



Westfield Primary Academy
Special Educational Needs Policy

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Signed	C Abbott (Chair of Governors)
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1. Introduction

This academy provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean that they have special needs and require particular action by the academy.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different support from that given to other children of the same age.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aims and objectives.

The aims of this policy are:

- to value all children equally;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational need of children are identified, assessed and provided for at the earliest opportunity;
- to work alongside the pupils, parents and other appropriate agencies to ensure the best for the child;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the Academy curriculum;
- to ensure that our children have a voice in this process;

- to keep the Governing Body informed.
- to establish effective liaison with other professional bodies.

3. Educational Inclusion

In our academy we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our academy community. In accordance with the Special Educational Needs Code of Practice (2015) the aspirations for children will be raised through an increased focus on life outcomes including greater independence.

Through appropriate curricular provision, we respect the fact that children:

- have different educational needs and aspirations.
- require different strategies for learning;
- have different learning styles;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Special Educational Needs

The Special Educational Need and Disability Code of Practice (DFE, 2014) uses the following definition:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under compulsory school age and fall within the definitions above.

At Westfield we help children to become positive, responsible and increasingly independent members of the school community. Many of the children who join our academy have already attended an early education setting. In some cases children join the academy with their needs already assessed. All our children are assessed when they join our academy, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children

Using the new SEND code of Practice (2015) the school now provides 2 levels of support for our pupils.

- **Additional School Support**
- **Statemented children or children with Educational, Health and Care Plans (EHCP)**

Additional School Support

Following our assessments, any child identified as maybe having a learning difficulty, we will use a range of strategies that make full use of all available classroom and academy resources. Interventions can be triggered by an expression of concern by the class teacher, parent or other professional. The child's class teacher will offer interventions that are different from or additional to those provided as part of the Academy's usual working practices.

These children are supported by their class teacher through Quality First Teaching (OFT) and their targets are identified on the teacher's planning.

Once pupils have had specific interventions for 2 terms and are not making at least the expected progress they are then placed on our school SEN register.

All pupils on our SEN register will receive Additional School Support and have an individual support plan. Parents are invited to a meeting with the class teacher to discuss individual pupil needs and targets are agreed with support identified. All targets are reviewed termly with parents to identify support given in school and at home.

The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support.

Through discussion with the class teacher, the SENCO identifies that support is needed from outside agencies; the parents will be consulted prior to any support being actioned.

In most cases, children will be seen in the academy by external support services such as Educational Psychology Service, Speech and Language Therapists, health professionals, social services, Inclusive services team and other specialists.

External support services will provide information for the child's support plan.

Children with Educational, Health and Care Plans (EHCP)

When a child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority (LA).

A range of written evidence about the child will support the request.

EHCPs will outline long term aims over several years that are broken down in to annual targets. These targets are then placed on their individual support plans with the identified hours of support dictated by the EHCP.

EHCPs are legal documents and the objectives must be followed and the hours of support provided.

It is reviewed annually, resulting in support increasing or decreasing according to any changes in objectives.

At Westfield the **SENCO**:

- manages the day to day operation of the policy.
- co-ordinates the provision for and manages the responses to children's special educational needs;
- supports and advises colleagues
- ensures that all those who teach a pupil with a Statement of Special educational needs or an EHCP are aware of the nature of the statement.
- oversees the records of all children with special educational needs;

- maintains a register of SEN and ensure that office staff have sufficient information to maintain the Academy's data management system.
- Acts as a link with parents;
- Acts as a link with external agencies;
- Monitors and evaluates the special educational needs provision and reports to the governing body.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff by attending courses and conferences, disseminating information through staff meetings and arranging specific in-service training sessions when necessary.

The Headteacher, SENCO and class teachers advise and direct Learning Support Assistants (LSAs) and Mid-day supervisors.

5. The role of the governing body.

The governing body:

- has due regard to the SEND Code of Practice when carrying out its duties towards all pupils with special educational needs.
- ensure that parents are notified of the decision by the school that SEN provision is being made for their child.
- Ensure that all teachers are aware of the importance of providing for SEN pupils.
- Has identified a governor to have specific oversight of the academy's provision for pupils with special educational needs.
- Ensure that all governors are up to date and knowledgeable about the school's SEN provision, including funding , equipment and how personnel resources are deployed.

6. Allocation of resources.

The Headteacher, supported by the SENCO, is responsible for the operational management of the specified and agreed resources for special needs provision within the academy, including the provision for children with EHCPs.

The SEN budget figure is included in the whole academy annual budget. This allocation is based on a fixed sum. For children with complex needs the academy has to apply for High Tariff Needs (HTN) on a termly basis. Evidence has to be provided to the Local Authority which profiles how the children are performing in language, literacy, mathematics, personal and social development and sensory, physical and medical needs. This funding mechanism also applies to the Early Years Foundation Stage.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENCO meet to agree how to use the funds.

The SENCO draws up a resources bid when the academy is planning for the next Academy Improvement Plan.

7. Access to the curriculum.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Individual Support Plans, which employ a small steps approach and highlight the provision that we make for the individual children on the SEN register and with EHCPs. All children on the SEN register have an individual support plan.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom environment. There are times, though, when to maximise learning, we ask children to work in small groups, or on a one-to-one basis outside the classroom environment.

8. Partnership with parents:

The academy works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs and a strong parent-school partnership is always beneficial for the children.

The school's SEN policy is available on the school website. A named governor takes a special interest in special educational needs and is available to make appointments with parents.

We have regular meetings during the year with parents to share the progress of special educational needs. Updated support plans are shared with the parents during these meetings. We involve parents in the decision making in relation to any external interventions and support we intend to resource.

9 . Pupil participation:

At our academy we encourage children to take responsibility and to make decisions. This is part of the culture of the Academy and relates to children of all ages. The work in Early Years Foundation Stage is the initial point of recognition of the importance of children developing social as well as educational skills and this responsibility is developed throughout the school.

Children are involved at the appropriate level in setting their own targets for their support plans and their voice is very important in completing reviews, support plans, annual meetings and next steps.

10. Monitoring and evaluation:

The SENCO monitors the movement of children within the SEN register at the Academy. The SENCO provides the senior leadership team and governors with regular summaries of the impact of the policy on the practice of the academy.

The SENCO is involved in supporting teachers in drawing up their support plans for children. The SENCO and the senior leadership team will hold regular meetings to review the work of the academy in this area.

The SENCO will hold regular meetings with the named SEN governor. The governing body will review the policy annually.

Updated :September 2021

