

Special Educational Needs and Disability (SEND) Policy

Person responsible for the policy	SENCO Mrs Susan Collins (NASENCO) Deputy SENCO– Miss Rebecca Dugdale (NASENCO) Deputy SENCO– Mrs Vicky Spence (NASENCO) Contact details 01253 621703 admin@westminster.fcat.org.uk
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Introduction

Westminster Primary Academy is an inclusive primary school, situated in Blackpool. Westminster Primary Academy is part of the Fylde Coast Academy Trust (FCAT). As an inclusive academy, we are committed to ensuring every pupil has access to an education which meets their needs and prepares them for adulthood. Westminster Primary Academy is committed to working with all our pupils, families and a range of external partners to ensure all aspects of academy life are accessible and appropriately adapted to meet a wide range of individual needs.

Our SEND Intent Statement

All FCAT academies strive to provide an inclusive and welcoming education for all learners, enabling pupils with SEND to be ‘the best they can be,’ now and in the future.

Westminster Primary Academy aims to achieve this intent by embedding the following principles:

- Children come first.
- Positive relationships underpin all our work.
- High expectations for all – understanding that everyone given the correct support can achieve. (FCAT Improvement Model)

At Westminster Primary Academy we value the abilities and achievements of all our pupils. We recognise that every pupil is entitled to a curriculum that is broad and balanced and we are committed to providing the best possible learning environment. Our SEN policy reinforces the need for inclusive teaching practices. Our inclusion team and Governing Body ensure that appropriate provision will be made for all pupils with SEN within our school.

Definition of SEND

The definition of SEND used across Westminster Primary Academy is taken from the SEND Code of Practice which states 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 facilities of a kind generally provided for others of the same age in mainstream schools.” (SEND Code of Practice, January 2015 updated 2020). Introduction section xii & xiv Pages 15 & 16)

*him/her/they/them

Categories of SEND

SEND is recognised as four broad areas of need:

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

At Westminster Primary Academy we recognise **pupils** may have multiple needs. A pupil’s primary area of need is the need which is creating the main barrier to learning.

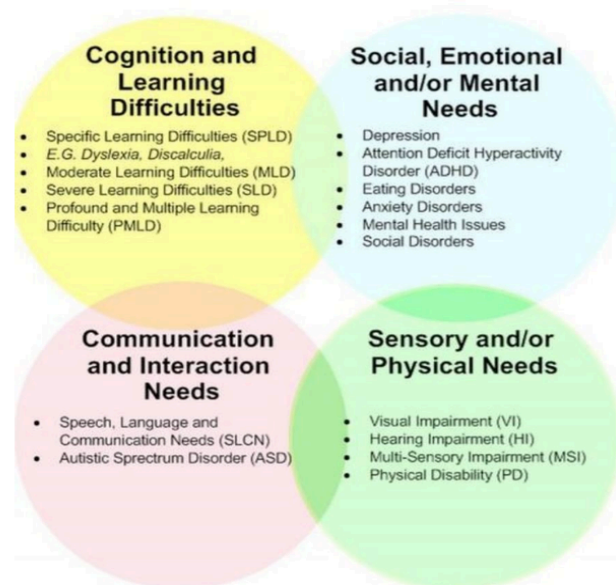


Figure 1: Categories of need

Many pupils identified with SEND needs are well placed in our inclusive mainstream provision. As an inclusive academy we strive to meet an increasing number of our pupils’ needs through High Quality Adaptive Teaching and a Trauma Informed Approach.

Creating Enabling Learning Environments

Westminster Primary Academy aims to provide pupils with learning environments which are:

- Trauma-Informed, with an atmosphere of encouragement and respect of individual needs.
- Welcoming for pupils with diverse needs and where reasonable adjustments are made so the curriculum is accessible for all.
- Well-resourced with appropriately adapted resources, including ICT.
- High quality, structured and tidy learning spaces appropriate to the age and developmental needs of the pupils.

