



West Walker Primary School SEN and Disability Policy (2020)

Special Educational Needs Co-ordinator (SENCo) : Mrs J Stroughair, in post for 13 years and a member of the Senior Management Team.

Tel: 0191 2624130

This policy was developed in consultation with the school's SEN Team, Teachers, the SEN Governor, SEN parents and carers and the school's Senior Management Team.

Rationale:

At West Walker every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

West Walker is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The SENTA, **Mrs H Cowan**, support individuals and groups of pupils at SEN support level of provision through withdrawal for targeted interventions and programmes.

The governor responsible for SEND is **Ms Carly Dobson**

The designated teacher for child protection is **Mrs N Draper – Head Teacher**

The designated member of staff responsible for managing Pupil Premium is **Mrs N Draper – Head Teacher**

The designated member of staff for Looked – After children is **Mrs N Draper – Head Teacher**

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The school has one disabled toilet located near the school office.

A lift is available in the Infant Hall.

Medicines are kept in the medical in a locked room only accessible to school staff Inhalers, eczema and antihistamine products are located within classrooms where they can be supervised by the teaching staff.

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the

barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported in order to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

West Walker follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term.

The following are *not* SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified initial concerns are discussed with the SENCO and parents or carers.

Assess

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified during a review meeting. Adjustments, interventions, support and further review dates will be agreed with staff, parents and pupil. This information will be recorded on the school provision map.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service, SENTASS Visual and Hearing impairment Services, Child and young Persons Service (CYPS), Community Paediatrics, Education Psychology, NEAT SEN Professionals and, when appropriate, Social Services and Looked After Children Team.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then the school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN information document

This report can be found on the school website. It outlines the provision West Walker makes for all pupils with SEN and within the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition from primary to secondary education, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

West Walker values the important role parents and carers have in their child's education. A school professional, usually the class teacher, will discuss a child's move on to the SEN list with a parent/carer as well as the graduated response, outlined in the Code of Practice, which the school offers. Parent Partnership Service information is also given. Parents and carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Primary Welfare Officer, Mr D Morrison, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help Plans (EHP) are used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets

and a pupil review sheet is used to gather their views. The pupil review sheet is completed with the SENCO or the SENTAs on a termly basis. Pupils in Years Five and Six are invited to contribute to their termly review meeting.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

Regular observation of teaching by the senior management team

Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,

Assessment records that illustrate progress over time – e.g. reading ages

Pre and post assessments for those pupils who are withdrawn for targeted interventions

Success rates in respect of individual targets

Monitoring by the governor with responsibility for SEN

The views of parents/carers and pupils. Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive.

Regular meetings between SENCO, SENTA and head teacher / SENCO, subject leads

Provision Mapping – used as a basis for monitoring the impact of interventions.

NEAT SEN audits to externally validate provision and outcomes for pupils with SEN

Staff Development:

The SENCO and the Head Teacher ensure staff and The Governing Body are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

Medical Conditions

West Walker will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disabilities, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher / form tutor attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The trust complaints procedure will apply: https://www.neat.org.uk/web/complaints_policy_and_procedure/336948

School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.

**Reviewed by J. Strouhair and N. Draper on 3rd September 2020.
This policy is due to be reviewed in September 2021.**