



WESTGATE PRIMARY SCHOOL SEND [SPECIAL EDUCATIONAL NEEDS AND DISABILITY] POLICY

SECTION 1

- 1.11 SENDCo [Special Educational needs and Disability Coordinator]
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- 1.12 SENDCo GOVERNOR
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- 1.13 CONTACT:
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- 1.14 Senior Leadership Team Advocate: Helen Carpenter (Head Teacher)

1.2 Beliefs and Values

- 1.21 At Westgate we believe in creating independent and confident learners by enabling children to develop all the skills they need to succeed.
- 1.22 We recognise that some children could have particular needs which create barriers to learning. Provision is made therefore, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities, and to meet their potential as learners.
- 1.23 Children may have Special Educational Needs and Disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and Disabilities takes account of the type and extent of the difficulty experienced by the child. We believe that every teacher is a teacher of every child or young person including those with SEND.
- 1.24 This policy has been written in compliance with the SEND Code of Practice [Sept 2014] and is in line with all policies currently in place at Westgate. Governors and staff have been consulted during the initial draft and then ratified on completion.

SECTION 2

2.1 The aims of this policy are:

- To create an environment that meets the needs of children with Special Educational Needs and Disabilities [SEND]
- To ensure that these needs are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's SEND.
- To enable children with SEND to have full access to all aspects to the school curriculum and school life in recognition of our 'whole pupil, whole school' approach.
- To enable children with SEND in the school to work towards promoting a positive self-image and self-worth.
- To regularly review and evaluate children's progress and to work in partnership with parents, children and outside agencies throughout the process.

SECTION 3

3.1 Identifying Concerns

- 3.11 At Westgate we identify children with SEND through the monitoring and tracking of progress of all children by an on-going process of Assess, Plan, Do, Review. Children with SEND may be identified at any stage of this process during their school life, however early identification is the aim.
- 3.12 Through appropriate curricular provision, we respect the fact that children:
- Have different strategies for learning.
 - Have different educational and behavioural needs and aspirations.
 - Acquire, assimilate and communicate information at different rates.
 - Need a range of different teaching approaches and experiences.
 - May have potential barriers to learning which need to be overcome.
- 3.13 If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine and responds with Quality First Teaching.
- 3.2 Any concerns are dealt with in a number of ways:
- A differentiated approach through adaptation of resources or a change to the teaching method or learning style currently being used.
 - A change to the teaching and learning environment will be made where necessary.
 - Initially concerns are discussed with parents or carers of the child to ask for their support in resolving the problem/s.
 - The teacher will inform the SENDCo of their concerns as and when they arise and methods of intervention will be put into place
 - During the termly target setting meetings with the Senior Leadership Team [SLT] provision plans are put into place. This is an integral part of the APDR system.
 - Provision grids are updated every term to identify the needs of all children, to state the intervention in each class and to ensure continuity and progression.
 - The SENDCo will regularly monitor the level of needs, provision and progress across the school and adapt approaches where necessary.
- 3.4 If no progress is made then the child will remain on the Graduated Approach. If progress is made the child will continue with quality first teaching.

SECTION 4

4.1 A Graduated Approach to SEND Support

In accordance with the SEND Code of Practice [2014] the school uses a register to identify those children who require **Additional SEN Support** through a graduated response.

- 4.11 Children will be identified under four key areas of need:
- Communication and Interaction
This includes children with speech and language delay, impairments or disorders and those who demonstrate pragmatics difficulties including those on the autistic spectrum.
 - Cognition and Learning
This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
 - Social, Emotional and Mental Health
This includes children who may have trouble managing their behaviour or emotions. This can include children with ADHD, Attachment Disorder or those who display anxiety, are isolated or withdrawn.
 - Sensory and/or Physical Needs
This includes children with sensory, multi-sensory, hearing impairment and physical difficulties.

- 4.12 Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as SEND.

