



Westways Primary School Special Educational Needs and Disability Policy

September 2024
This policy will be reviewed
annually

Date ratified: TBC
Author/Reviewer: Jo Thomas
Date for Review: September 2025

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this Policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.

First Issue September 2024
Originator Jo Thomas

<p>Linked Policies - Safeguarding and Child Protection Policy - Online Safety Policy</p> <ul style="list-style-type: none"> - Attendance Policy - Behaviour and Relationship Policy - Code of Conduct Policy - Anti-Bullying Policy - Whistleblowing Policy
<p>Target Audience School Staff; Volunteers; parents and carers; governors</p>
<p>Dissemination via School website; shared with parents and staff online; Community Coffee morning - all community invited</p>

Special Educational Needs & Disability (SEND) Intent Statement

We enjoy therefore achieve

At Westways Primary School, we embrace the fact that every child is of equal value, they are individual and unique and therefore, the educational needs of every child are different. Our school vision for **all** children at Westways Primary School is: ***we enjoy therefore we achieve***. Where we identify that a child presents barriers to their love and enjoyment of learning, we continue to spearhead our ambition, aspiration and expectation for every child to get the support which they need to achieve, through a rich environment and inclusive curriculum.



All teachers are teachers of SEND

We welcome our responsibility to include all children in the life of our school, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met for the vast majority of children, through inclusive high quality teaching in the classroom: we are ambitious through our adaptive teaching, scaffolding and inclusive strategies to accommodate our children with SEND. When appropriate, it may be identified that children on the SEND register require additional and supplementary support from school staff or external professionals and outside agencies.

Working with children and their families is at the heart of everything that we do The child and their family - you! - are at the heart and drive intent for everything that we do at Westways Primary School. As a community, we pride ourselves on the relationships which we have, the openness and availability of how we work as a school. By working in partnership with parents, carers and children, we implement the “Graduated Approach” to ensure that we are ambitious for the needs of the “whole child”. Our love of learning inspires us to achieve and by nurturing our shared core values, we are prepared for, and ready to make a difference, in the wider world.

This policy is supported by the school’s SEND Information Report which can be located on the school website and here: SEND Information Report 2023-24 (Appendix 1). This SEND Information Report reflects Sheffield’s Local Offer to meet the needs of children with SEND, as determined in our school policy, and the provision that the school implements.

The information required for this is set out in the Special Educational Needs and Disability Regulations, 2014 and with regard to the Equality Act 2010.

- **SENDCo and Inclusion Manager: Jo Thomas**
- **Chair of Governors: Paul Robinson**
- **Designated SEND Governor: Lindsay Snow**

Definition of Special Educational Needs and Disability

At Westways Primary School, we use the definition for SEN and for disability as stated in the SEN and Disability Code of Practice (2015). This states:

SEN: 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 of 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.

The SEN Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

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

Disability: Many children and young people who have SEN 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.’

Medical conditions:

The Children and Families Act 2014, places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

School Objectives (in line with the Code of Practice 2015):

We will identify and address the SEND of the pupils at Westways Primary School.

- To use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people’s SEN.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum and receive high quality first teaching.
- To designate a qualified teacher to be responsible for co-ordinating SEN provision – the SENDCo.
- To inform parents when the school is making special educational provision for their child.
- Regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

Principles of our SEN Support (in line with the Code of Practice 2015):

- To ensure that all children have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs.
- Teachers provide high quality teaching that is differentiated and personalised and will adapt the environment and use a range of strategies to support children with SEN or a disability.
- To ensure early identification, assessment and provision for any child with special educational needs.
- To help every child realise his or her full potential and optimise their self-esteem, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.
- To enable all staff to play a part in identifying and supporting pupils with SEN and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEN and disability.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that occur concerning their education i.e. their views are sought and taken into account.

Aims

At Westways Primary School, our overall aim is to improve the outcomes for every child with SEN, as outlined in the Special Needs and Disability Code of Practice, 2015.

