



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

Policy ratified:	May 2021
To be reviewed annually. Date of review:	May 2022

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 2019/2020
- Teachers Standards 2012
- Equality Information and Objectives Policy Sept 2019/2020
- Policy for the Safe Handling of Medicines Sept 2019/2020
- Accessibility Plan March 2020/2021
- supporting Pupils with Medical Needs Sept 2020/2022
- Policy on Care and Control and the Use of Force 2019

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. This policy reflects the views of the schools SEND Parents Forum (May 2020)

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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 that our pupils may face. 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



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.

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 SENDCo will meet with Teachers and Teaching Assistants (TA) to support them in 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.

SECTION 1: AIMS

We have high expectations for all 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 and make reasonable adjustments to help a child access learning. E.g. providing low arousal spaces for a child to access when needed or adapting a classroom layout due to a physical disability.

SECTION 2: OBJECTIVES

The Specific objectives of our SEND policy are:

- To work within the guidance provided in the SEND Code of Practice 2014
- To identify pupils with SEND early and ensure that their needs are met
- To ensure that children with SEND join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure parents are regularly informed of the additional provision planned to meet or support their child to access learning
- To ensure effective communication between pupil, 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 provided
- To provide support and advice for all staff working with pupils with a special educational need or disability
- To provide a Special Educational Needs & Disability Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy



SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEED & DISABILITY

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 one or more of the four broad areas of need outlined in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, Emotional, and mental health difficulties
- Sensory and/or physical need

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 Nursery are included in the SEND Code of Practice (2014).

All children on entry to school in Nursery or Reception will have their progress recorded using the Early Years Profile age bands. 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 SENDCo 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 the SENDCo. 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.

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 SEND)
- 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 SEND, but may mean further differentiation or personalisation for learning is required.

SECTION 4: A GRADUATED RESPONSE TO SEND

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 (QFT) 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 SEND. We acknowledge that an intervention cannot compensate for lack of good QFT. 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 APDR is carried out regularly, and reviewed formally every half term by class teacher and SENDCo.

SECTION 4: MANAGING PUPILS NEEDS ON THE SEND REGISTER

Additional Support, QFT and Differentiation

Additional support, QFT and Differentiation in school is constantly reviewed. Targets are set by class teacher and if appropriate these may be based on further advice from the SENDCo, parents or an external professional. This additional provision forms part of the discussion at progress meetings and parent consultations. The level of provision is decided in relation to the needs of the child. The school strives to provide relevant support.

The school aims to provide support for children before they are identified as SEND 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 SEND Support takes place.



Parents will be informed by the class teacher if regular 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 (QFT/ differentiation) and will not require SEND Support.

SEND Support (APDR Cycle 1 and cycle 2)

If a child's progress has not accelerated despite the additional support, QFT or Differentiation, then the class teacher will meet with parents and SENDCo to discuss the next steps of support. This may result in the child being identified as SEN Support (APDR Cycle 1). 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 half termly. Parents will be invited to discuss these in school with the class teacher, after the class teacher and SENDCo have met. A child may be referred to an External professional for advice, an assessment or further guidance.

If a child does not make sufficient progress after further APDR Cycles 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 to the Local Authority (LA).

Education, Health and Care Plan

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

EHCP'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 SEND REGISTER/RECORD

Throughout the APDR cycles 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.

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 children with a SEND will be invited to share the child's IPM each half 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.

A SEND Parents forum meet at least termly to ensure that parents' voice is embedded in whole school SEND policy and practice.

Pupil Transfer Procedures

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

When a child who has an identified SEND transfers to another school, all SEND records are forwarded to the receiving school, unless parents object.

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

At the end of year 4 a meeting will take place with the main feeder middle schools SENCo and head of year. This will enable a discussion about the needs of children on the SEND 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 termly where possible.

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. IPM targets are discussed half termly with children and they are given the opportunity to share their views. 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

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[nr1] Needs Policy.

In order to support a pupil with a medical condition, in the first instance, a meeting will be set up with relevant staff. A care plan, or an Individual Health Care Plan (IHCP) or a Pastoral Support Plan (PSP) 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.

SECTION 8: MONITORING AND EVALUATION OF SEND

Monitoring and Review

All progress, assessments and teaching strategies must be carefully monitored and reviewed as part of the APDR cycles of the Graduated Response (GR). This process will be ongoing and will be important in informing the 'small step' approach, which is necessary for IPMs. 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 termly meetings, report and annual learning walks.
- Whole school audits
- Whole school provision mapping
- Parent questionnaires

Liaison with the Governing Body

The SENCo will produce a half termly report to the SEND Governor and termly to the governing body to review and evaluate the provision for SEND. In addition the SENCo will liaise regularly with the SEND Governor, Mrs Kate Hamilton, to discuss provision within the school.

The provision of SEND 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 requires 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 (LSB) 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 Kate Hamilton - SEND Governor
- Mrs R Roberts (Head teacher) - Designated Teacher with Safeguarding responsibility
- Mrs R Roberts - Responsible for managing PPG/LAC funding
- Mrs R Roberts with the support of Mrs P Tibbetts are responsible for updating Care Plan records, with the support of a child's class teacher
- Mrs C Crabb – Deputy Head teacher, SENDCo, EAL lead teacher & Line Manager for Teaching Assistants
- Mrs P Cavilla – Pastoral Support, Deputy Designated Safeguarding lead

SECTION 11: STORING AND MANAGING INFORMATION

Records

The class teacher has ultimate responsibility for the child's day-to-day 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 the 'Performance - P Scales'. The SENDCo, outside agency representatives and others will support class teachers where necessary. The SENDCo and class teacher will keep copies of class/year group provision maps and external professional reports. All IPMs are safely saved on the schools secure network for teaching staff to access. Parents will be given a summary report half termly[kd2].

Additional information regarding SEND is kept by SENDCo.

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 SEND

In the first instance any concerns regarding the provision of SEND should be made to the Head teacher, Mrs Rachel 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 SEND 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.

Westlands First School and Nursery

SEND Inclusion policy 2021-22



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 SEND 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 May/June 2022