4.2 SEND Stage Procedures

- 4.21 At Westgate we maintain a register of all pupils placed within the SEND Stage Procedure. The register is updated every term to show changes.
- 4.22 The length of time spent by individual pupils within the different stages will vary greatly. It is anticipated that for many progression will be cyclical. We will review progress each term.
- 4.23 There will be occasions when the nature of the difficulty necessitates rapid action. eg if a child moves into the Authority and exhibits severe problems or a sudden and major behavioural crisis occurs, in such cases the child may move straight onto the Additional Support register.
- 4.24 As detailed in 3.2 Quality First Teaching, differentiated activities and group or 1:1 intervention in class are the first steps to responding to pupils who have or may have SEND. Every term the senior management team and each class teacher meet to discuss the progress and individual needs of every child. At this time a PROVISION GRID is completed and/or reviewed which states the intervention needs of the class, staffing requirements, resources needed and specific 1:1 support and strategies for children identified as needing additional support.
- 4.25 These meetings promote a **Graduated Response** to all children's needs and in addition highlight the work that is additional and different to the rest of the class. The progress of these specific children will then be monitored closely by the Class Teacher and SENDCo. If progress is still not evident through the APDR process then the child may receive a Learning Passport and may be added to the SEN register.

4.3 Learning Passports

- 4.31
- Any child working on targets that are additional and/or different to the rest of the class will be given a Learning Passport.
 - This will be personalised to the child's needs to support their learning.
 - The targets will be set by the Class Teacher, Support Staff and shared with the child.
 - A maximum of three targets will be set at any one time.
 - Staff will use the **ASSESS, PLAN, DO, REVIEW** cycle to decide whether targets need to be changed.
 - Targets are not changed based on a timetable but respond to the specific needs and progress of each individual child.
 - The Learning Passport is an important source of evidence for any future referrals and as a result staff and children are encouraged to comment on any progress made or difficulties achieving targets.
 - Each term Class Teachers will meet with parents/carers of any child with a Learning Passport outside of the normal consultation meetings to discuss progress and next steps if required.
 - If appropriate children will also have a **PUPIL PASSPORT** to ensure that their needs are shared with all staff.
- 4.34 Through the **ASSESS, PLAN, DO, REVIEW** cycle in class, with the SENDCo or in the termly planning meetings the relevance of each Learning Passport can be discussed. As a result it may be decided that a Learning Passport is no longer required or needed.
- 4.35 If the monitoring process highlights more significant needs or limited progress in response to the interventions a referral to an outside agency may be required and sought.

4.4 Referrals

If the child continues not to make progress, the school could, through the Head teacher, SENDCo, Class Teacher and family request the support and advice of a number of different service providers at Leeds City Council.

4.5 Funding

- 4.51 If the child's needs continue to cause concern and require high levels of support there may be a case for those children to receive funding. The school will work within the guidance of the Funding For Inclusion [FFI] framework and with the advice of other professionals as to whether this is appropriate. Children receiving this High Needs Top Up Funding are expected to have significant complex needs.

- 4.52 For any child receiving funding there will be a termly meeting with the Parent, Class Teacher and if appropriate the SENDCo to discuss progress and next steps, as is part of the normal cycle of Learning Passport review. They will also have an Annual Review meeting in which discuss learning outcomes, provision and next steps.
- 4.53 Funding can be received without an Education, Health and Care Plan but if the needs of the child are significant and it is felt that application for an EHCP would be best for the child then the Statutory Process will begin with the agreement of the family.

4.6 Education, Health and Care Plans [EHCP]

- 4.61 The application for an EHCP will only be made after extensive evidence is collated of the intervention provided and progress made. All stakeholders will be consulted before an application can be submitted. The EHCP process will comply with the SEND Code of Practice [2104] and the framework established by Leeds City Council.
- 4.62 For any child with an EHCP there will be a termly meeting with the Parent, Class Teacher and if appropriate the SENDCo to discuss progress and next steps, as is part of the normal cycle of Learning Passport review. They will also have an Annual Review meeting in which discuss learning outcomes, provision and next steps.
- 4.63 The SENDCo monitors the progress of children with SEND and provides the named Governor with responsibility for Special Educational Needs with regular reports of SEND within the school.

SECTION 5

5.1 Supporting children and families

At all stages of the SEND process, the school keeps parents fully informed and involved. We:

- take account of the wishes, feelings and knowledge of parents at all stages
- encourage parents to make an active contribution to their child's education.
- meet parents regularly to share the progress of SEND children with their parents.
- inform the parents of any outside intervention and provide clear information relating to the education of children with SEND.
- The school will display a SEND Information Report on our website.
- Parents/carers will also be directed to the Leeds Local Offer Website where they are able to access information on services provided

SECTION 6

6.1 Supporting Medical Needs

- 6.11 Individual Healthcare Plans are written and updated by school in conjunction with the appropriate medical professionals, parents and carers. Plans are updated annually or more frequently if there are changes or fluctuations, or if the child's needs/ condition requires this and a standard format is used which is provided by the local authority. The head teacher is responsible for their upkeep and implementation.
- 6.12 Most straightforward medical needs can be supported with existing staffing and supervision arrangements. However for more complex and serious medical needs, funding may be obtained from the local authority to support staffing and adaptations needed to meet the child's needs.
- 6.13 The school follows the DfE Statutory guidance document, Supporting pupils at school with medical conditions (April 2014) or any subsequent government guidance which supersedes this document.