- Making SEN provision an integral part of our School Improvement Plan (SIP).
- Enabling identified children with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in primary school.
- Removing barriers to achievement and offering alternative and personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the requirements of groups/individuals with specific identified needs.
- Enabling all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- The quality of teaching students with SEN and progress made by students is an integral part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEN is key to the quality of teaching and learning of students with SEN.
- Regular monitoring and assessment of the progress and development of all pupils including those with SEN, throughout the school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Follow a clear, comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the school's SEN provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

Key Roles and Responsibilities (taken from the Code of Practice 2015):

The class teacher is responsible for:

- Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities (Teacher's Standards, 2012).
- The progress and development of all pupils including those with SEN or a disability and where pupils access support from teaching assistants or specialist staff.
- Ensuring class records are accurate and up to date to ensure that there is high quality information to evidence the SEN support that has been provided for a pupil. ● Regular liaison with parents and the SENDCo.
- Effective deployment of and communication with additional adults supporting in class. ● Identifying on planning the provision they are making for pupils with SEN or a disability. ● Working with the SENDCo in developing and reviewing the outcomes for pupils with SEN or a Disability.
- Using the Sheffield Support Grid Exemplification guidance (SSGe) with advice from the SENDCo to provide a 'baseline' understanding of a learners needs and how best to support them.
- Ensuring specific Sheffield Local Authority templates are completed to a high standard for their learners with SEND (i.e. Learner Profile, SEN Support Plan) and that they contribute and support the SENDCo in developing a My Plan if needed.

The SENDCo is responsible for:

- The SENDCo is involved with the headteacher and governing body, and as part of the SLT in determining the strategic development of SEN policy and provision in the school. ● The SENDCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans.
- The performance management of support staff and identification and planning of specific support staff training needs with the SLT.
- The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN. ● Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Advising on the graduated approach to providing SEN support.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Advising teachers on how to use the SSGe guidance effectively.
- Annually compile a list of the children accessing the SSGe Exemplification document at Level 3 or above.

- Work with the LA for planned moderation of pupils with SEND.

The SEND Governor is responsible for:

- Monitoring the effective implementation of the SEN and Disability policy.
- Liaising termly with the SENDCo.
- Reporting to the governing body on SEN and Disability.
- Ensuring that pupils with SEN and/or a disability participate fully in school activities

The governing body is responsible for:

- **SEND Information Report** - The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (section 6.79) and in the Children and Families Act 2014 (section 69).
- Ensuring that there is a qualified teacher designated as SENDCo for the school and that they must ensure the SENDCo has achieved a post graduate National Award in Special Educational Needs Coordination within three years of appointment to the school.
- The governing body appoints a governor who takes particular interest in and monitors the school's work on behalf of the children with special educational needs.

Related legislation and guidance

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission.

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Sheffield Support Grid

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=xY4E0cnkvvg>

Templates for SEN Support

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=9yLxPJvFDSc>

Westways Primary School

Special Educational Needs & Disability Information Report

Special Educational Needs & Disability (SEND) Intent Statement

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We welcome our responsibility to include all children in the life of our school, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met for the vast majority of children, through inclusive high quality teaching in the classroom: we are ambitious through our adaptive teaching, scaffolding and inclusive strategies to accommodate our children with SEND. When appropriate, it may be identified that children on the SEND register require additional and supplementary support from school staff or external professionals and outside agencies.

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ready to make a difference, in the wider world.

What is the “Local Offer”?

The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25.

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Sheffield, and who can access them. It shows families what they can expect from a range of local agencies including:



About the Local Offer and other information

- education
- health
- social care
- activities and leisure
- clubs and groups
- advice and support
- preparing for adulthood

[Visit Sheffield's Local Offer](#)

How do we ensure that we are ambitious for all families to access and be aware of the Local Offer?

The child and their family - you! - are at the heart and drive intent for everything that we do at Westways Primary School. As a community, we pride ourselves on the relationships which we have, the openness and availability of how we work as a school. In addition to this document which is available on our website, the school provide opportunities for families (not just those with SEND) to engage with this information, including, but not limited to:

- Inviting Sheffield City Council to school to present the Local Offer (27th September 2023)
- SENDCo coffee morning - consulting with families on this document
- Community Engagement Board on school premises

- The top line of the Local Offer is available in multiple languages on the school website.
- Termly SEND Coffee Mornings
- Termly Community Engagement Coffee Mornings
- For those on the SEND register: face to face meetings with the SENDCo
- Notices to engage during parent and carer meetings.

