

Westfield School

Special Educational Needs Policy

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Westfield School



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Special Educational Needs Policy Statement

Our Special Educational Needs Policy is outlined below.

It is endorsed by the Westfield School Governing Body who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The Westfield School Governing Body accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Westfield School.

Signed:

Date: June 2017

Claire Sellars, Chair of the Westfield School Governing Body



1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 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 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been created by the Westfield Family of School's SENCOs with the SEN Governors in liaison with the SLT, all staff and parents of students with SEND.

2. Introduction

The named people for managing the settings response to ensuring that the provision we make for children and young people with SEND at Westfield School is Gary Simmons - Deputy Headteacher (Inclusion), Katy Hodges (DSEN Lead Professional and SENCO) and Julie Swift (Learning Support Coordinator).

2.1 Philosophy

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Westfield Family of Schools to ensure that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

2.2 Objectives

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014



3. To provide a broad and balanced curriculum
4. To promote self-worth by encouraging independent learning
5. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
6. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
7. To provide support and advice for all staff working with students with special educational needs

2.3 Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. *which is additional to or different from* differentiated curriculum plans. Westfield School regards students as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. Aim

Provision at Westfield is characterised by

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of student's progress
- focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all students with SEND
- close working relationships with outside professionals



- class teachers retain responsibility for students with SEND and their provision
- smooth transition for all students with SEND

4. Identifying Special Educational Needs

The school uses the graduated approach as outlines in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps. At Westfield we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child.

4.1 Liaison with feeder settings/schools

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEN. Where practicable the Learning Support Coordinator (LSCO) will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

4.2 Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

4.3 Student progress meetings (P4P)

Each school holds regular meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENCo and LSCo, the child will be monitored.

4.4 Staff observation

Members of staff consult with the SENCo and LSCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the student.

4.5 Referrals by parents or carers

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.



4.6 The four broad categories of need are detailed below:

4.6.1 Communication and Interaction (C&I)

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)
- Asperger's Syndrome and Autism

4.6.2 Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

4.6.3 Social, mental and emotional health (SMEH)

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),
- Self-harming,
- Substance abuse,
- Eating disorders or physical symptoms that are medically unexplained,
- Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder,
- An anxiety disorder,
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4.6.4 Sensory and/or physical needs (S/PD)

- Visual Impairment (VI)
- Hearing Impairment (HI)



- Multi-Sensory Impairment (MSI)
- Physical Disability

Other factors may impact on progress and attainment but may not be an SEN. These will need considerations making for and include:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5. A Graduated Approach to SEN Support

A graduated approach to SEN support is adopted for students identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo and LSCo but will be planned and delivered by teaching and support staff.

Wave 1 - Quality First Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Wave 2

Wave 2 is initiated where students have failed to make adequate progress as identified by the SENCo or LSCo through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated



curriculum then a move to SEN Support* will be agreed and the student will be entered onto the schools SEN register.

* Please note - the single category of SEN Support now replaces School Action and School Action Plus

Provision from within the schools resources is identified to help meet the students' needs. Interventions may include:

- additional learning programmes such as literacy and numeracy
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- additional staff training
- One Page Profiles/Person Centred Planning tools

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. These review cycle will follow the **assess, plan, do and review** cycle

Assess

SEND students may be identified through the teachers' observations and assessment, SEND areas of need standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies.

Plan

Where it is decided to provide a student with SEN Support, the parents **must** be notified. The SENCo and LSCo should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND students will have an intervention plan completed; this will be updated each term by the LSCo.

Do

The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.



Review Process

Provision Maps are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, learning support staff and outside agencies (if applicable). If a student has a One Page Profile in place these along with targets will also be reviewed and updated at this time.

Students with a Statement of Educational Need have targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND. These targets will be shared with relevant staff and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All statements will be reviewed annually with the statement review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Statutory assessments/Education, Health and Care plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an education, health and care plan.

