



*Our Best Preparation for Tomorrow
Is Doing Our Best Today*

Westbrook Old Hall

PRIMARY SCHOOL

Inclusion/Special Educational Needs & Disability (SEND) Policy

Westbrook Old Hall Primary School

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because *our children matter*, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because *our children's achievement matters*, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because *our children's future matters*, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our **children** matter, as does their **achievement** and so too does their **future**.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

Definition of SEND & Disability

At Westbrook Old Hall we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

SEND: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

Disability: *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**.'*

Key Roles and Responsibilities

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCO is a member of the leadership team. The SENDCO is Fiona Perry. (fperry@westbrookoldhall.co.uk)

SEND Governor: The SEND governor is Anne Carr, who is one of our co-opted governors. She has responsibility for monitoring policy implementation and liaising between the SENDCO and the Governing Body.

Designated Safeguarding Lead (DSL): The Head Teacher, Stewart Quinn, has specific responsibility for safeguarding and is the DSL. The Deputy Designated Safeguarding Lead (DDSL) is Louise Johnson.

Aims and Objectives

Aims

At Westbrook Old Hall, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high

expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the school.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific areas of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.

- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage and own their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

A Graduated Approach to SEND support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service
- Speech & Language Support
- Educational Welfare Team
- School Nurse
- Child Development Centre - Paediatrician
- Child and Adolescent Mental Health Service (CAMHS)

If the support required is *different from* or *additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/person at the centre of the process. Where a child and family would benefit from co-ordinated support from more than one agency, an Early Help Assessment may be done.



The four part cycle:

Assess: We will ensure that we will regularly assess all pupils' needs so that each child's progress and development is tracked compared to their peers and national expectations. We will listen to the views and experiences of parents/carers and the pupil. In some cases, we will draw on assessments and

guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required, the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child-friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as 'the graduated approach'. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Pupils with an EHC Plan will have an annual review, which their parents will be invited to. On the occasion that this is a high school transition review a representative from the Local Authority will be invited to the meeting.

SEND Provision - Access to the Curriculum

SEND support can take many forms. This could include:

- An individual learning programme
- Evidence based interventions
- Extra help from a Teacher or Teaching Assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions, and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The Class Teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENDCO
- Effective deployment of additional adults
- Identifying on planning the provision they are making for pupils with SEND
- Supporting the SENDCO in the writing and reviewing of targets for pupils with SEND

Teaching Assistants are responsible for:

- Ensuring that day-to-day provision is in place for the children they support

- Implementing agreed strategies and programmes, and advice from specialists
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with Class Teachers and SENDCO

The SENDCO is responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and informing staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND and children who are 'Significantly at Risk' of not achieving at age-expectations
- Liaising and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating, leading and completing paperwork for Annual Reviews
- Supporting staff in identifying pupils with SEND
- Mapping provision throughout the school
- Maintaining links and information sharing with local high schools

Criteria for removing pupils from the SEND register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in

an Education, Health and Care (EHCP) Plan being provided. This brings together the child's health and social needs as well as their special educational needs.

(See guidance on Warrington Borough council website for further information regarding requests for EHC plans)

Supporting parents/carers and children

We provide support in the following ways:

- The Head Teacher and SENDCO operate an 'open door' policy for parents/carers seeking support and advice.
- The dedicated SEND Governor, who is available as a contact point
- Additional time and special arrangements for SATs
- Support for transition between classes
- Support for transition from Pre-School settings into school
- Support for transition for vulnerable pupils

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on school trips/residentials.

Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment, or managing diabetes.

Designated school First Aiders are responsible for the administration of prescription medicines (after a form is completed at the school office).

Monitoring and evaluation of SEND

The Head Teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews

The SENDCO maps provision for each class and uses the Warrington Provision Management tool to cost provision. Decisions are made about whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary, make changes to our provision.

The SEND Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENDCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities

Training and Development

Training needs are identified in response to the needs of pupils currently on the SEND register.

School staff have specific training and expertise in speech and language, English and Maths interventions, dyslexia, ASD and ADHD.

The SENDCO attends network meetings to share good practice with colleagues in the Warrington schools and keep up-to-date with SEND developments.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Westbrook Old Hall.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Complaints

We urge parents/carers with any concerns regarding the SEND policy, or the provision made for their child at Westbrook Old Hall to speak to us as soon as possible. In the first instance, please speak to the Class Teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher.

If concerns are still unresolved, parents may wish to use the Parent Partnership service provided by Warrington Borough Council or engage with the school complaints procedure.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEND Governor, staff and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014).

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following related guidance and documents:

Section 69 of the Children and Families Act 2014

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

Equality Act 2010: advice for schools DfE Feb 2013

School SEND information Report (2016)

The National Curriculum in England Key Stage 1/2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special Educational Needs and Disability Code of Practice: 0-25 years

<https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>

Special Educational Needs and Disability: a guide for parents and carers

<https://www.gov.uk/government/publications/SENDd-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Appendix 2: Related School Policies/Documents

Safeguarding Policy

Accessibility Policy

Admissions Policy

Anti-Bullying Policy

Behaviour Policy

Complaints Policy

Inclusion Policy

Equality Policy

School Information Report

Curriculum policies

Supporting Pupils with Medical Conditions