home School partnership agreement. The school is always pleased to meet with parents and the SENDCo is available at all Parents' Evenings by appointment. In addition the SEND Team has an open door policy and parents are welcome to make an appointment to see the SENDCo or a member of the team at a time mutually convenient. We also offer a termly drop in session for parents of children on the Additional Needs register to discuss progress and any concerns.

An initial request by a parent will result in the pupil being assessed, unless more immediate action is required. Where it is necessary to seek the involvement of any external support agency this will only be done following the consent of the pupil's parents, the only exception being in cases of suspected child abuse where a referral will be made directly to Social Services.

Parents are consulted at each stage in the identification, assessment and provision for Special Educational Needs. They are encouraged to take an active role in the planning and review of their child's support, including attending meetings with external agencies. The views of parents will always be recorded and incorporated into the review process. The school will make available to parents on request a copy of this policy. Contact information is also provided by the SENDCo on services provided by Bedford Borough Council and other agencies and organisations.

## **Section 8 – Supporting pupils at school with medical conditions**

Westfield recognises that pupils at school with medical conditions should be properly 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. All medicine administration procedures adhere to the DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

Detailed information is written in the 'Administration of medication policy'

## **Section 9 – Monitoring and Evaluation of SEND**

Plans for meeting the special educational needs in the school will be reviewed annually. The effectiveness of the SEN provision will be reported to the Governors on at least an annual basis whereby the Headteacher/SENDCo will deliver the annual SEN review. Effectiveness will be reported to parents and the school community.

The success of the School's SEND Policy is measured by the quality of education received by individual pupils and the progress made in relation to their individual difficulties. This is achieved through the review process, reflecting the opinions of staff, pupils and parents. Pupil statements reflecting the coping skills and enjoyment levels are useful indicators of success. Other indicators include improvements in core Numeracy, Literacy and ICT skills, attendance rates and the number of SEND pupils continuing to make good progress at Upper School level.

The SENDCo meets regularly with the Headteacher and SLT to review the work of the School with regard to Special Educational Needs.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Curriculum Coordinators;
- Analysis of pupil tracking data and test results;
- Value added data for children identified as SEN Support;
- The School self-evaluation mechanisms;
- The Governors' Reports to Parents, which contains the required information about the implementation and success of the SEND Policy;
- The school's Annual SEND Review, which evaluates the success of our policy and sets new targets for development.
- The School's Development Plan which is used for monitoring provision in the school;
- Frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.
- Declining numbers of pupils requiring support as they progress through the school
- Lower truancy and absenteeism of pupils with SEND
- SEND pupils achieving their potential at SATs and internal tests/examinations
- Quality of OFSTED reports

## **Section 10 – Training and Resources**

- Teaching and non-teaching staff may, where possible and appropriate, attend SEND and Inclusion training, or visit special schools, or schools with a specific expertise in Inclusion.
- The SENDCo will ensure that staff keep up-to-date with developments in Inclusion and SEND through staff meetings and/or in-service days or additional training opportunities.
- Particular support will be given to Newly Qualified Teachers (NQT) and other new members of staff.
- The SENDCo offers 'support surgeries' to assist staff with developing strategies of support for individual pupils.

## **Section 11 – The Management of Special Educational Needs**

The overall management of special educational needs is the responsibility of the Senior Leadership Team, the SENDCo and the range of staff involved in providing learning support.

Currently the **SENDCo** is Mrs Cunningham who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEND policy;

- Providing advice to staff supporting, liaising with them and monitoring the completion of Individual Educational Plans/Intervention targets;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Maintaining the schools Additional Needs register and overseeing the records on all pupils with special educational needs
- Manage a team of LSA's and co-ordinate provision across department areas;
- Overseeing and maintaining specific resources for special educational needs;
- Overseeing provision in specifics and specialised areas to meet the needs of our more vulnerable children;
- Liaising with outside agencies;
- Liaising with our Lower Feeder schools to ensure a smooth transition for pupils with special educational needs transferring into Y5;
- Contributing to and, where necessary, leading the continuing professional development of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the Governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- Liaising with parents/carers of children with SEN.

