

Western Primary School

SEN Policy

Date: October 2024

Review Date: October 2025

Western Primary School

Policy for Special Educational Needs

Western Primary School is a school that cares, inspires and achieves.

We care about our children, their well - being, their happiness and their entitlement in terms of educational provision. We aim to create an atmosphere where all children have the opportunity to reach their potential in a secure and supportive environment.

We are committed to providing the necessary support for children in order to meet their needs, as early as possible. We believe that the earlier that special needs are identified, the sooner our children will receive the necessary support.

Early identification ensures that children reach their full potential and achieve their goals. We aim to inspire children, achieve their personal goals and set personal targets which are achievable.

At Western Primary School we aim to:

- Ensure that the necessary provision is made for children who have special educational needs or a disability.
- To provide full access to a broad, balanced and relevant education, including an appropriate curriculum for EYFS and the National Curriculum for Key Stages 1 and 2.
- We work in partnership with children who have special educational needs and/or disabilities, seeking and considering their personal views.
- We ensure that parents and carers realise that they have a vital role to play in supporting their child's education, build good relationships and ensure good parental involvement.

Definition

Children have special educational needs if they present with a barrier to learning which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age.
- b) have a disability which prevents or hinders them from making use of educational facilities, generally provided for children of the same age in schools.
- c) are under compulsory school age and fall into the definition at (a) or (b) or would so do if special educational provision were not made for them.

Special Educational Provision means provision, which is additional to, or otherwise different from the educational provision, made generally for the children of their age in mainstream schools.

Objectives

1. Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, carers, education, health and care services and early years settings prior to the child's entry into the school.

Staff aim to gain information from parents, organise transitional visits for children and have conversations with parents and settings if children come from an alternate provision. We believe that gaining information helps children to settle and ensure we can provide children with their needs being met appropriately and successfully from day one.

2. Monitor the progress of all pupils in order to aid the identification of pupils with SEND

Continuous monitoring of those pupils with SEND by their teachers, will help to ensure that they can reach their full potential as quickly as possible. Regular SEND reviews are completed with parents, carers, SENCOs, class teachers and where necessary outside agencies. This ensures that the provision is providing relevant, updated support for each pupil. Class teachers monitor the progress of pupils as a matter of daily practice and will ensure the identification of needs are addressed and discussed with the SENCO.

The SENCO and staff hold meetings regularly, each half term to discuss support which is needed for pupils. This ensures children progress and support is constantly monitored. Parents are welcome to discuss concerns or gain updates at any time, through Class Dojo, phone calls and personal meetings. The SENCO and teachers are working closely, to ensure support is given as quickly as possible and needs are met, as they are identified.

3. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

This will be co-ordinated by the SENCO, subject co-ordinators and members of the senior leadership team. Learning will be carefully monitored and regularly reviewed, to ensure that education is enriching and purposely. We ensure individual targets are being met and all pupils' needs are catered for, in all subject areas.

4. We work with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education.

This includes supporting parents and carers in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

5. Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and a wide range of activities within the school.

The voice of a child is collected regularly to ensure children are heard and have the chance to direct their own education, creating targets and gaining individual support.

Outside Agencies Available for Help and Support

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCOs who will then inform the child's parents or carers. Some of these are but not limited to:

1. School Psychological Service.
2. Learning & Cognition Team
3. Behaviour Support Service
4. Educational Welfare Service
5. Hearing Impaired Service
6. Visually Impaired Service
7. Speech and Language Services
8. Occupational Therapy Service
9. Barnados Outreach Service
10. EAL Support Service
11. Compass Go
12. SENDIASS
13. School Nurse
14. Medical Services
15. Children's Services

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Mrs Taylor, SENDCO and STAR Room, SEN teacher at Western Primary School.

Special Educational Needs covers four main areas.

These are:

- **Communication and Interaction.**
Communication and Interaction Children may have a delay or disorder in one or more of the following areas: Attention/Interaction Skills: eg May need regular prompts to stay on task or have difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. Understanding/Receptive Language: eg May need visual

support to understand or process spoken language. Speech/Expressive Language: eg May use simplified language and limited vocabulary.

- **Cognition and Learning.** May have difficulties with the skills needed for effective learning eg sequencing and organisational skills are problematic, problem-solving and concept development skills, fine and gross motor skills, independent learning skills and information processing may all be challenging. Children may have a specific learning disability such as dyslexia, dyscalculia or dysgraphia.
- **Social mental and emotional health (SEMH).** May have difficulties with social and emotional development which may lead to or stem from: social isolation, behaviour difficulties, attention difficulties (ADHD), anxiety and depression, attachments disorders, low self-esteem and issues with self-image.
- **Sensory and/or Physical Needs.** These pupils may have a medical or genetic condition that could lead to difficulties with specific medical conditions, gross and fine motor skills, visual or hearing impairments. Physically accessing the building or equipment may be difficult or they may have an over sensitivity to noise, smells, light, touch or taste and require assistance with toileting and self-care.
- These sensory impairments may be visual impairments (VI) or hearing impairments (HI) .

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Western Primary School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of any relevant learning plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through North East Lincolnshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEN provision.

Identification of pupils needs:

If a child has been identified as having special educational needs, provision for them is in line with the Code of Practice and is an ordinarily available provision. The class teacher, teaching assistants and support staff will provide intervention strategies, which are additional to or different from those provided by the usual differentiated programme.

