

Westlands First and Nursery School SEND policy 2024- 2025

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Policy ratified:	<i>September 2024</i>
To be reviewed annually. Date of review:	<i>September 2025</i>

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Published 11 June 2014; last updated 1 May 2015) 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 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Equality information objectives Policy
- Supporting pupils with medical needs
- Accessibility Plan
- Teachers Standards 2012

This policy reflects the consensus of opinion of the whole school staff and has the full agreement of the Governing Body. The Policy reflects the SEN Code of Practice 2014 and the associated guidance.

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Philosophy

‘Inclusion is not optional. It’s an essential part of better and more just societies.’
Centre for Studies on Inclusive Education.

We endorse this statement. Our objective is to ensure that through a whole school approach we address the barriers to learning. We are committed to the process of inclusion and endeavor to provide full access to the national curriculum for all. We will seek to identify differing needs and respond with appropriate teaching strategies in a differentiated and personalised curriculum. We recognise and support the value of the child’s view in meeting their need. Children are identified on the whole school provision map according to individual need and required intervention. This then informs the allocation of support staff and school resources.

*Throughout this document where parents are referred to, this includes primary carers.

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Whole School Policy

Our policy is a whole school policy where every teacher is a teacher of every child and every member of staff shares responsibility for children with Special Education Needs. We consider all staff and parents a valuable resource for meeting a child's individual need. The Access and Inclusion Lead will meet with the Teaching Assistants (TA) team to develop their role. Training for staff will be identified through an ongoing review process. This will be in line with priorities in the School Development Plan, as well as identified Continuing Professional Development Needs of individual staff.

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SECTION 1: AIMS

We have high expectations of all our children. In keeping with the three principles of inclusion and our school aims and objectives, we are committed to ensuring all children achieve their full potential by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming the potential barriers to achievement

In line with the disability act we aim to include all children. E.g. changing classrooms to accommodate a child where physical needs demand.

SECTION 2: OBJECTIVES

The Specific objectives of our SEN policy are:

- To work within the guidance provided in the SEND Code of Practice 2014.
- To identify pupils with SEN early and ensure that their needs are met
- To ensure that children with SEN 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 provision
- To ensure effective communication between parents and school
- To ensure that learners express their view and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies, when appropriate
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy

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SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs & Disability (SEND) Code of Practice (2015) states that:

“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 him or her.”

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

We accept that pupils may have either a long term or transient need within the following four broad areas of learning:

- Communication and interaction
- Cognition and learning
- Emotional, social and mental health
- Sensory and/or physical

We are committed to the early identification of areas of concern and will use a range of formal and informal methods of assessment. We will consult the views of the child and seek the partnership of his/her parents in the process. Children in Foundation Stage 1 are included in the SEND Code of Practice (2014).

All children on entry to school via the nursery will have their progress recorded using the Early Years Profile age bands. A Language Link Assessment is carried out in Reception and this combined with the Foundation Stage Profile, help inform planning for teaching and learning. Using the Language Link assessment children are identified are given the appropriate support as required by the diagnostic. All children are closely monitored by EYFS staff and appropriate support and advice is given as needed.

If the Nursery teacher identifies gaps in learning, the child may have their progress more closely monitored by the SENCo and Early Years Support Tracking documents may be used for one or more of the following categories:

- Personal Social Emotional Development
- Communication
- Physical Development
- Thinking

Later entry to school will be assessed through previous school records and teacher observation/assessment. Further more detailed assessments may be sought from Access and Inclusion staff. Assessments and advice from other external agencies may then be used as a method to inform and support an Individual Provision Map /Behavioural /Pastoral Support Plan. The views of the child will be sought and where possible his/her parents/carers.

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Additional factors that could impact on progress may be

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman
- Children’s social care involvement

These do not constitute SEN, but may mean further differentiation or personalisation for learning is required.

SECTION 4: A GRADUATED APPROACH/RESPONSE TO SEN

Every teacher is a teacher of every child and therefore they are accountable for the progress and development of all pupils, including those pupils who access support from teaching assistants or specialist staff.

All teachers are expected to deliver quality first teaching which includes differentiation and personalisation where needed to support children’s learning (Wave 1). This is the first step in responding to pupils who may have SEN. We acknowledge that an intervention cannot compensate for lack of good quality teaching. Teaching in school is reviewed regularly for all learners including those with SEND.

School “Assess Plan Do and Review (APDR)” to carefully monitor the progress of all children and to plan more specific interventions to help close a gap. A child who does not make adequate progress once these interventions and adjustments have been made will then be considered for SEND Support (APDR Cycle 1).

A number of factors are considered when discussing whether to make SEND provision for a child. These include; formative and summative assessment data, assessment tools, observations, information from parents/carers and information from external agencies.

In order to provide effective support the process of Assess – Plan – Do- Review is carried out regularly, and reviewed formally every half term by the class teacher and over seen by the SENCO.