### **Learning Support Assistants**

The primary role of the LSA is to assist the teacher in the classroom in order to enhance the learning of the pupils they are assigned to. The specific tasks/routines will be determined by the teacher of the class and these may include:

- acting as interpreter in reading and writing for individual/groups of pupils
- repeating instructions to clarify what is required of the pupils
- re-explaining or simplifying difficult concepts
- offering support to individual pupils on individual re-integration programmes.
- helping the child to stay on task even when the task is difficult
- giving praise and encouragement
- immediately applying correction procedures
- giving immediate feedback and knowledge of results
- anticipating and dealing with behaviour problems that might occur
- organising/distributing/collecting materials/apparatus
- simple adaptation of materials for individual pupils
- working with small groups for intensive work / catch up interventions
- Keep relevant areas of the provision map up-to-date
- feedback to class teacher
- monitoring individual pupils across the curriculum
- monitoring specific targets across the curriculum
- offering friendly support to less confident pupils
- keeping accurate detailed records of observed progress/behaviour
- alerting form tutor, year tutor and SENDCo of inconsistencies in behaviour or performance from area to area
- ensuring that on-going assessment/records are kept in SEND department liaising with teachers to ensure that all communication and administrative tasks between Special Needs and departments are effectively undertaken and completed.

## **Liaising with Subject Co-ordinators**

A strong communication network is vital in special needs provision to help ensure that the needs of pupils are known and appropriately met. This is achieved through meeting subject leaders and it is their responsibility to cascade to their department and colleagues. They should also inform SEND department of developments within their department relevant to pupils with special needs.

The subject leaders are, therefore, responsible for:

- Ensuring that all members of the department are kept fully informed of any SEND issues
- Ensuring targets are set for identified pupils at SEN Support and ensuring this information is passed to SENDCo for coordination
- Advising on and managing the development of appropriate teaching strategies
- Informing the SENDCo of curriculum support and its progress (in terms of pupil support, adaptation and presentation of materials, etc)
- Ensure that SEN is on their regular meeting agenda
- Acknowledge the need for differentiation
- Ensure appropriate teaching strategies are used when using written resources
- Adapt work and present materials appropriately
- Establish extension programmes for groups or individual pupils
- Monitor pupil grouping

## **Section 12 – Storing and managing information**

Information about children will be shared with parents but only about their child. Parents should not have access to any other child's books, marks and assessments at any time especially at parents' evenings. However parents should be aware that information about their child will be shared with the receiving school when they change school.

All personal information about children should be regarded as confidential. It should be clearly understood by those who have access to it, and whether those concerned have access to all, or only some of the information.

Information regarding health reports such as speech therapy, art therapies reports and referrals, medical reports, SEN reports, SEN minutes of meetings and social services minutes of meetings and reports will be circulated in envelopes and once read should be returned for secure filing.

## **Section 13 – Reviewing the Policy**

This policy was created by the school's SENDCo with the SEND Link Governor in liaison with the SLT, staff, pupils and parents of pupils with SEND.

This policy will be reviewed as part of the Governors' rolling programme and must be reviewed every two years.

## **Section 14 – Accessibility**

The site has been adapted so that all areas can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or

those with impaired mobility. The school also has a lift enabling easy access to the second floor classrooms for all pupils. In addition:

- There are two disabled toilets with changing facilities
- All classroom windows have anti-glare coating and reflective stickers are also placed on all doors to support pupils with visual impairments
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs
- After-school provision is accessible to all children, including those with SEND
- Extra-curricular activities are accessible for children with SEND
- There is a disabled car parking space in the main car park
- The school has a quiet sensory room which can be accessed by pupils when needed

Detailed information is written in the 'accessibility policy'

## **Section 15 – Dealing with complaints**

Parents wishing to make a complaint are invited either to contact the SENDCo in the first instance or ask other personnel at the school to make this reference to the SENDCo, eg. Form tutors or subject teachers. Where parents are not satisfied with the response they are invited to discuss the matter with the Headteacher and have recourse to the Governing Body. The school's complaints procedure is set out in the School prospectus. Under the SEN Code of Practice 2014, parents may seek advice on resolving disagreements with the LA and school through an independent mediation service. The School will make further information about this process available on request.

## **Section 16 – Bullying**

Staff, Governors and Pupils at Westfield School are fully committed to encouraging considerate and sensitive responses among pupils and staff. There is a caring family atmosphere which is reflected in many different levels of the school's organisation.

Detailed information is written in the 'Anti-Bullying Policy'

## **Section 17 - Appendices**

*SEND Information Report* - Please see School website

*Local Offer* - [www.sendguide.bedford.gov.uk/education.aspx](http://www.sendguide.bedford.gov.uk/education.aspx)