What is a school SEND Information Report?

The school SEND Information Report reflects Sheffield's Local Offer to meet the needs of children with SEND, as determined in our school policy, and the provision that the school is able to meet. The following report answers a range of questions for parents and carers about SEND:

1. What does Special Educational Needs & Disability (SEND) mean?

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. This 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.

A child or young person has a learning difficulty or disability if she / he 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 / her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

2. Who can I talk to at this school about Special Educational Needs & Disability (SEND)?

At Westways Primary School, the child and their family are at the heart of everything that we do. As a community, we pride ourselves on the relationships which we have and our accessibility and openness. In our recent SEND survey (Summer 2023) 100% parents and carers who took part in the survey responded positively to "I am able to approach staff about any concerns that I have regarding my child."

As a first point of contact, we would always hope and recommend that parents and carers will speak to their child's class teacher if they have any initial concerns. Class teachers work on a daily basis with your child and will know them well, they are responsible and accountable for the progress and development of their pupils.

Further to this, each school has a dedicated qualified teacher who supports the teachers, children and parents/carers of children with SEND. This person is called the **SENDCo** (Special Educational Needs and / or Disabilities Co-ordinator). The SENDCo has day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCP). The SENDCo provides guidance to colleagues and will work closely with staff, parents and other agencies.

For Westways Primary School, this person is **Mrs Jo Thomas**. If you are a current or prospective parent and you would like to contact the SENDCo, **please call the school office on 0114 266 2471 or by email: senco@westways.sheffield.sch.uk**. Mrs Jo Thomas, has an open door policy and welcomes any parents and carers at any point in their child's education at Westways Primary School, to come and speak to her.

You may also speak with our **Learning Mentors, Mrs Su Woolley and Alex Hayes** if you are worried about your child's social and emotional wellbeing. **Please call the school office on 0114 266 2471 or by email: enquiries@westways.sheffield.sch.uk**.

Every school has a **SEND Governor**. At Westways Primary school this person is **Ms Lindsay Snow**.

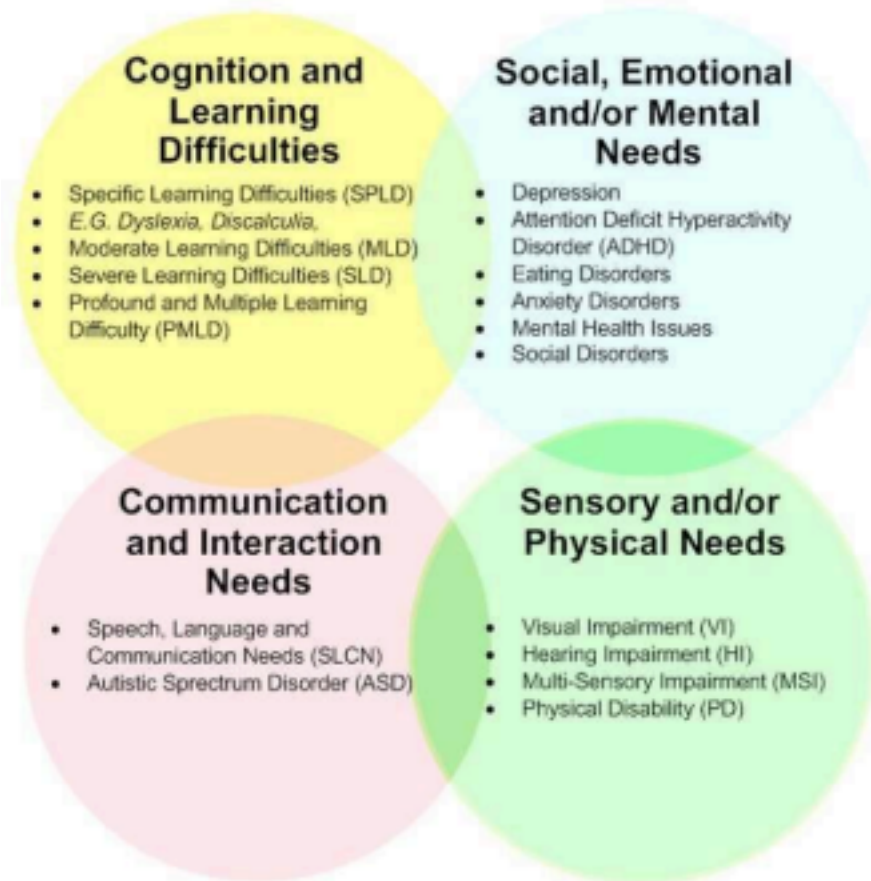
3. Identifying SEND at Westways Primary School - how does the SEND Pathway begin?

