

**Special Educational Needs and Disabilities Policy**

**Policy Statement**

Every pupil with Special Educational Needs and Disabilities (SEND) in this inclusive school has an entitlement to fulfill his/her potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

These five outcomes are embraced in every aspect of school life, through:

* personalised teaching and learning approaches;
* access to ICT (using alternative access methods as necessary) across the curriculum;
* out-of-hours learning activities and clubs;
* support for social, emotional and mental health wellbeing;
* flexible timetables;
* pupil monitoring of and conferencing about their progress;
* partnership with parents/carers, other schools, the local community and social service providers;
* reasonable adjustments to the curriculum;
* High Quality Teaching;
* Individual Education plans and targets for pupils requiring provision that is additional to or different from their peers;
* Personalised health care as necessary.

**Definition of Special Educational Needs and Disabilities**

“Children have Special Educational Needs (and Disabilities) if they have a *learning difficulty* (or difference) which calls for *Special Educational provision* to be made for them. Children have *a learning difficulty* if they:

* Have a significantly greater difficulty in learning than the majority of children of the same age; or
* Have a disability which prevents or hinders them from making use of Educational facilities of a kind generally provided for children of the same age in school.”

***Special Educational provision means: -***

“…..additional to or different from what is provided to all.”

*See Chapter 2 in Special Educational Needs Code of Practice 2014*

**Aims**

Our aim is that all children with SEND have full access to the National Curriculum and participate in activities compatible with the efficient education of other children and the efficient use of resources through a broad, balanced and creative curriculum including extra-curricular activities.

**Objectives**

* To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
* To plan an effective curriculum to meet the needs of all children, including those with SEND and where necessary ensure that the targets set on Individual Education/Play Plans (IEP/IPP) are specific, measurable, achievable, realistic and time related (SMART). To work in close partnership with, and involve, parents/carers of children who have SEND, i.e. in the identification and review of the targets set on their Individual Education/Play Plans;
* To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have SEND;
* To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
* As an inclusive school, all staff appreciate that children learn in different ways and that this can be beneficial to all.
* To ensure children’s emotional needs are addressed and supported.

**Special Resourced Provision (SRP) for children with a physical disability**

Westlea School has a Special resourced provision for children with Statements for SEND with the primary identified need being physical disability. There is a coordinator (SRPCO) who is responsible for ensuring their educational, environmental and medical needs are met appropriately. Children within the unit are accepted from outside the school catchment area. The children are fully integrated in the life of their class and school and are given extra teaching and support by the SRPCO, teaching assistants, and other professional agencies as needed and appropriate e.g. Educational Psychologist, physiotherapist, occupational therapist, and speech and language therapist and other Advisory Teachers.

**Governors’ role**

The Governors have the statutory responsibility for the School’s general policy and provision for children with SEND, with one Governor being appointed to have specific responsibility for SEND. This Governor is Mr Mohammed Girma.

The governors play an important role in ensuring that:

* They are fully involved in developing and monitoring the school’s SEND policy;
* They are up-to-date and knowledgeable about the school’s SEND provision, including how funding, equipment and personnel resources are deployed;
* SEND provision is an integral part of the School Development Plan and the school’s self-evaluation process;
* The quality of SEND provision is continually monitored;
* The SEND policy is reported on in the school prospectus and children’s progress is reported in the school profile.

**The role of the SENCO and SRPCO**

The Head Teacher has the responsibility for the day-to-day management of the school, including the provision for children with SEND. The Head Teacher provides a link between the Governors and the SRPCO and SENCO. Mrs. Louise Edmonds is the SRPCO and Miss. Lisa Freeman is the SENCO for the rest of the school. They have the delegated responsibility for the provision of appropriate education and environment to meet the needs of children with SEND.

