





Western Primary School SEND Policy

Persons/body responsible for updating:	SENDCO / SLT
Date approved and by whom:	June 2023 Ben Fraser-Smith
Chair of Governors' signature	
Headteacher's signature	
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Our School Vision

*At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.*

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## 1. Mission Statement

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

Special Educational Needs and Inclusion is always a priority at Western Primary School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy, working hard to ensure that provision is made for those who need it and that all children are given equitable access to our setting.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teacher, support staff and pupils working together. Our commitment to this is outlined in this policy.

## 2. Aims and objectives

Our approach to special educational needs and disabilities (SEND) aims to:

➤ **Identify the needs of pupils with SEND as early as possible.**

This is most effectively done by gathering information from parents/carers, education, health and care services [and feeder schools or early years settings – where applicable] prior to the child's entry into the school.

➤ **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.**

➤ **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**

This will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

➤ **Work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education.**

This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, providing information [annually] on the provisions for pupils within the school as a whole and the effectiveness of the SEND policy and the school's SEND work.

➤ **Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.**

➤ **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

Providing regular one to one meetings between pupils and staff, alongside carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. [E.g. SUCCESS group members]

➤ **Make sure our school fully implements national legislation and guidance regarding pupils with SEND**

## 3. Legislation and guidance

This 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 SEND

➤ [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly, children with a disability or with special educational needs

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENDCO

The SENDCO at Western Primary School is Ben Fraser-Smith.

They will:

- Work with class teachers to inform any parents/carers that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Mr Fraser-Smith is a member of the school's Senior Leadership Team (SLT)

## 6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND link governor

Our SEND governor is Sian Marsh.

The SEND governor will:

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

## 6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO and SLT, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents/carers' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents/carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs



- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes an SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

Our **Graduated Response Road Map**, available on our school website, offers a concise overview of the potential journey through school for a pupil with SEND.

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about

whether this lack of progress may be due to a special educational need. This discussion may lead to the introduction of an **Initial Support Plan**.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 8.2 Consulting and involving pupils and parents/carers

The school will put pupils and their parents/carers at the heart of all decisions made about special educational provision.

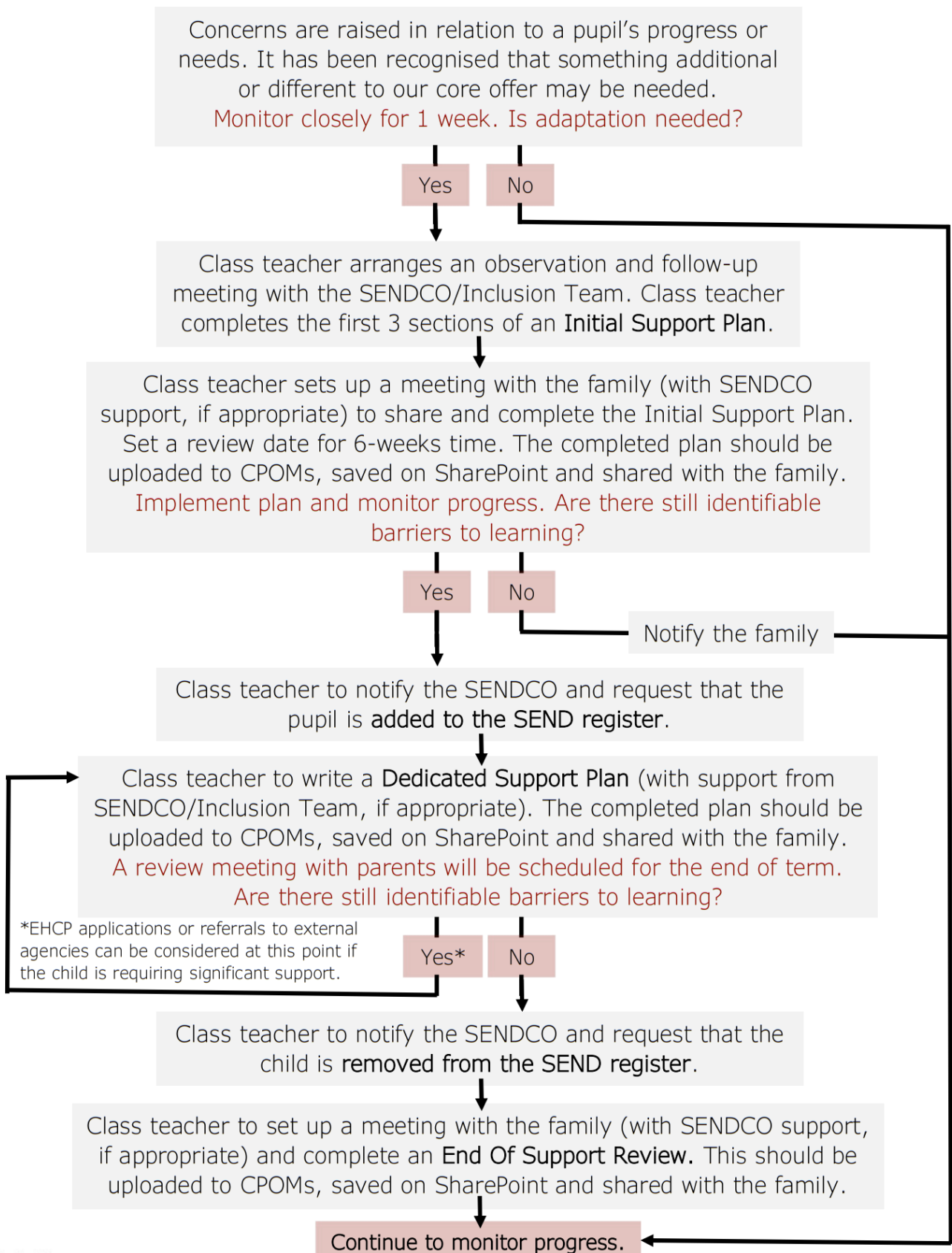
Discussions with pupils and parents/carers will ensure that:

