



## **Westminster Primary Academy**

### **SEND Policy 2023-2024**

*Our children will be ready for their future, as respectful and responsible members of the community*

#### **Our Vision and Aims**

At Westminster Primary Academy we are fully committed to offering an inclusive, balanced curriculum that challenges all our pupils to achieve their best by valuing the contribution, ability and achievement of all. We aim to promote an atmosphere and ethos that encourages spiritual, moral and cultural development to prepare our pupils to be responsible, caring members of the wider community. We promote respect for the beliefs and values of others, regardless of race, gender, religion, disability, sexuality or ability through British Values within the curriculum.

This policy and information report 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 coordinators (SENCOs) and the SEN information report.

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

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in schools within the area of the Local Authority
- Have an emotional or behavioural difficulty which impedes the learning process.

Pupils should not be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught. Special educational provision means provision which is additional to, or different from, the educational provision made generally for pupils of their age in schools within the academy group, other than Special Schools in the area.

### **Roles and Responsibilities**

Effective provision for pupils with Special Educational Needs is a matter for FCAT as a whole. The **Principal/CEO** is the 'responsible person' it is the Principal/CEO's responsibility to oversee that all the policies relating to SEND are implemented throughout the trust.

The **Governing Body of the trust** has a specific duty to ensure that the necessary provision is made for pupils who have SEND across the trust. See FCAT SEND policy.

### **The Headteacher**

The Headteacher keeps the governing body and the CEO of FCAT fully informed of SEND provision at Westminster school. The headteacher has a strategic view of SEND and monitors the overall provision to ensure it is effective across school. The headteacher supports the SENCO in effectively delivering this important role. See below

### **The Senior Leadership Team including the SENCO**

At Westminster Primary Academy the SENCO, a member of the SLT, with the support of the other SLT members are responsible for the day-to-day operation of the provision, made to support pupils with SEND. The school has a strong commitment to SEND which is reflected in inclusion and meeting children's needs to achieve positive outcomes. The SENCO's role also includes liaising with teachers, pupils, parents/carers of pupils with SEND, Educational Psychologists, Paediatricians, School Nurses, Occupational Therapists, Speech and Language Therapists, Child Adult and Mental health services, Health, Social Services and advisory teachers from the Local Authority. The SENCO is responsible for keeping an up-to-date SEND register for the academy.

### **Academy Staff**

At Westminster Primary Academy all teachers are teachers of pupils with SEND and adapt the curriculum accordingly to meet the needs of their pupils.

### **Parents/Carers**

We are committed to working hard to ensure positive relationships with parents of pupils with SEND as we believe this provides the best positive outcomes for all our pupils. All parents are

made aware via the website of the school's SEND Information Report and the Local Area SEND Offer.

### **Pupils**

At Westminster Primary Academy pupils are at the centre of all SEND provision.

### **Westminster Primary Academy's admission arrangements, provision and facilities**

Westminster Primary Academy's admission arrangements, provisions and facilities aim to prevent pupils with disabilities from being treated less favourably than other pupils (Equality Act 2010). The Academy is committed to improving the physical environment of the school for the purpose of:

1. Increasing the extent to which pupils with a disability are able to take full advantage of the education, benefits and services provided.
2. Improving the delivery (to pupils with a disability) of information which is readily accessible to pupils who are not disabled. ( The Special Educational Needs and Disability Regulations 2014)
3. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

### **Our Provision Model for SEND pupils**

Pupils at Westminster Primary Academy identified as requiring SEND support will have their needs met at either the **Universal**, **Targeted** or **Specialist** stage of the process. These pupils are all on our SEND register.

#### **❖ Universal**

Universal provision covers the pupils whose needs can be met through practical adaptations within the classroom setting. These pupils have an EDUKEY provision plan.

#### **❖ Targeted**

Targeted provision covers those pupils who need universal support plus additional SEND intervention for example nurture support groups, and specific Speech and Language interventions. These interventions may be an 'in-house' provision or provided by an outside agency. These pupils have an EDUKEY provision plan.

#### **❖ Specialist ( Education, Health and Care Plan) EHCP**

*Some pupils will have wide-ranging and complex needs requiring an EHCP ( Around 3% of children nationally)*

Pupils who have complex, severe or life-long learning needs and require continued additional support in school may be assessed as needing an Education, Health and Care Plan (EHCP) which provides a statement of need. The SENCO would complete the referral paperwork and send it with supporting documents to the Local Authority for Statutory Assessment. The Local Authority will collaborate closely with parents/carers and the agencies involved in order to make their decision. Parents/carers should be aware that Statutory Assessment does not always lead to an Education Health and Care Plan being issued. In this circumstance, parents/carers have a right to appeal the decision.

Specialist provision ensures EHCP targets are broken down termly to ensure needs and progress towards individual targets are being met.