The SENCO is responsible, on a daily basis, for providing support and monitoring and ensuring that students with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

High Needs Banded Funding

Where school is making significant additional provision for a student it may be appropriate to apply for High Needs Banded Funding to top up schools own funding towards this provision. There are clear guidelines and criteria for apply for this funding, which cover each of the broad areas of need at different levels. The individual applications are all moderated by a panel of LA



representatives which schools are invited to send a representative to. In most cases, this representative will be the SENCo.

Local Offer

Westfield school will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at www.sheffield.gov.uk/localoffer, searching for the school's name.

6. Criteria for exiting the SEN register

Where students make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a student needs no further support and may exit the SEN register. Further support can be requested again at any point.

All children who have been identified as having an SEN at any point in their school careers are recorded on the schools 'cohort overview', which is kept updated by the LSCO and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current students have.

7. Supporting Families

School have liaised with the Local Authority to produce a Local Offer entry for Westfield school. This can be found in the Sheffield Directory at www.sheffielddirectory.org.uk

It is the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found on the Westfield school website.

Westfield school endeavours to support students with SEN through signposting families to other agencies and services that may be of help e.g. MAST team, Family Fund, Short Break Grants, support groups, training opportunities as appropriate. These will usually also be highlighted on the Westfield Family of Schools website - www.westfieldfamily.org.uk.

All the schools within the Westfield Family of Schools are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEN have bespoke packages of support at this time.

7.1 Admissions

Westfield School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.



- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

7.2 Access arrangements

Westfield school follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

8. Supporting Students at School with Medical Conditions

The school recognises that students 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

9. Training and Resources

- The SENCOs from each school across the Westfield FoS meet regularly to discuss and plan for the current and future needs of children with SEN. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.



10. Roles and Responsibilities

10.1 The Role of the Governing Body

The governing body, in cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- does its best to ensure that the necessary provision is made for any student who has special educational needs
- ensures that the teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs
- ensures that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the students with whom they are educated and the efficient use of resources
- has regard to the SEN Code of Practice when carrying out its duties toward all students with SEN
- ensures that parents are notified of a decision by the school that SEN provision is being made for the child.

10.2 The Role of the Headteacher

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements



- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered.

10.3 The Role of the SENCO

- Be a qualified teacher
- In collaboration with the Headteacher, the SENCO and governing body, determines the strategic development of the SEND policy and provision at Westfield School with the ultimate aim of raising the achievement of students with SEND need
- Managing the Learning Support team
- Collaborating with SENCOs across the Westfield FoS in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support
- Liaising with and advising colleagues on all matters relating to SEND
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of statements/EHCPs and records for all SEND students
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for SEND students
- Organising and maintaining the records of all SEND students
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all post 16 providers when SEND students leave the school
- Contributing to the continuing development and training of school staff
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate
- Update TA timetables and provision map.

10.4 The Role of the Class Teacher

- In collaboration with parents, the LSCO and, where appropriate, the student themselves be involved in the planning and review of the support for students with SEN
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious



- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving
- Ensure SEND/PP children are receiving tailored homework (where appropriate)
- Provide information when required for termly SEND reviews with LSCo and parents
- Identify individual students not making progress and inform SENCo/LSCo

11. Reviewing the Policy

This policy will be reviewed regularly as we move into the New Code of Practice, with an annual review taking place in October.

12. Complaints

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENCo/LSCo. The SENCo/LSCo investigates and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with the Assistant Head/Deputy Head will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made
4. If the problem is unresolved, the parent may contact the Local Authority about the matter
5. At any time the parent may seek help from the Parent Partnership Service (see below).

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet “Resolution of Disagreements” to help parents and staff to follow codes of good practice in resolving disputes.

A copy of ‘Special Educational Needs – Code of Practice’, published by the Department for Children, Schools and Families, is available in school for reference.

Contact details for The Sheffield Parent Partnership Service:

The Sheffield Parent Partnership Service, Darnell Education Centre, Star Works, 212 Darnell Road, Sheffield S9 5AF.

Telephone: 0114 2619191 E Mail: ed-parent.partnership@sheffield.gov.uk