This will involve:

* Day to day operation of the SEND policy;
* Maintain records of all pupils who are identified as having SEND;
* Providing advice to staff supporting, liaising with them and assisting in the completion of Individual Education/Play Plans;
* Working alongside staff to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress;
* Maintaining a ‘register’ of children on the Code of Practice;
* Overseeing and maintaining specific resources for SEND;
* Liaising with outside agencies;
* Contributing to and, where necessary, leading the continuing professional development (CPD)of staff;
* Monitoring, evaluating and reporting on the provision for children with SEND to the governing body;
* Managing and supporting the Teaching Assistants;
* Co-ordinating the range of support available to children with SEND;
* In conjunction with the class teacher liaising with parents/carers of children with SEND;
* Liaison with other schools and settings relating to transfers;
* The administration of reviews of children with Statements (S) and Education Health and Care Plans (EHCPs);
* Completing Early Help Records (EHR) for identified children with SEND;
* Participate in, and where appropriate, be the Lead Professional for Team Around the Child meetings (TAC);
* Writing applications for additional funding and statutory assessments through Special Educational Needs Resourcing and Assessment Panel (SENRAP); including transfer of funding from other settings;
* Writing the Annual Review reports for children with EHCP’s.

**Teaching and Non-Teaching Staff**

All staff are involved in the development of the school’s SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Class teachers plan effectively for the needs of the children in their care, in writing IEP/IPPs and collecting additional information for the SENCO/SRPCO and other agencies. Class teachers are responsible for setting suitable learning challenges, responding to pupils’ diverse needs, overcoming potential barriers to learning and for monitoring progress.

TAs/health carers employed to support a child with SEND, have appropriate responsibility for the child’s specific needs during their time with that child. The TA/health carer should liaise with the class teacher and SENCO/SRPCO on planning and on progress.

Appropriate mid-day supervisory assistant cover is arranged for those children for whom it is necessary.

**Arrangements for co-ordinating provision for children with SEND**

The needs of the majority of children will be met in the classroom with the provision of High Quality Teaching (Wave 1). Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work (Wave 2) or being withdrawn from the classroom for specific, timed activities related to any individual needs identified (Wave 3). This may be delivered by a teacher, TA, health carer, traded service/outside agencyor the SENCO/SRPCO, and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCO/SRPCO and Governor/s will oversee this provision to ensure it meets the objectives of this policy.

**Admission arrangements**

We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school’s Equal Opportunity policy. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child’s needs are fully met**.**

Any variation to the above will need to be agreed by the full governing body.

**Facilities & Resources**

The school building is accessible for all disabled pupils and each of the SRP pupils has a pupil has a PEEP (Personal Emergency Evacuation Plan). The school has a small SEND room, and a larger general purpose teaching space. In addition, the school is equipped with two designated toileting and changing facilities for pupils in the SRP; a classroom used as both a teaching and therapy room for the SRP pupils; and a medical/first aid room. All rooms are well resourced with books, activities and manual handling equipment as needed.

**Identification, assessment arrangements and review procedures**

Many children will require individual support for learning and development at some stage of their Educational life. Careful monitoring of progress through teacher/TA observation and record keeping, and discussion with parents will help provide early identification of specific areas of need. Differentiation of work, appropriate for the child, is expected and practiced across the whole ability range.

We believe that children are entitled to have their needs identified, assessed and addressed as early as possible. If the school is aware that a child has a SEND before they enter school, every effort will be made to liaise with the pre-school setting/s, other agencies and the parents to enable the school to provide additional support if necessary and practicable. The school is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

The school follows the guidance contained in the Special Educational Needs Code of Practice (COP) (2014). This recommends a graduated approach.

The COP does not assume that there are hard and fast categories of Special Educational Need, but recognises that children’s needs and requirements may fall within or across four broad areas. These are: -

* Communication and Interaction (C&I);
* Cognition and Learning (C&L);
* Social, Emotional and Mental Health (SEMH);
* Sensory and/or physical (SD/PD).

Where possible we will try to meet every child’s needs within the classroom through ensuring that our planning, teaching and approaches suit the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO/SRPCO and record their concern.

**School Concern (SC)**

The class teacher will closely monitor the progress of any pupil about whom there is a concern. The child’s parents will be kept informed of the teacher’s concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have. The child may be involved in targeted teaching that is additional to the provision made for the rest of the class. Where possible, this will be delivered within the class, by the teacher or TA.