### **Assess, Plan, Do, Review.**

A Graduated Approach of Assess, Plan, Do, Review cycles, as supported by the SEN Code of Practice, is implemented for all pupils with SEND. The SENCO will liaise with Blackpool's SEN Team, utilising The Blackpool SEND Graduated Approach and supporting Toolkit documents.

### **First Quality Teaching**

All teachers at Westminster Primary Academy are committed to planning and teaching to the highest standards to ensure that all pupils in their care are receiving a challenging and differentiated curriculum. This is called **First Quality Teaching**. The progress of all pupils is monitored and assessed carefully to ensure they are making progress in line with their abilities.

### **Early Identification and Assessment**

At Westminster Primary Academy we believe that pupils have an entitlement to have their needs identified and addressed at the earliest possible stage. If we are aware that a pupil has Special Educational Needs before they enter school, every effort will be made to liaise with the previous school or setting, other agencies and parents/carers to enable the academy to make the appropriate provision.

When First Quality Teaching is not meeting the needs of a pupil a school concern will be raised and the pupil's name put on the SEND register. The class teacher working with the SENCO will carry out an analysis of pupils' needs.

A pupil with Special Educational Needs may experience one or more types of support alongside First Quality Teaching including group work and/or one-to-one support. These interventions may be delivered by a teacher, teaching assistant (TA), higher level teaching assistant (HLTA), learning mentor, support staff or a combination of all.

### **Initial School Concern and SEN support stages 1&2**

This recognises that a pupil may need access to additional support and that this may need to remain in place; they may require a referral to an outside agency or service for advice. The SENCO will add the pupil to the SEND register and will liaise closely with the class teacher, parent/carer and Phase Leader to monitor the pupil's progress. After a period of review it may be agreed that the pupil's progress no longer presents as a concern and therefore he/she will be taken off the SEND register.

### **Specialist SEND Provision ( Education, Health and Care Plan EHCP)**

If a pupil over a sustained period of time, continues to work at a level substantially below pupils of a similar age despite well founded SEND support it may be agreed to seek outside agency advice regarding the need for an EHC plan. See specialist support.

### **Provision at Westminster**

Provision at Westminster includes many different interventions, strategies and support including:

#### **Thrive classroom**

This is a 6 week intervention programme designed to support children at Westminster for whom full participation, with their peers, in their base classroom, has resulted in considerable personal challenge.

#### **Nurture Room**

Westminster has **Nurture Friendly School** accreditation and is able to provide activities to promote wellbeing, resilience, social skills and positive mental health. Meeting the SEMH health needs of our pupils is of the utmost importance to us at Westminster Primary Academy and we respond accordingly and are able to offer a range of provisions including; Lego Therapy, Sunshine Circles, Sensory Circuits and Social Skill groups.

#### **AIR**

An additional class in Year 1 and Reception ( A/1R) has been allocated for the academic year 2023-2024. This is a provision designated to meet the needs of an agreed small cohort of children (in Year 1 and Reception) who have significant cognition, learning, communication, interaction and social and emotional needs. Each of whom has an **EHCP ( Education Health and Care Plan)**

**Mentoring** At Westminster we want our pupils to grow as individuals and become the '*best version of themselves*' Mentoring can introduce new ways of thinking, support children to overcome barriers to success through helping identify the talents and skills they already have.

### **School Counsellor**

At Westminster we have a school counsellor who can be accessed through a referral system. Counselling is a talking therapy and can incorporate both creative and therapeutic play. The focus is often on '*what has taken place*', giving space and time to explore the impact to be able to move forward with a better understanding of emotions and strategies that can support.

### **Language Lab**

The purpose of the Language Lab is to support pupils with **Speech, Language and Communication Needs (SLCN)** through individual and small group therapy sessions. This includes using NHS individual Speech and Language Care plans, universal programmes such as Eklan, Wellcomm assessment, Picture Exchange Communication System (PECS) and Talk-Boost.

### **Transfer to secondary school.**

We have good links with our local secondary schools and academies who make early arrangements to see their new pupils prior to transition by meeting with the SENCO at Westminster Academy and key staff. At this meeting pupils' SEND needs are discussed and current support interventions shared. It may result in additional visits to the secondary provider being arranged alongside existing transition arrangements.

We work closely with our Nursery providers to identify children who may require additional support or early intervention on entry to the Reception class and encourage all new children to attend Stay and Play sessions in the Summer Term.

### **Evaluation**

This policy is under continuous review by the principal and SENCO. It will be an agenda item annually at the Academy governors meeting.

### **Complaints Procedures**

In the first instance, parents/carers complaints about the provision of SEND are dealt with through the Westminster / FCAT complaint procedures.

Sue Collins

**SENCO September 2023**

**Formal review by Governors November 2023**

Westminster Academy SEN Report can be found on the Academy website.

Blackpool Local Offer [www.blackpool.gov.uk/localoffer](http://www.blackpool.gov.uk/localoffer)