SECTION 7

7.1 Roles and Responsibilities

7.11 The Special Education Needs and Disability Co-ordinator [SENDCo]:

- Manages the day-to-day operation of the policy.

- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues and the Headteacher of any training or CPD requirements.
- Maintains the school's SEND records
- Contributes to and manages the Learning Passports and records of all children with SEND.
- Completes the documentation required by outside agencies and Leeds City Council. Completes the documentation required for the EHCP process/FFI process and acts as the link with parents.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the SEND provision and reports to the Governing Body.
- Manages a range of resources, human and material, linked to children with special educational needs. □
- Transfers records, reports and liaises with SENDCo's from transferring schools.

7.12 The class teacher:

- Is 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.
- Identifies each child's needs and skill levels.
- Advises the SENDCo of any concerns.
- Advises the parents of any concerns.
- Writes Learning Passports and Pupil Passports for children with identified SEND
- Provides reports for external agencies.
- Monitors and assesses progress and maintains appropriate records.
- Fulfils all other duties required of the class teacher by the SEND Code of Practice [2014]
- Ensures that delivery of the curriculum allows each child to experience success.
- Helps children to manage their emotional needs and to take part in learning effectively and safely.

7.13 The Headteacher will:

- Ensure that adequate training is provided to all staff.
- Liaise with external agencies.
- Provide support and guidance to all staff
- Ensure that programmes are put in place for the identification of needs in new entrants.
- Informs the Governing Body of how the funding allocated to support SEND has been employed.

7.14 The child will:

- Be involved at all stages of the Learning Passport/SEND process.
- He/she will be invited to help plan targets, to regularly discuss progress, next steps and is involved in reviews when appropriate.

7.15 The Governing Body:

- A member of the Governing Body is responsible for liaising with the Special Needs Co-ordinator.
- The Governing Body ensures that the school secures the necessary provision for any pupil identified as having Special Educational Needs or a Disability.
- The Governing Body has decided that children with Special Educational Needs and/ or Disability will be admitted to the school in line with the school's agreed Admissions Policy.

SECTION 8

8.1 Storing and Managing Information

A clear, common system of record-keeping, and communication is established within the school, co-ordinated by the SENDCo. All Learning Passports and Professional reports are kept in an appropriate, safe place in the classroom to encourage constant use and referrals to targets. At the end of each academic year completed passports are transferred to the child's SEND folder. A copy of current and back-dated SEND information is kept securely separate to children's other personal information. In line with GDPR procedures minimal identifiable information is recorded on the Learning Passports. See also our Privacy Notice and Confidentiality Policy.

- 8.2 A copy of SEND records are forwarded on to the receiving school when a child leaves Westgate. SEND records are disposed of in line with GDPR regulations. See also our Privacy Notice and Confidentiality Policy.

SECTION 9

9.1 Access

Procedures will be followed in line with the school Accessibility Plan and the Disability Act.

SECTION 10

10.1 Dealing with Complaints

Any concerns should be initially brought to the attention of the SENDCO and/or head teacher. Further complaint should be put in writing to the Head teacher. A copy of the School Complaints Policy is available on the school website, or from the school office on request.

SECTION 11

11.1 This policy should be read in conjunction with:

- Staff Handbook
- Inclusion Policy
- Curriculum, Learning & Teaching Policy
- School and Local Offer Information (See school website)

11.2 Attached to this policy as an appendix:

- Learning Passport template

SECTION 12

12.1 Reviewing the Policy

The Governing Body will review this policy annually.

Signed :



Head Teacher

Signed:

(on behalf of Governing body)

Date: 19/10/2020

My Learning Passport

My Name is

These are my targets set

Outcome 1 (Plan)

0 1 2 3 4 5 6 7 8 9 10

Provision (Do)

Comments (Review)

Pupil Views

Parents Views: