



Special Educational Needs and Disability Policy

Vision

“Everyone at Westbourne is committed to working together to give children the academic and life skills they will need to be successful. We believe this can only be achieved through working in partnership with parents and the local community. We are committed to working with parents and carers, welcome their involvement and look for their support in ensuring good attendance, behaviour and hard work from the children.” From the School Vision Statement

Introduction

At Westbourne the Inclusion Manager’s position incorporates the role of the Special Educational Needs Coordinator (SENCO). There is a named governor responsible for Special Educational Needs and Disability (SEND). They ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for additional educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is also to be treated as special educational provision. Code of Practice 2014

We recognise that children work at a variety of levels, including those of very high ability, and that many of them at some point in their school career may have a special or additional need, however briefly. As part of our Quality First Teaching strategy children will be offered additional adult support through small group interventions or 1:1 activities in order to boost their confidence and skills levels.

Aims

Our school aims to provide a broad, balanced and challenging curriculum for all pupils including those with SEND (Special Educational Needs and Disability). We set high expectations of achievement and behaviour and provide opportunities for all pupils to achieve. This will mean additional provision for those pupils whose needs are identified within the four areas of the new Code of Practice (September 2014).

- Cognition and Learning - this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyspraxia, dyscalculia or dysgraphia.
- Communication and Interaction - this includes pupils with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyspraxia, dyscalculia or dysgraphia, hearing impairments and those demonstrating features of or having a diagnosis within the autistic spectrum
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration and children with a specific diagnosis such as Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD)

- Sensory and Physical - this includes pupils with sensory, multi-sensory and physical difficulties such as spina bifida, hemiplegia or cerebral palsy

In order to meet these needs all adults in school understand the need to:-

- Recognise the needs and talents of every pupil and facilitate the development of intellectual, physical, creative, moral, social and spiritual concepts, skills and attitudes.
- Ensure access to a broad, balanced and challenging curriculum and a full social life within the school in order for every pupil to make the greatest progress possible.
- Make provision for SEND a whole school responsibility from Nursery to Year 6, working in partnership with other agencies as appropriate
- Promote a positive atmosphere of encouragement, acceptance, respect and sensitivity to individual needs in which all children can thrive
- Request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- Ensure full inclusion in all school activities for pupils with medical conditions by consulting with health and social care professionals
- Work in cooperative and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To include the voice of the pupil in monitoring and reviewing targets, progress and Learning Plans.

Requesting Statutory Assessment and the Education, Health and Care Plan

The majority of children with SEND will have their needs met at Westbourne. Some children may need an Education, Health and Care Plan (EHCP) to support their special educational needs. In order for this to be put in place there has to be an assessment by the Local Authority (LA) to decide what provision needs to be made to meet the pupil's needs. In consultation with the parents the school will make a request for statutory assessment by the LA if the child has demonstrated a significant cause for concern over a period of time despite a range of interventions and strategies being implemented. The school will give the LA relevant information regarding progress over time and documentation in relation to the child's special educational need/s, actions taken to support those needs, including resources and special arrangements which have been put in place. Evidence will include reviewed Learning Plans, minutes of review meetings and their outcomes, records of the child's health and medical history where appropriate, attainment levels in Reading, Writing and Maths, additional assessments provide by outside agencies such as Educational Psychology or Learning Support Services, the views of the parents and, wherever possible, the views of the pupil.

Identification, Assessment, Provision and Monitoring

Provision for children with special educational needs is the responsibility of the whole school, this includes the governing body, the school's Head Teacher, the Inclusion Manager and all other

members of staff, particularly class teachers and teaching assistants who have important day to day responsibilities. All teachers are teachers of children with special educational needs. By analysing assessment data for all pupils from Nursery to Year 6 we aim for the identification of potential SEND as early as possible. **Concern forms are also completed by staff when concerns arise which leads to observations by the Inclusion Manager and Leaders of Learning.** . This is a continuing process of identification, monitoring and reviewing. Where pupils enter mid-year the Inclusion Manager will liaise with staff from the leaving school and endeavour to ensure that all SEND paperwork is transferred on admission or soon after. Where the pupil already has an identified special educational need before arriving at the school, information will be transferred from other professionals so that the class teacher and Inclusion Manager can use the information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Identification and Assessment

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

In order to support pupils with special educational needs Westbourne adopts a graduated response to pupils' needs as outlined in the Code of Practice, recognising that there is a continuum of need matched by a continuum of support. We use the model of identify, assess, plan, do and review. This may see us using specialist expertise if we feel our interventions have had no impact on the individual. The school will record the steps taken to meet the needs of individual pupils through the use of Learning Plans, provision maps and annual review information.

The Inclusion Manager will have responsibility for ensuring records are kept and are available when needed. If a pupil is referred for statutory assessment the school will provide the LA with records of work done with the child to date. The parents of any pupil referred for statutory assessment will be kept fully involved in and informed of the progress of the referral. Children with an EHCP will be reviewed regularly through pupil progress meetings, Learning Plan reviews and the annual review.

As transition to secondary school approaches, the SENCO from the receiving school will be invited to the annual review and will be provided with all relevant information to ensure transition is successful.

Monitoring the effectiveness of the SEND policy is delegated to the SEND Governor, who reports each term to the full governing body. The SEND Governor and the Inclusion Manager meet termly. Evaluation of provision is the responsibility of the Inclusion Manager in conjunction with the Head Teacher.

Learning Plans are reviewed by the Inclusion Manager. Their implementation and appropriateness is monitored by the Inclusion Manager through the review cycle and the tracking and monitoring of progress at pupil progress meetings. The Inclusion Manager monitors the movement of children within the SEND system in school and provides regular summaries of progress to the teachers through Pupil Progress meetings and to the SEND Governor through termly meetings.

The SENCO and Head Teacher meet regularly to review the work of the school. The school is no longer required to keep an SEND Register but the Inclusion Manager will keep a list of pupils with "Additional Needs" to ensure that appropriate provision is made for all pupils.

Pupils with Medical Needs

The school recognises that pupils at school with a medical condition 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. Some may also have special educational needs and may have an Education, Health and Care which brings together health and social care needs, as well as their special educational provision and ensures the SEND Code of Practice (2014) is followed. Children with medical needs have a health care plan and medication may be held and administered in school in line with our Administration of Medication procedures. Health Care Plans for pupils with Epi pens are provided by the hospital.

The Role of the Inclusion Manager/SENCO

- Be involved as part of the Leadership Team in the strategic development and implementation of the SEND Policy
- Have day to day responsibility for the operation of the SEND policy in school
- Maintain the "Additional Needs" List and track the progress of those pupils on it
- Oversee the co-ordination of provision for all pupils, especially those on Range 3 and above
- Co-ordinate SEND provision by advising, liaising with and supporting members of staff
- Liaise with parents and outside agencies in meeting the needs of individual pupils
- Contribute to Continuous Professional Development of all staff
- Monitor the writing, implementation, reviewing and effectiveness of Learning Plans and provision maps
- Advise on the placing of SEND pupils and deployment of Teaching Assistants to make effective use of expertise
- Monitor and support teachers and teaching assistants in providing a range of strategies and interventions to meet individual and specific needs
- Undertake in-school assessments to support the identification of individual pupil needs (Learning Support Service Baseline, Aston Index)

The Role of the Class Teacher

- Provide an accessible, broad, balanced and challenging curriculum for all pupils through high quality teaching
- Assess pupil needs in order to provide suitably differentiated activities, teaching strategies, interventions and resources to meet the needs of pupils with SEND
- Regularly review the impact of interventions, support and differentiated planning
- Retain responsibility for the pupil with SEND including working with them on a regular basis
- Write, implement and review Learning Plans in conjunction with the parents and pupil
- Liaise with the Inclusion Manager in matters pertaining to SEND
- Provide information for reviews and reports
- Communicate with parents on issues regarding their child's needs, provision and learning
- Ensure they are aware of the school's SEND policy and procedures for the identification, assessing, monitoring, supporting and reviewing of those pupils with SEND

The Role of the Teaching Assistant

- Provide an accessible, broad, balanced and challenging curriculum for all pupils through high quality teaching
- Ensure they are aware of the school's SEND policy and procedures for the identification, assessing, monitoring, supporting and reviewing of those pupils with SEND
- Use the school's procedures for feeding back to teachers about pupils' progress
- Work as part of a team with the Class Teacher and Inclusion Manager in supporting individual needs and ensuring inclusion of pupils with SEND in the classroom
- Implement Learning Plans, interventions and additional strategies to support individual pupil needs

The Role of the Head Teacher

- Ensure that the Inclusion Manager is overseeing the day to day management of provision for pupils with SEND
- Work closely with the Inclusion Manager in strategic planning and implementation of SEND strategies
- Keep the Governing Body informed of relevant matters pertaining to Inclusion and SEND

The Role of the Governors

- Appoint an SEND Governor with a responsibility to report termly on SEND issues

- Work with the Head Teacher and Inclusion Manager to establish the school's policy and provision for pupils with SEND
- Establish the appropriate staffing and funding arrangements to meet the needs of pupils
- Include SEND provision as an integral part of the school improvement plan
- Do their best to ensure that the needs of all pupils, including those with SEND and those pupils whose EHCP names this school, are met
- Report annually to parents on the school's policy for SEND

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs. All parents of children with special educational needs will be treated as partners and will be given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition processes. At all stages of the special needs process the school will keep parents fully informed and involved. We take account of their wishes, feelings and knowledge of their child at all stages. We encourage parents to make an active contribution to their child's education by having regular meetings to share progress and set targets. We inform parents of outside agency interventions and share the process of decision making by providing clear information relating to the education of their child. Prospective parents with a child who has special educational needs can access the school's website to see the school's and LA Local Offer as this sets out the provision which the school and LA can offer to meet a range of special needs.

Storing and Managing Information

Documents relating to pupils with additional needs are stored in individual pupil or year group files which are locked away at night in the Inclusion Manager's office. Computerised information is stored in a folder on T Drive, accessible to the Inclusion Manager by secure password only.

Linked Policies

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 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 (July 2014) Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Condition (April 2014)
- The National Curriculum in England: framework for KS1 and KS2 (July 2014)
- Safeguarding/Child Protection Policy
- Inclusion Policy
- Intimate Care Policy

- Behaviour and Exclusion Policy
- Anti-bullying policy
- Accessibility Plan
- Teachers Standards 2012
- Teaching, Learning and Feedback Policy
- Administration of Medication Procedures
- Asthma procedures
- Procedures for nut allergies
- Local Offer

Appendix 1

Provision maps

Date for Review: September 2020

Frequency of Review: Annually

Westbourne Primary School Provision Map.

Whole School: Quality first teaching.

- 4 way differentiated planning to support and push all children
- Additional differentiation or adaption of texts for SEND children
- Provision Maps provide additional support for individuals
- Teaching assistants provide focused support and reactionary support throughout class
- Clear focus on basic skills for all before pushing for deeper understanding.

Group work

- Identified pupils in interventions
- Focused support groups
- New to English Provision
- Self Esteem and confidence group.
- Social skills group
- Faith assemblies
- Target time
- Nurture group

Individual work

- Daily reading
- 1:1 tuition in Year 6
- Provision map work
- Medical support for pupil with care and medication plans
- Specialised diets
- Allocated adult support for pupils with EHCP
- 1:1 interventions with support staff
- Buddy system

Extra-curricular:

- Homework club
- Weekend family trips
- Breakfast club
- KS1 basic skills maths club
- KS1 maths puzzle club
- KS1 Reading club
- STAC club
- Film and Drama club
- Breakfast club readers
- Art clubs
- Sports clubs
- Sports tournaments

Family support

- Parent Liaison Officer
- Inclusion Manager
- Education Social Worker
- Links with Children's Centres
- Head teacher and Inclusion Manager drop in.
- Community resource manager
- Parent Partnership
- Parenting classes
- Parent workshops
- Coffee mornings
- English language classes

Outside agency support

- Children social care
- Educational psychologist
- Road safety team
- Oral health team
- Hearing team
- Cognition and learning team
- Community police
- Physical difficulties team
- E-safety police
- Social, emotional and mental health team
- Visual team
- SENDIASS
- Early Help
- School nurse
- Speech and language team.

Whole School Provision

	All Pupils	Additional Need	SEND
Cognitive	<p>Quality First Teaching Differentiated curriculum planning, activities, delivery and outcome Use of a range of visual aids Adult modelling In class support from TA Focused group work-guided reading Learning Journey meetings</p>	<p>Target Time Intervention Groups-APP linked Individual Reading LTA programme with TA Numbers Count Phonics groups Precision Teaching Lifeboat Spelling Programme</p>	<p>Learning Plans break down Learning Journey targets into small steps Visual timetables Writing frames, word mats etc. Additional 1:1 support Personalized learning programmes Additional resources-Stile etc. Fine motor, memory skills training Increased use of ICT including iPads, specific literacy and numeracy programmes Use of specialist equipment-visualizer, kindle, enlarged books, bold lined exercise books Resources available to support learning Support Learning Support Services</p>
Communication	<p>Quality First Teaching Differentiated curriculum planning, activities, delivery and outcome Use of a range of visual aids Adult modelling Structured school/class routines</p>	<p>In class support from TA with some focus on speech and language N2E Groups-Rosetta Stone</p>	<p>SALT programmes followed up in school Support from ASD Team Support from HI Team Visual Organisers and timetable</p>
Social/Emotional	<p>Whole school behaviour policy Whole school/class rules Class rewards and sanctions Investors in Pupils PSHCE Learning Journey meetings/mentoring Celebration assemblies</p>	<p>Small SEALs Group Therapeutic Writing Group</p>	<p>Individual support and mentoring Individual behaviour charts, behaviour plans Individual reward schemes Nurture Group Circle of Friends Socially Speaking groups-KS2 Time to Talk groups-KS1 Pause Button Therapy</p>

	<p>Year 6 Mentors Lunchtime Buddies/Year6 Helpers</p>		<p>Individual support for unstructured times Support from CAMHs Support from Educational Psychologist Support from SEBD Team Home/school diaries Safe Choices booklets Behaviour Plans</p>
<p>Physical/gross/fine motor skills</p>	<p>Flexible teaching arrangements Staff awareness of implications of physical and medical needs Brain Gym</p>	<p>Additional handwriting practice Use of finger spacers Use of pencil grips Use of scissors Medical support</p>	<p>Motor skills training for staff Handwriting training for all staff Individual support in PE Physiotherapy programmes Hygiene support Medication and Care Plans Access to ICT Specialist equipment-toilet frames, mobile hoists as required Support from PD Team Support from VI/Hi Team Use of specialist equipment-visualizer, enlarged books, coloured overlays, radio aids Staff support and training to manage hearing aids and other equipment Staff training in use of EPIPENS Home/school diaries Liaison with appropriate outside agencies</p>