

# **Newton Westpark Primary School**



## **Special Educational Needs and Disability (SEND) Policy**

**September 2017**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (updated May 2015) and accepts the definition of SEND as set out in the Revised Code of Practice 1.3 .

## **1. Aim**

It is the aim of Newton Westpark Primary school to ensure that every child is supported in aiming for the highest personal achievement. In order to achieve this, it is essential that the whole school staff has a shared understanding of what the term special educational needs and disabilities means.

### **Definition of Special Educational Needs**

A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.

Code of Practice: January 2015

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **2. Objectives**

At Newton Westpark we will endeavour to provide an inclusive environment for children to learn in which:

- 2.1 All children are valued as individuals and included fully in the life of the school.

- 2.2 Access is supported by differentiation and/or learning plans, allocating extra support to an individual or group according to set criteria and the availability of resources.
- 2.3 Provision and progress for our SEND pupils will be monitored and reviewed regularly.
- 2.4 Children develop self-esteem through positive reinforcement and using assessment procedures to identify any learning difficulties.
- 2.5 We will involve outside agencies where appropriate.
- 2.6 We work closely with parents, sharing information on their children's progress, their individual needs and how we can support them and their children.
- 2.7 We continuously assess, appraise and develop our ways of working to provide the highest quality of provision for all our children with the resources available
- 2.8 We facilitate a pupil's learning by identifying his or her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum and the school curriculum as a whole, taking account of the fundamental principles of the SEND Code of Practice.
- 2.9 We respond to particular pupil's needs flexibly according to the nature of their difficulties
- 2.10 Education, Health & Care Plans will be reviewed regularly in line with statutory regulations

Where SEND is identified, the school will put appropriate interventions in place. These will be provided as part of a Graduated Approach, which includes regular review of the progress made and adaptations to the support provided as required.

## **2. Co-ordination of Educational Provision for pupils with SEND**

The Special Educational Needs Co-ordinator (SENCo) is Miss Lucy Moore. The SEND Governor is Mrs Jane Roberts.

### **The SENCO will:**

- Manage the day to day operation of this policy.
- Advise all staff on the graduated approach to providing SEND support
- Ensure that SEND provision for pupils is in place allocating support to pupils or groups of pupils including those Education, Health & Care Plans (EHCP).
- Establish the most cost-effective way of meeting the needs of pupils with SEND.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Report on the effectiveness of provision to the Senior Leadership Team (SLT) and governors.
- Keep abreast of new developments and share good practice with teachers.
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of the school's provision for SEND.
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.
- Liaise with outside agencies in order to provide access to services required to fulfil the needs of the children. Eg. Speech and Language Therapy Service

(SALT), School Counsellor, Educational Psychology Service (EPS), Targeted Educational Support Service (TESS) and CaMHS.

- Liaise with Early Years providers and Secondary Schools to ensure smooth transition between settings for pupils with SEND.
- Ensure staff have access to relevant SEND training.

#### **The Headteacher and the Senior Leadership Team will:**

- Manage the work of the SENCo.
- Allocate a budget to support the teaching of children with special educational needs.
- Include an action plan for special needs in the School Improvement Plan.
- Identify resources for SEND.
- Plan with the SENCo to ensure that resources are used to support pupils in the most efficient, effective and equitable way.
- Decide whether to put pupils forward for an Education, Health & Care Plan assessment, in consultation with parents/carers.

#### **Class teachers will:**

- Identify pupils experiencing difficulties
- Complete the Graduated Approach Checklist
- Discuss pupils with SEND with the SENCo and parents/carers
- Write and review Learning Plans termly
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.
- Make every effort to ensure that the child has full access to the whole curriculum and is an integral part of everyday school life
- Contribute to monitoring and review procedures
- Seek to meet SEND within the overall framework of Inclusion in the school.

#### **Teaching Assistants will:**

- Support pupils in achieving targets identified in Learning Plans and Education, Health and Care Plans.
- Deliver differentiated provision for groups or individuals.
- Feedback to class teachers on the progress and attainment of pupils they work with

#### **Governors will:**

- Identify one or more governors with a special interest in SEND
- The named SEND governor will meet annually with the SENCo
- Report on the effectiveness of the SEND policy in their annual report to parents
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special educational provision is made for pupils

## **4. The Graduated Approach**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist professionals from external agencies. Where a pupil is not making adequate progress, class teachers, parents and the SENCo will collaborate on planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils with reference to the Quality First Teaching document, is the first step in our school's response to pupils who have or may have SEND. The class teacher will commence the Graduated Approach once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates that Special Educational Needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views of the pupil and their parents.

In consultation with the pupil and parents, a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Approach will ensure that:

- SENCo/Class Teacher will consider a range of approaches to learning and resources to support learning.
- Plans for the use of support will relate to a clear set of expected outcomes.
- Progress towards these outcomes will be tracked and reviewed at least termly.
- External agencies will be contacted as appropriate and will carry out relevant pupil assessments.
- If Children fail to make progress, in spite of high quality, targeted support we may apply for the child to be assessed for an Education, Health & Care Plan (EHCP).
- EHCPs will be reviewed annually in line with statutory requirements.

## **5. Partnership**

### **5a. Parent Partnership**

Newton Westpark seeks to work with parents and carers and always values the contribution they make. The parents of any pupil with SEND are welcome to discuss any concerns they have with the appropriate member of staff.

We aim to support parental partnership by:

- Ensuring positive attitudes towards parents
- Effective communication
- Recording of parental views
- Acknowledgement of the parents' role as a partner in the education of their child.
- Signposting parents to appropriate support and advice

### **5b Pupil Partnership**

Newton Westpark acknowledges the pupil as a partner in their learning.

We aim to support pupil partnership by:

- Listening to and valuing their views
- Involving children in writing their Learning Plans where appropriate

### **5c Partnership with external agencies and support services**

At Newton Westpark we have access to the full range of specialists and support services when needed. These services pass on their expertise to staff, pupils and parents as appropriate.

- External agencies will be used to provide advice and INSET especially in respect of specific needs as they arise within the school.
- External agencies will be used to identify specific targets for pupils in line with the school's procedures.
- Planning meetings will be held bi annually to agree a programme of work with the Educational Psychology Service (EPS) and Targeted Educational Support Service (TESS).
- Regular liaison takes place with Health professionals to access the following services:
  - Speech and Language Therapy Service (SALT)
  - Occupational Therapy
  - Child and Adolescent Mental Health Service (CaMHS)
  - Physiotherapy
  - Sensory Support Service
- The school liaises closely with other schools and nursery settings to ensure smooth and successful transition for pupils.

## **6. Wigan Local Offer**

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across Education, Health and Social Care. Wigan's Local Offer is available from the website

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

Newton Westpark has produced their own Local Offer in the form of the SEND Information Report. This can be accessed via the school website

<http://www.newtonwestpark.co.uk/docs/policies/special-educational-needs-and-disability-report.pdf>

## **7. Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Written by L. Moore September 2017

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