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

## 8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle, known as the graduated approach: Assess > Plan > Do > Review.

SEND support, namely a provision that is additional to or different from our core offer, for pupils on our SEND register is recorded on a **Dedicated Support Plan**. This allows for careful monitoring of the graduated approach at Western. The following flow chart outlines how our support plans respond to the individual needs of our pupils with SEND.



The pupil's class or subject teacher retains overall responsibility for their progress.

## 8.4 Levels of support

As alluded to above, our graduated approach can be implemented in different ways so that we can better respond to the wide range of need that may be present within our setting. These are referenced in our **Graduated Response Road Map** as the 4 steps:

- **Initial concerns** – the preliminary stages of identifying SEN within our setting
- **Dedicated Support** – a pupil on the SEND register, receiving a **school-based SEND provision**, with a Dedicated Support Plan
- **Complex Support** – a pupil on the SEND register with an **Education, health and care (EHC) plan**
- **Specialist Support** – alternative/specialist provisions are likely being considered

### School-based SEND provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

Effective monitoring is essential in ensuring that dedicated support is having a meaningful impact and promoting progress for pupils with SEND. For some pupils, it is appropriate to maintain one level of support throughout their time in school as this provision will continue to support pupil progress. However, levels of support should be responsive to the needs of the individual pupil at the time. For pupils ending a cycle of support, we would evidence this through an **End of Support Review**.

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

- Reviewing all targeted interventions, or dedicated support, every 6-weeks
- Tracking pupils' progress, including through targeted assessments
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## 9. Expertise and training of staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, network SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Training can be made available for whole staff or specific groups. This can be accessed through the Local Authority or through private providers.

## 10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil and has previously worked alongside a number of external agencies to enhance provision. These have included, but are not limited to:

- North Yorkshire SEND Hub – Communication and Interaction. Cognition and Learning, SEMH, Vision and Hearing support
- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

More information and the school's admissions policy can be found on the school website: [Western Primary School - Red Kite Learning Trust - Admissions \(westernps.co.uk\)](https://westernps.co.uk)

The SENDCO will co-ordinate and support effective transition into different educational settings. The SENDCO will ensure appropriate liaison between staff members and SEND teams to ensure that information is shared as needed. This may include:

- Transition planning meeting with staff from the current school, future placement and parents/carers
- Additional visits
- Sharing Transition Support Plans

## 11.2 Accessibility arrangements

The school makes reasonable adjustments necessary to meet the needs of pupils with SEND.

For more information see Western Primary's Accessibility Plan (available on request from the school office).

If a situation arose where specialist equipment was needed, then advice would be sought from specialist services.

## 12. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Red Kite Learning Trust's complaints policy, which can be accessed through our school website: [westernps.co.uk/seecmsfile/?id=14](https://westernps.co.uk/seecmsfile/?id=14)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

More information about disagreement resolution and mediation services in our local area can be found through the SEND Local Offer website: [Make an appeal to the SEND tribunal | North Yorkshire Council](#)

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

### 13.2 Monitoring the policy

This policy will be reviewed by the SENDCO and Senior Leadership Team **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 14. Links with other policies and documents

This policy links to the following documents:

- Graduated Response Road Map - <https://www.westernps.co.uk/seecmsfile/?id=6182>
- SEN information report - [LINK](#)
- North Yorkshire: SEND local offer - <https://www.northyorks.gov.uk/children-and-families/send-local-offer>
- Accessibility plan - [LINK](#)
- Behaviour policy - [westernps.co.uk/seecmsfile/?id=4946](https://www.westernps.co.uk/seecmsfile/?id=4946)
- RKLT Equality Policy - [Equality Scheme \(westernps.co.uk\)](#)
- Supporting pupils with medical conditions policy - [westernps.co.uk/seecmsfile/?id=548](https://www.westernps.co.uk/seecmsfile/?id=548)
- Attendance policy - [westernps.co.uk/seecmsfile/?id=544](https://www.westernps.co.uk/seecmsfile/?id=544)
- Safeguarding / child protection policy - [westernps.co.uk/seecmsfile/?id=554](https://www.westernps.co.uk/seecmsfile/?id=554)
- Complaints policy - [westernps.co.uk/seecmsfile/?id=14](https://www.westernps.co.uk/seecmsfile/?id=14)