If progress is very slow and concern continues, the class teacher and the SENCO, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. When this review leads to the conclusion that the child needs help over and above that which is normally available within the class, we will help the child through School Support (SS).

**School Support (SS)**

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child: -

* Makes little or no progress even when teaching approaches are targeted to their particular needs;
* Shows signs of difficulty in developing skills in literacy or mathematics;
* Shows persistent signs of emotional or behavioural difficulties, which are not effectively addressed through the behaviour and discipline approaches, used in school;
* Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
* Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents/carers and the child the next strategy for action. An Individual Education/Play Plan will be written to reflect the targets, involving the parents/carers, the child and the SENCO/SRPCO and class teacher. An IEP/IPP will record: -

* An overview of general information relating to the child;
* The child’s strengths and weaknesses;
* The date the IEP/IPP is written;
* Short-term SMART targets;
* The teaching strategies;
* What provision we will make;
* The names of relevant staff;
* When we will monitor and review the plan;
* How we will judge progress (success criteria) including the exit criteria;
* Any outcomes after a review; and
* The signature of the parent, and where appropriate, the child, class teacher and SENCO/SRPCO.

All IEP/IPPs are reviewed three times a year and targets are discussed at parents/carers’ evenings and/or individual appointments.

It may be necessary for school staff to contact external support services provided by the Local Authority (LA) and other external agencies to seek advice on specific targets and strategies, or more specialist assessments that can help us with our planning. IEPs/IPPs will be rewritten to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENCO/SRPCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved, and details of their involvement will be recorded.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we may discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education Health and Care Plan. Where a child has a Statement of Special Educational Need or an Education Health and Care Plan, we will carry out an annual, interim, emergency or transfer review which parents/carers, child, outside agencies, SENCO/SRPCO and other staff as appropriate, will be invited to attend.

**Statutory Assessment**.

Statutory Assessment constitutes consideration by the LA working co-operatively with parents, the child’s school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child’s Educational Needs is necessary. The assessment is conducted in close collaboration with the parents, school and other agencies. A request for a Statutory Assessment does not always lead to an Education Health and Care Plan.

The LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA Needs information about the child’s progress over time and clear documentation on the child’s SEND and the action taken to deal with these needs.

The School provides evidence of their intervention at School Support, Individual Education/Play Plans for the pupil, records of reviews, medical history, evidence of the involvement of other professionals and other appropriate records and reports. Evidence is presented to the SENRAP panel for a decision as to whether an Education Health and Care Plan (EHCP) is necessary.

**Education Health and Care Plans (EHCPs)**

When SENRAP has completed its discussions, it will decide whether or not to issue an Education Health and Care Plan. The Education Health and Care Plan should specify clearly the area of need, objectives, and the provision necessary to meet the needs of the child.

All children with an Education Health and Care Plan (EHCP) should have short-term targets which are usually set out in an Individual Education/Play Plan, annual targets which are set out in the EHCP and reviewed as part of the annual review process and longer term targets which are aspirational and span several years, usually to the end of their current key stage.

Where the LA declines to provide an Education Health and Care Plan the school can request a reassessment after six months. Parents and legal guardians, have a right to appeal against the Local Authorities refusal to issue an EHCP.

All Statements/Education Health and Care Plans must be reviewed at least annually, when parents, the LA, the school and other agencies consider the progress made and whether any amendments need to be made to the Statement/Education Health and Care Plan.

For a child with a Statement/Education Health and Care Plan, the move to Secondary school will be considered in the annual review in Year 5. The review will be called a Transfer Review. In most cases, it should be possible to give clear recommendations on the type of provision the child will require at Secondary stage at that meeting. Parents will be encouraged to visit the Secondary schools to consider the options available to them. The SENCO/SRPCO of the receiving school will be invited to the final annual review where possible.