SECTION 4: MANAGING PUPILS NEEDS ON THE SEN REGISTER

Additional Support – Targeted Education Needs Support (TENS/Wave 2)

Additional support in school is a constant review process. Targets are set for all children accessing additional support. This will be reviewed for progress by the class teacher is discussed with the SENCo where appropriate. This provision forms part of the discussion at progress meetings and the school assessment cycle has been planned to ensure this is facilitated. The level of provision is decided in relation to the needs of the child. The school strives to provide relevant support.

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The school aims to provide support for children before they are identified as SEN Support. This will be through small group/1:1 support identified and instructed by the class teacher. Teachers will evidence progress against the targets which have been set to inform future provision if needed. This will be reviewed for impact before a discussion regarding SEN Support takes place.

Parents will be informed by the class teacher when additional support is being given to their child. Parents will be encouraged to contribute their ideas and opinions in order to provide effective support for their child. Many children will have their needs met within this level of provision (Wave 2) and will not require SEN Support (Wave 3).

SEN Support Plan-Do -Review cycles 1 and 2)

If a child's progress within the additional needs support is not accelerated then the SENCo and class teacher will meet with parents and discuss the next steps of support. This may result in the child being identified as SEN Support (Wave 3). If this is the case targets will be written in consultation with the family and worked on collaboratively. These targets will be recorded on an Individual Provision Map (IPM) and reviewed at least termly. Parents will be invited to discuss these in school with the class teacher and the SENCo. A child maybe referred to An External professional for advice, an assessment or guidance.

If a child does not make sufficient progress after these steps have been taken and the child remains significantly below peers, then, in consultation with the class teacher and parents, a request for statutory assessment for an Education, Health and Care Plan may be made by the SENCo to the Local Authority (LA).

Education, Health and Care Plan (EHCP)

If a statutory assessment finds that a child has significant and serious difficulties the LA will write an Education, Health and Care Plan. This document will set out objectives that will used to form the basis of an Individual Provision Map (IPM).

EHC's are reviewed at least annually. An annual review will, when possible, be attended by all agencies involved with the child, parents/carers and the child themselves. The findings at the annual review are reported within 2 weeks to the LA and copies made available to all relevant parties. A child's EHCP will be updated by the LA caseworker

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

Throughout the Assess, Plan, Do Review process, the school is monitoring for progress. If the child is making accelerated progress and 'closing the gap' it may be felt that their needs can now be best met through QFT, differentiation and bursts of targeted support. If this is the case this will form part of the half termly review meeting and be shared with parents. This may result in the child being monitored and removed from the school's SEND register. This is common and only a few children are expected to be on the SEND register long term.

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SECTION 6: SUPPORTING PUPILS AND FAMILIES

Partnership with Parents

We are committed to Partnership with Parents. We will actively seek a close liaison with parents at every stage when considering a child's special educational need. Class teachers will inform parents of areas of concern that they may have about children. At this stage we will encourage regular contact with parents so they can support the work of the classroom with the child at home. Parents of SEN Support children will be invited to share the child's IPM each term, and together they will review the previous and new targets. External agency reports/assessments will be discussed with parents when appropriate. We recognise this is a sensitive area for parents and will endeavor to support them.

Pupil Transfer Procedures

We take into account pre-school knowledge of the child and liaise with other staff when children transfer to and from other schools. Our aim is to develop strong inter-school links through attendance at pyramid and cluster group meetings.

When a child who has identified SEN transfers to another school, all SEN records are forwarded to the receiving school.

When transfers take place within school e.g. year to year, transition meetings are held with current and new teachers of the pupils. (See SEN Information Report for further details.)

At the end of year 4 a meeting will take place with the main feeder middle schools SENCo. This will enable a discussion about the needs of children on the SEN register and safe transfer of records.

Links with other Agencies

In support of our concerns about children we will continue to develop close links with all relevant external agencies. A multi-agency meeting (School Support Team Meeting) will take place every term when all relevant agencies will be invited to attend.

Partnership with the child

The child is central to the Learning Process and it is important that they are involved in decisions regarding their progress. Discussions may focus on success and /or difficulties with work within the classroom, or the results of assessments. Targets on the child's IPM are shared with them and children's own comments may be recorded. Alternatively discussion may be of a more informal nature focusing on the child's interests or achievements. The emphasis will be positive to ensure high self-esteem and motivation.

For further information please see:

- Accessibility Policy
- Westlands First School and Nursery's SEND information report
- Worcestershire SEND Local Offer

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SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school 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. – for further information see the Schools Supporting Children with Medical Needs Policy.

Some may also have special educational needs (SEN) and may have a 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.

In order to support a pupil with medical conditions, in the first instance, a meeting will be set up with relevant staff. A care plan will be written with the parents/carers to ensure that the needs of the child are met. This will be shared with relevant staff to ensure continuity of provision. Any necessary adaptations to routines or arrangements will be made wherever possible. Other agencies may be involved e.g. school nurse, paediatrician and other specialists as necessary.