Ordinarily Available Provision **Quality First Teaching**

- 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 SEND they will be closely monitored by staff in order to establish their level of learning and possible difficulties.
- c) The child's class 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 SENCO will be consulted when needed for personalised support and advice. They 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. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- f) Parents and carers 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.

- g) 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 SEND register. Any concerns will be discussed with parents/carers informally via meetings, phone calls, Class Dojo or during parent's and carer's evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children. SENCO and class teacher keep in regular contact with parents and carers of children with SEND.

SEND Support

Where it is determined that a pupil does have special educational needs, parents and carers will be formally advised of this and the decision will be made for the pupil to be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and will remove barriers to learning.

The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going 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 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 and carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental or carer concerns will be noted, recognised 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, 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 a discussion and agreement from parents and carers.

Plan

Planning will involve consultation between the teacher, SENCO, parents and carers 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 and carer involvement will 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 teaching strategies or approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. 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 SENCO.

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 and carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents, carers, the pupil and other outside agencies.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo an Education Health Care Needs Assessment, 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:

- Children
- Parents
- Carers
- Teachers
- SENCO

Children's Services

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 and carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Local Authority (LA), if it is decided that the child's needs are not being met by the support that is ordinarily available within the school setting. The school and the child's parents and carers will be involved developing and producing the plan. This plan should take no longer than 20 weeks.

Parents, carers and young people can request a personal budget which is an amount of money identified by the local authority to deliver the provision as set out in the Education and Health Care Plan.

Parents and carers 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, carers 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

Admission arrangements

The admission arrangements for all pupils are in accordance with North, East Lincolnshire admissions arrangements, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents, carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. If necessary small group work is used or individual 1:1 support can be provided – again according to need. Children will be offered a SEN team supporting the child. This includes the SENCO, teaching assistants, teachers and parents.

The school also offers nurture groups where the needs of the child could be better met within the small group setting rather than in the whole. We will consult with parents and carers as much as possible.

Rainbow Room

Rainbow Room is for children from EYFS up to Year 2, who have an (Education Health Care Plan) EHCP. This is a specialist SEND provision within a mainstream setting for children with SEND. The provision is overseen by the SENCO, head teacher, a highly skilled specialist teacher and support staff. The provision caters for personalised targets of the children, complete individual programmes and ensures that all needs of the SEND children are met within the setting.

STAR Room

Striving To Achieve Results (STAR Room) is a specialist SEND provision within the setting for pupils who access individualised and personalised learning in key stage 1 and 2. Children accessing this provision need an individualised curriculum away from the mainstream classroom environment for core curriculum subjects. The pupils require differentiated learning at their own level, working on individualised SEND plans and personalised, achievable targets. This class provides small group, 1:1 and independent learning opportunities at a pace which is suitable for each pupil. The number of children accessing this provision is fewer than a mainstream setting and has a high ratio of support staff, supporting the SEND needs of each pupil as well as a highly skilled teacher. This room is monitored and overseen by the head teacher and SENCO. Children in STAR room return to their mainstream classroom on an afternoon, to socialise with their peers and work on cross-curricular and topic lessons which are differentiated by class teachers.

Regular training and learning opportunities for all staff about SEND and SEND teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils, including those with SEND.

We set appropriate, achievable, individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Assessment of children identified as having special educational needs is made through the following:

- EYFS profile
- Year group outcomes
- Statutory Assessment Frameworks including the Pre-Key Stage outcomes
- Diagnostic assessments where relevant.
- Formative and summative assessments.

Inclusion of pupils with SEN

The Headteacher and Deputy Headteacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services when necessary.

Evaluating the success of provision

To make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents, carers and pupils throughout the year. This is done in the form of an annual parent, carer and pupil questionnaire, discussion and through progress meetings with parents and carers.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Records of SEND provision and interventions are closely monitored every term by the SENCO and are updated when the intervention is changed. These are updated by the SENCO, reflect information passed on by the intervention team, and are adapted following the termly assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents, carers and governors. This helps to identify whether the provision is effective and providing relevant support.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, the complaints procedure can be followed. Concerns in the first instance should be made to the class teacher. If you feel that the issue has not been resolved, the next step would be to make a formal complaint. This should then be made to the headteacher Mrs E Dean. Complaints that are made about the headteacher, should be made to the (Chair of Governors), via the school office. Please mark these as private and confidential. For further information about the complaints procedure, please see full complaints policy.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO and all staff attend relevant SEND courses and meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

Working in partnerships with parents and carers:

Western Primary School believes that a close working relationship with parents and carers is vital in order to ensure that:

- a) Early and accurate identification and assessment of SEND leading to appropriate Intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met effectively. In cases where more frequent regular contact with parents and carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents and carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.
- d) If an assessment or referral indicates that a pupil has additional learning needs the parents, carers and the pupil will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Relevant school Staff that can be contacted for any issues or to answer any of your questions are as follows:

Mrs Ellie Dean: SENCO

Mrs Sarah Taylor: SENCO/STAR Room Teacher

Western Primary Schools SEND policy, together with the Local Offer is an explanation as to the types of support that Western provides and contact details can be found on the School's website.

Abbreviation Used in The Policy

LA	Local Authority
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
VI	Visual Impairment
HI	Hearing Impairment
EHCP	Education and Health Care Plan
CPD	Continuous Professional Development