**Criteria for evaluating the success of our policy**

The policy will be evaluated against the objectives:

* To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;

*Working closely with preschool/other settings and other professionals to gather SEND information prior to pupil starting at Westlea. Continued monitoring through regular assessment, observation, and discussion by all staff.*

* To plan an effective curriculum to meet the needs of children with SEND and where necessary ensure that the targets set on IEP/IPPs are SMART;

*An analysis of all teachers’ planning by Subject Co-ordinators, Headteacher, SENCO/SRPCO ensures that a differentiated approach is taken and that the learning objectives in Individual Education/Play Plans are identified and reflected in planning.*

* To work in close partnership with, and involve, parents/carers of children who have SEND, i.e. in the identification and review of the targets set on their Individual Education/Play Plans;

*Parents/carers are involved with individual targets set with children by discussing, receiving and having their views recorded; children are involved in discussing, constructing, reviewing and having their views recorded on their own Individual Education/Play Plans; Individual Education/Play Plan targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).*

* To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have SEND;

*Ensuring that comments and recommendations from outside agencies are used to inform future individual targets for the children where appropriate.*

* To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.

*The School Prospectus shows the success of the policy or any changes needed for the subsequent year; the School Development Plan and SEF priorities which include the provision for SEND; undertaking a value for money review of our Special Educational Needs and Disabilities funding; any external evaluation or inspection*.

**Complaints procedure**

Any complaints by parents about the provision or organization of SEND are dealt with through the procedures outlined in the Whole School Complaints Policy. If there continues to be a disagreement with regard to the SEND provision, the Link Academy Collaborative Trust (LACT) or LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal for a tribunal at any stage.

**Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENCO/SRPCO, with the Headteacher, will identify any particular professional needs of the staff. This will, where appropriate, be linked closely to the school’s development plan and/or performance management objectives. Staff who attend further courses will feed back on courses attended through staff meetings when appropriate. The effectiveness of such professional development will be monitored and evaluated by the SENCO/SRPCO and the Headteacher informed.

**Links and use of outside agencies**

Close links are maintained with the Local Authority Education Support Services in order to ensure that the school makes appropriate provision for children with Special Educational Needs and Disabilities. Where it is necessary to contact outside agencies, the SENCO/SRPCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include the Educational Psychologist (EP), Education Support Services (ESS), Speech & Language Therapy Services, Health and Local Authority personnel. Any or all of these agencies may be included in the construction, delivery or review of targets set in children’s Individual Education/Play Plans in order to ensure children’s attainment is raised.

**Partnership with parents/carers/children**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising, valuing and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child’s needs are identified properly and met as early as possible.

When a child is in care, the carers are accorded the same rights and responsibilities as parents; and the Virtual School for Looked After Children are involved.

We endeavor to support parents so that they are able to:

* recognise and fulfill their responsibilities as parents and play an active and valued role in their child’s education
* understand procedures and documentation
* have access to information, advice and support during assessment and any related decision-making process about Special Educational provision

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child’s education at the school. Parents are informed of the implementation of the Special Educational Needs and Disabilities Policy and any changes to the policy in the Governors’ Annual Report. The policy is available to parents on request. If appropriate parents are encouraged to seek help and advice from SENDIASS (Special Educational Needs and Disabilities Independent Advice and Support Service), formerly the Parent Partnership Service, which provides support, information and relevant training, in particular for pupils with a Statement of Special Educational Needs and Disabilities.

**Links with other schools or settings**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits before they start school. If necessary the school liaises with other agencies.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher and/or SENCO/SRPCO to ensure that they have a smooth transition. A smooth transition from Year 6 to Year 7 is aided by staff from Secondary Schools visiting Westlea with Specialist staff from the Learning Support Departments, maintaining close liaison into Year 7 if necessary.

Links also exist across Swindon for SENCO/SRPCOs to meet and share information and expertise. Westlea is part of the Link Academy Collaborative Trust (LACT), South Locality and the Lydiard Park Academy cluster. Meetings regularly involve Primary and Secondary SENCO/SRPCOs, Educational Psychologists and Speech Therapists.

This policy was reviewed in February 2020 by Lisa Freeman (SENCo)

**Signed: Sarah Sumner**

**Reviewed and updated: February 2020**