Ensuring Effective SEND Provision

To enable Westminster Primary Academy to provide high-quality provision for pupils with SEND the following eight areas of practice are developed across our academy:

- 1) **Effective Leadership of SEND**, ensuring clear direction and accountability for SEND provision.
- 2) **Early and accurate assessment and identification of need**, with systems and processes which enable our SENCO's to work closely with teachers, TAs and parent/ carers to support the early identification of pupils with SEND. Early identification is the process where concerns about an individual are noted and acted upon as soon as they become apparent; this could be prior to a child entering Reception to a need arising in year 6.
- 3) **High-Quality Adaptive Teaching and Learning** and a Trauma-Informed Approach for all pupils including those with SEND.
- 4) **A graduated and holistic approach to SEND provision** which is responsive to the needs, development and well-being of the pupils.
- 5) **Effective monitoring, tracking and evaluation** of pupil progress and attainment of learners with SEND.
- 6) **The efficient use of resources** to support pupils' needs including staff access to SEND CPD (Continuing Professional Development).
- 7) **SEND improvement processes** to support the identification of success and address areas which require development.
- 8) **Systems which ensure our academy meets the statutory responsibilities** for pupils with SEND.

Working in Partnership

Staff at Westminster Primary Academy are committed to working in partnership with integrity and an outward mindset with the following stakeholders:

- **Pupils** with SEND - listening to and responding to pupil voice.
- **Parent/carers** of pupils with SEND - working in partnership to support their child.
- **External agencies** -supporting pupils, their families and staff. At Westminster Primary Academy we work in partnership with educational specialists and external agencies, including health, children’s social care, as well as Blackpool Local Authority SEND team.
- **Colleagues** across our academy and Trust - working together to develop shared staff expertise and support.

Roles and Responsibilities

All leaders at Westminster Primary Academy are leaders of SEND and therefore have a responsibility to include developing SEND provision and meeting the needs of pupils with SEND as part of their leadership roles.

To ensure clear direction and accountability for SEND provision at Westminster Primary Academy the SLT and SENCO’s Mrs Susan Collins, Miss Rebecca Dugdale and Mrs Vicky Spence are responsible for ensuring staff work with pupils and their families to support identification of SEND needs and support staff to provide pupils with the support they require, at a level appropriate to their needs.

All teachers at Westminster Primary Academy are responsible for meeting the needs and the progress of all pupils in their class including those with SEND.

In this policy the term ‘teachers’ encompasses support staff who work alongside teachers to support and teach our pupils.

Interventions

Interventions are used across Westminster Primary Academy to support pupils to progress and secure positive outcomes. An intervention is defined as, “Any action or series of actions which are taken specifically to meet the particular identified needs of a pupil.” (5 supporting Documents for Early Identification of Children’s Needs, 2021, asset.nasen.org.uk)

Graduated Approach to supporting pupils with SEND.

At Westminster Primary Academy we follow the Assess-Plan-Do Review cycle to monitor the impact of interventions, helping our staff to develop a growing understanding of pupil’s needs and effective ways to support pupils with SEND.



Assess, Plan, Do and Review Cycle (APDR)

The Assess, Plan, Do, Review cycle is part of Westminster’s graduated SEND provision. Parents/ Carers and pupils will be supported to be involved at all stages of the graduated approach.

Graduated SEND Provision

1. Universal Provision

The first stage of provision for all our pupils at Westminster Primary Academy including those with SEND is High Quality Adaptive Teaching and a Trauma Informed Approach to meeting need.

If pupils’ needs are being met, universal provision continues.

2. Universal + Provision

If pupils’ needs are identified as not being met through the universal provision as expected, Universal + provision will be implemented. Successful interventions are recorded as part of Westminster Primary Academy’s monitoring and transition information. This information is shared with staff in an electronic format.

In addition, when the SENCO has information which confirms a pupil requires reasonable adjustments to meet their need the adjustment will be recorded as part of monitoring and transition information.

3. Targeted SEN Support

If pupils’ needs are assessed as not being fully met and pupils are identified as requiring provision which is, “Different from or additional to that normally available to pupils of the same age,” they will receive targeted SEN support. (SEND Code of Practice, section 6 para 6.15 Page 94)

These pupils will be on the SEN register, coded K. These pupils will have a SEN Support Plan. The SEN Support Plan will detail the targeted, timed interventions the pupil will receive.

Targeted SEN support plans will be reviewed at least termly with families, pupils and staff as part of the assess, plan, do, review cycle. If pupils' outcomes are met, and no further outcomes are necessary the pupil will return to universal provision.

If outcomes are not met, pupils will continue to receive targeted SEN support. If needed, as part of Westminster Primary Academy's graduated SEN provision, additional external agency

support will be sought to help develop the interventions being provided and ensure there are no unmet SEN needs.

4. Specialist SEN support. -Education Health and Care Plan (EHCP)

For identified pupils it may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENCO's will coordinate the necessary specialist support and prepare the documentation for the external assessment panel.

The assessment panel is an external body of professionals who will decide based upon all the evidence whether it is appropriate for an EHCP plan to be issued or for a pupil to remain on Targeted SEN support.

A pupil's EHCP will include detailed information about the pupil's needs, the arrangements to support the pupil, identified provision and agreed outcomes for the end of the pupil's current key stage.

Pupils with an EHCP will be on the SEN register, coded E. These pupils will have a Specialist SEN Support Plan (E). The Specialist SEN Support Plan will detail the targeted, timed interventions detailed in the pupils EHCP section F.

Progress towards the end of key stage outcomes identified in these pupils' EHCPs will be reviewed at least termly with families, pupils and staff and will include an Annual Review.

Annual reviews will always include parents/carers and pupils. The external agencies supporting the pupil should attend the review and provide advice.

If a pupil's outcomes are met, and no further outcomes are necessary, an EHCP can cease at the annual review and the pupil will return to the appropriate level of Westminster's graduated SEN provision.

If a pupil is working towards outcomes in their EHCP, the plan will be maintained.

If needs cannot be met, as stated in the EHCP, the SENCO will call an emergency Annual Review to seek further specialist advice including the consideration of specialist or alternative provision.

SEN Register

Westminster Primary Academy has a SEN register. The register enables senior leaders, teachers and support staff to be aware of pupils' receiving targeted or specialist SEN provision.

Westminster Primary Academy also has a monitoring list of pupils who are receiving Universal +. The SENCO's will ensure these records are accurate and kept up to date.

Curriculum Entitlement

All pupils with SEN at Westminster Primary Academy will access a broad and balanced curriculum appropriate to the pupil's age, development and SEN needs.

Assessment

All pupils including pupils with SEN, will be assessed formatively to ensure barriers to learning can be broken down, gaps in learning can be quickly addressed and interventions adapted to meet need. This is the start of the Assess, Plan, Do, Review cycle.

The Assess, Plan, Do, Review cycle for pupils on the SEN register will be completed formally at least termly.

Pupils will also be assessed using a range of summative assessments. Pupils' progress and attainment will be tracked and monitored to ensure there is a positive impact of SEN provision or to identify areas requiring development, these will be actioned.

Ambitious End points

Assessment information will be used to enable staff at Westminster Primary Academy to understand each pupil's starting point. From these starting points ambitious end points will be identified for pupils with SEND.

Transition

Westminster Primary Academy recognises times of transition are challenging for all pupils and particularly for pupils with SEN. Therefore, our SENCO's will coordinate meetings and or discussions with pupils, parents, feeder providers and destination organisations to ensure effective and efficient communication and transfer of information. At Westminster Academy we also recognise transition takes place every time a pupil moves class. The SEND team at Westminster will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur during these times.

Staff Development

To develop staff awareness and expertise in SEN Westminster Primary Academy supports the SENCO's to facilitate appropriate training opportunities for all. Our SENCO's also attend the



Quality Improvement Group (QIG) for SENCOs and receive support from the Director for SEND and colleagues across FCAT.

The Local Offer

Westminster Primary Academy works in partnership with Blackpool Local Authority as an agency partner in the development, review and publication of the Blackpool Local Offer. The Blackpool Local Offer gives pupils with SEN and their families' information about the support services. Blackpool Local Authority provides for pupils with SEN. This includes access to impartial advice from the SEND Information Advice and Support Survives (SENDIASS).

The Local Offer can be assessed through this link

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx> there is also a link available on our school websites.

Date reviewed: November 2024

Date to review policy: November 2025