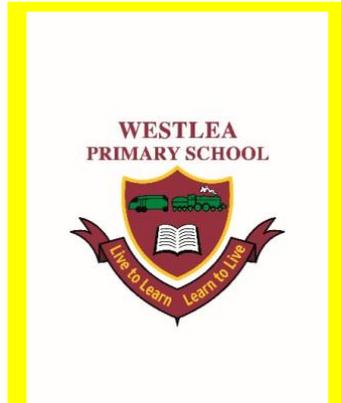


SEN policy and information report

Westlea Primary School



Last reviewed on: September 2021

Next review due by: September 2022

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	4
5. SEN information report	5
6. Monitoring arrangements	9
7. Links with other policies and documents	9

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Westlea Primary School we are committed to equality and inclusion. It is our aim that all pupils will succeed in achieving their full potential regardless of their needs, in a nurturing and caring environment. We believe in anti-discriminatory practice where we aim for equality of opportunity as well as valuing diversity within our pupils and their families.

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.

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

Westlea School also 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 supported by the Senior LSA and they are 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, Speech and Language Therapist and other Advisory Teachers

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Louise Edmonds.

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At Westlea, we believe that early intervention is key in supporting pupils with SEND. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The SENCo will have detailed conversations with the new setting and a bespoke programme of transition will be followed dependent on the needs of the individual.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated and scaffolded for individual pupils.

We will also provide the following interventions:

- ELSA (Emotional Literacy Support)
- NELI
- Precision teaching
- Toe by Toe
- Plus 1
- Power of 2

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, amount of scaffolding provided etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 21 Learning Support Assistants who are trained to deliver interventions such as ELSA, NELI, precision teaching, Plus 1, Power of 2

Teaching assistants will support pupils on a 1:1 basis or in small groups as needed.

We work with the following agencies to provide support for pupils with SEN:

- Physiotherapy
- Educational Psychologist
- Occupational Therapy
- Assistive technology
- Autism Support Services
- Speech and Language
- Specific Learning Difficulties
- Hearing Support Team

- School Nursing Team

5.9 Expertise and training of staff

Our SENCo has 2 years experience in this role but has worked in the school for over 19 years. She achieved her NASENCO award in June 2021. She has been a class teacher and phase leader and now also works as: deputy head, safeguarding lead, designated teacher and pupil premium lead.

We have a team of 21 Learning Support Assistants and 1 Senior Learning Support Assistant, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in NELI, ELSA, Manual Handling and medical needs.

5.10 Securing equipment and facilities

We work alongside other professionals such as the physiotherapists and occupational therapists to secure the necessary equipment needed to support our learners with physical needs. Specialist equipment which is needed to meet a child's provision such as sensory toys, adapted cutlery and scissors, coloured overlays etc are purchased as needed from the SEN budget

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions termly.
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Years 4 and 6.

All pupils are enabled to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school site is fully accessible to all pupils. There are two disabled toilets available, one with a ceiling hoist. We have a fully equipped physio room with a ceiling hoist. All Learning Support Assistants are trained in Manual Handling and can deliver personal care. We will administer medication as needed, following the allocation of an Individual Health Care Plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Social Skills Groups are run by Learning Support Assistants
- A Young Carers group meets weekly.
- We have a Full Time ELSA provision delivered by two trained Learning Support Assistants
- We employ a school counsellor for 3 days a week to support children and their parents
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Part of the SENCo's role is to liaise with other agencies as needed. External agencies visit school as needed to support our learners. Referral forms are completed in a timely manner when needs are identified.

For children with EHCPs, professionals views are sought and they are invited to attend annual reviews. The SENCo also works with SENAT and our EHCP case worker to support these children.

The SENCo also works with the Early Help Hub to access any additional support that may be needed by the family. TACs and TAFs are run in school to provide additional support as needed. The SENCo also works alongside the Disabled Children's Team and the Rainbow Trust.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents can also contact SIAS (Swindon SEND information, advice and support Service). Details can be found here:

<https://localoffer.swindon.gov.uk/directory/providerdetails/216853>

5.17 Contact details for raising concerns

If you have concerns about your child please contact Louise Edmonds SENCo by email senco@westlea.swindon.sch.uk or by calling the school office 01793 870469.

5.18 The local authority local offer

Our contribution to the local offer is:

<https://localoffer.swindon.gov.uk/directory/providerdetails/217963>

Our local authority's local offer is published here: <https://localoffer.swindon.gov.uk/home>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan Statement
- Behaviour and discipline
- Equality information and objectives
- Medical Needs Policy