SECTION 8: MONITORING AND EVALUATION OF SEND

Monitoring and Review

All progress, assessments and teaching strategies must be carefully monitored and reviewed. This process will be ongoing and will be important in informing the 'small step' approach, which is necessary for Individual Plans. This planning will consider a child's strengths as well as weaknesses and will focus on a range of strategies. Pupils and parents will be involved in reviewing these plans. The SENCo will support staff to make necessary extra provision for the child within the limits of available school resources. The effectiveness of the SEND policy will be monitored regularly by or through:

- EYFS Profile
- EY Support Tracking Documents
- The monitoring of standardised test results
- Progress against IPM or other individual targets
- Pupils work / interview / tracking
- Classroom observation and/or review of planning documents
- Leadership Team Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy
- Audit of those identified as underachieving
- Whole school provision mapping
- Parent questionnaires

Liaison with the Governing Body

The SENCo will report annually to the governing body to review and evaluate the provision for SEN. Additionally the SENCo will liaise with the Governing body as required. In addition the SENCo will meet regularly with the SEN Governor Mrs Lynda Syree to discuss provision within the school.

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The provision of SEN Support within school is a process of ongoing evaluation and monitoring. This process of continual review supports and develops the provision for all pupils in school.

SECTION 9: TRAINING AND RESOURCES

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, training with regard to SEND is planned into the schools CPD cycle.

If a member of staff required specific training to meet the needs of a pupil the school will endeavor to provide this.

Finance/Resources

A bank of resources will be centrally stored in the Learning Support Base to ensure equal access to all staff throughout the school. This pool of materials will be expanded as resources become available. In consultation with colleagues the focus for the SEN budget will be used to support children across the school. The school recognises the need for additional support for teaching and learning through allocation within the budget. This is a priority within our school.

Inter-school Links

Liaison meetings with Access and Inclusion Lead/SENCo's in the pyramid or cluster are beneficial, providing welcome collaboration and informing practice.

SECTION 10: ROLES AND RESPONSIBILITIES

- Mrs Lynda Syree - SEN Governor
- Mrs R Roberts (Head teacher) - Designated Teacher with Safeguarding responsibility
- Mrs R Roberts - Responsible for managing PPG/LAC funding
- Mrs R Roberts is responsible for managing the schools responsibility for meeting the medical needs of pupils
- Mrs S Edwards – SENCo & Line Manager for Teaching Assistants
- Mrs P Nicol – Families and Safeguarding Support

SECTION 11: STORING AND MANAGING INFORMATION

Records

The class teacher has ultimate responsibility for the child's day-to-day learning. Regular monitoring of progress will be noted in day-to-day Assessment for Learning. For some children the curriculum may require considerable differentiation and personalisation of approach to provide for the needs of individuals. Children will be working to age appropriate learning objectives differentiated according to need. Assessment is used to inform planning and children who are not working towards Band 1 or those children who are significantly below will continue to be assessed against

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the 'Performance - P Scales'. The SENCo, outside agency representatives and others will support class teachers where necessary. The SENCo and class teacher will keep copies of IPM's (Individual Provision Maps).

Information regarding SEND is kept by the Access and Inclusion Lead.

Information regarding SEND information is subject to the schools confidentiality policy and shared as appropriate.

SECTION 12: ACCESSIBILITY

Statutory Responsibilities

The school takes seriously its duty to support accessibility and developed strategies to support individuals as necessary. Through APDR of current provision the school recognises there are many barriers to learning and uses IPMs, IHCPs, Care Plans and PSP's where necessary to overcome these. Teachers and teaching assistants (TAs)

All staff will support children with both educational needs and social, emotional difficulties. There will be regular liaison between the teachers and teaching assistants to ensure continuity of provision. Any child receiving additional support from teaching assistants will have his/her progress monitored by the SENCo in partnership with TA's and class teachers. They will record interventions and strategies followed and these will be reviewed half termly or more regularly if necessary.

All children are encouraged to take an active part in the school life, this extends to all protected characteristics, race, gender, sex, age, disability (see Equal Equality Policy[nr3].) Arrangement [kd4]s are made whenever policy to allow active participation in after-school leisure and cultural activities and school visits.

The school has provided physical aids to support children where necessary. The school has ramped access to the main building and a disabled toilet. If a child enters school with a particular health need then the school will endeavor to ensure that these needs are met. School recognises that some parents find accessing written information hard and we strive to support them through our Pastoral Support Worker as necessary. School operates an 'open door' policy and ensures there is a member of staff available for parents/carers to speak with at the start and end of each day.

SECTION 13 : DEALING WITH COMPLAINTS

Complaints about the management of SEN

In the first instance any concerns regarding the provision of SEN should be made to the Head teacher, Mrs Roberts. If a complainant feels that their concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEN must be made in writing to the Chair of Governors Mr. Colin Barrett.

A copy of the complaints procedure is available at the school office.

SECTION 14: BULLYING

The school has a detailed behavior policy which can be obtained from the school office or accessed on the school website.

The school has an inclusive ethos and uses Family Links to develop a whole school nurturing approach. The school also offers the Parenting Puzzle training for parents.

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The school has a comprehensive anti-bullying policy which details the approach the school takes to mitigate the risks of bullying and how the school address issues as they arise.

SECTION 15: REVIEWING THE POLICY

Annual Review

This SEN Policy is part of an evolving process; therefore our focus will change according to the changing needs of the children.

Our policy will be reviewed in **September 2024**

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