




# **WESTCLIFF PRIMARY ACADEMY**

## **SEN POLICY**

**This policy is reviewed annually**

Reviewed by Headteacher: September 2023 

Reviewed by Chair of Governors: September 2023

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This SEN policy aims to outline the vision and values held regarding SEN and disability at Westcliff Primary Academy, whilst the SEN information report describes the vision and values are actualized within school. The SEN information report is intended to be a useful and accessible document and is therefore written with a parental audience in mind in the style of 'Frequently Asked Questions'.

Westcliff believes that the majority of children learn successfully within the classroom when the correct support is put in place for them. Wherever appropriate, children with SEN and disabilities will be taught with their peers and work towards the same objectives from their year group curriculum within each lesson utilising adaptive teaching techniques.

## **2. Legislation and guidance**

This policy and the separate SEN information report (found on the school website) 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association, as well as all associated policies at school and Trust level.

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

#### 4. Identification of SEN at Westcliff

The SEN Code of Practice identifies 4 broad areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

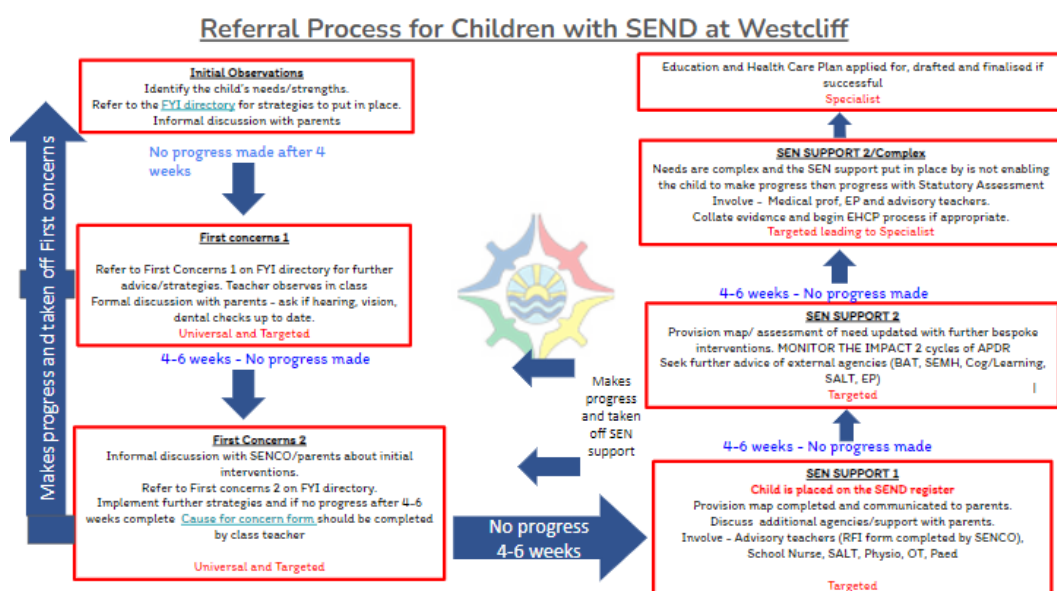
At Westcliff Primary Academy, we consider the needs of the whole child when assessing additional need. We identify a special educational need where a pupil requires support that is different from or additional to that normally available to pupils of the same age. We believe that the high quality teaching within our school caters for the needs of the majority of the pupils within the classroom setting. Regular assessments are made by teachers of all pupils. During this process, a pupil may be identified as making less than expected progress given their age and individual circumstances.

This is characterised by progress which:

- Is significantly lower than that of their peers starting at the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes

Please see the image below for further information about the process for identifying SEN needs.



## **5. Roles and responsibilities**

### **5.1 The SENCO**

The SENCO is Miss Rachael Hazlewood

They will:

- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **5.2 The Headteacher**

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **5.3 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Delivering Quality First Teaching, including adaptive teaching strategies, to all pupils.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy
- Maintaining all relevant paperwork so that it is up-to-date and an accurate reflection of provision and current attainment.
- Being the first 'point of contact' for parents regarding their child's education

## **6. Links with other policies and documents**

This policy, and our SEN Information Report, links to the following policies and documents:

- Accessibility plan
- Teaching and Learning Statement
- Medical Policy
- Admission Policy
- Behaviour & Discipline Policy

## **7. Bullying**

Westcliff Primary School has a zero-tolerance approach to bullying, especially towards pupils with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. Staff are ELKLAN trained, ensuring that discussions with pupils are tailored to their communication and interaction needs. For more information please refer to the following:

Anti-Bullying Policy and Behaviour Policy – available on our website or on request, from the school office.

## **8. Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender, sexuality or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school. 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 raise awareness of diversity through sharing stories, talking about current events and planning carefully into our curriculum.