



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

Westminster Primary Academy

SEND Policy 2023-2024

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, social 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 school. The majority of pupils identified with additional needs are well placed in mainstream provision.

Roles and Responsibilities

The Trustees and CEO have a specific duty to ensure the necessary provision is made for pupils who have SEND across the Trust.

The Headteacher

The headteacher has overall responsibility for SEND provision at Westminster Primary Academy.

The Senior Leadership Team including the SENDCO

At Westminster Primary Academy the lead SENDCO, is a member of SLT. The lead SENDCO is supported by two Deputy SENDCOs. This team are responsible for the development and day-to-day operation of SEND provision. The school has a strong commitment to SEND which is reflected in inclusion and meeting children's needs to achieve positive outcomes. The SENDCO'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 lead SENDCO is responsible for keeping an up-to-date SEND register for the academy.

Academy Staff

At Westminster Primary Academy all teachers understand that they are teachers of pupils with SEND. They understand that they are responsible for adapting the curriculum, and assessing pupils' learning as part of cycles of Assess, Plan, Do and Review. Teaching Assistants support teachers in implementing the Assess, Plan, Do and Review cycles.

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 policy, Information Report and the Local Area SEND Offer.

Pupils

At Westminster Primary Academy pupils are at the centre of all we do. Pupil voice is an important part of developing and delivering our SEND provision.

SEND Governor

Our SEND Governor helps to champion the needs of pupils with SEND.

Director of SEND for FCAT

At Westminster Primary Academy we work closely with the Director of SEND.

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

Identification of pupils with SEND

Westminster Primary Academy is committed to the early identification of pupils with SEND. The SEND Team work closely with all staff to upskill them in the identification of pupils with SEND

Graduated Approach to supporting pupils with SEND

Westminster Primary Academy follows the Assess, Plan, Do and Review cycles to support learners with additional needs. Parents/Carers and pupils are involved at all stages to ensure individual needs are met.

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**

The first stage of provision for all pupils, including those with SEND, is an inclusive curriculum and high-quality adaptive teaching delivered in a nurturing environment.

If a teacher assesses a pupil is struggling to learn they will carry out the first cycles of Assess, Plan, Do, Review using additional adaptive teaching strategies i.e. **Universal +** strategies.

Universal +

These pupils will be placed on the school's monitoring database, and recorded as pupils receiving **Universal +** strategies. Successful Universal + strategies (Micro-Provisions) will be recorded and shared via the school's SEND database.

If pupils are learning effectively with **Universal +** strategies they will continue to receive this provision if pupils continue to struggle with learning they will receive targeted support.

Targeted

Targeted provision covers those pupils who require provision that is additional to and different from their peers. These pupils will be on the SEND register coded K. 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). These pupils will be on the SEND register coded E. These learners will have a Personalised Learning Intervention Plan (PLIT) Progress towards end of Key Stage outcomes identified in these pupils' EHCP plans will take place at least 3 times a year and will include an Annual Review.

The SENDCO 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.

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 SENDCO 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.

Interventions

Provision at Westminster includes many different interventions, strategies and support including Mirco interventions for Universal Plus pupils, targeted interventions including in-class and out-of-class interventions and specialist interventions for our most complex pupils. Specialist intervention includes:

Thrive classroom

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

Nurture Room

Westminster Primary Academy has **Nurture Friendly School** accreditation and can 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 can 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)**

Ambition and Challenge

To ensure all our pupils are challenged and have an ambitious curriculum the SENDCO works with class and intervention staff to agree appropriate and challenging end points (targets)

End points are reviewed:

- At the end of an intervention period
- If a pupil has achieved their end points
- If a pupil after a period of time is struggling to make progress towards their end points

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

School Counsellor

At Westminster Primary Academy 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 SENDCO at Westminster Primary Academy and key staff. At this meeting, pupils' SEND needs are discussed and current support interventions are 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 SENDCO. It will be an agenda item annually at the Academy governor's meeting.

Policy updated : September 2023 (interim update April 2024)
Review Date: September 2024

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 (interim update April 2024)

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

FCAT
The best we can be