Recognising the 4 broad areas of need:

It is important that a child's SEND is identified as early as possible so that adjustments and support can be provided to reduce any barriers to learning.

[The Special Educational Needs & Disability \(SEND\) Code of Practice 0-25 years \(2015\)](#)

identifies four broad areas of need:



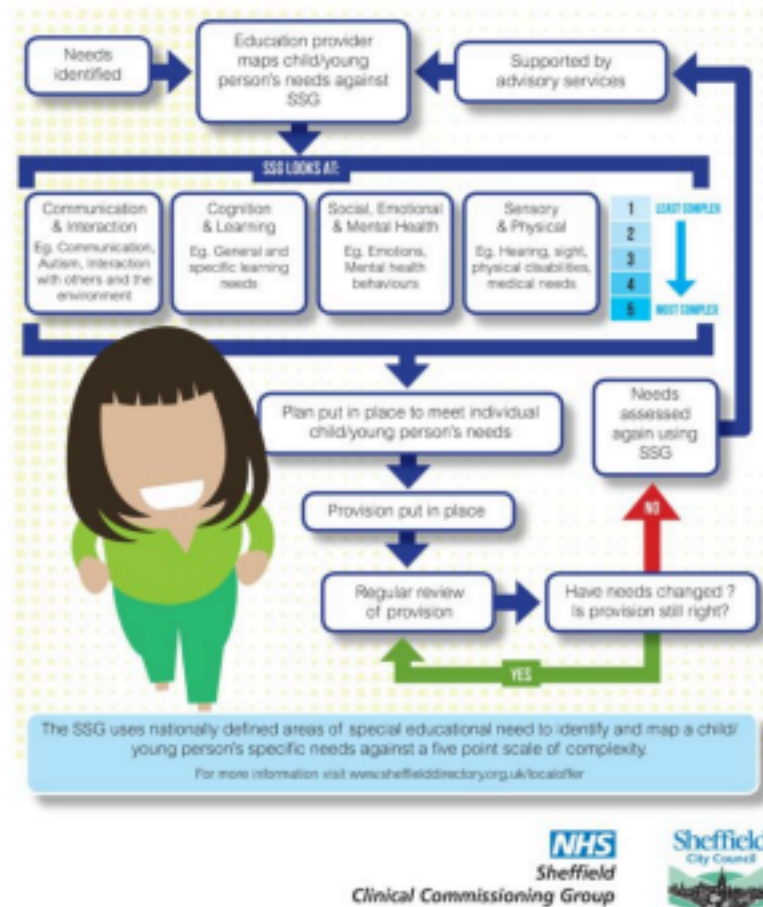
The examples listed above within these categories, reflect some of the SEND needs which we have experience with within our setting.

The purpose of identification of need is to work out what action Westways Primary School needs to take, not to fit a pupil into a category. As the diagram reflects, there will be a cross-over of need across the categories, rather than a child fitting into individual categories. At Westways Primary School we seek to identify the needs of pupils by considering the needs of the 'whole child'.

The approach to identifying need and provision by Sheffield City Council:

In Sheffield, all schools use the **Sheffield Support Grid Exemplification (SSGe)** document (this can be found separately on our school website). The SSGe uses the official categories of need as set out by the [*The Special Educational Needs & Disability \(SEND\) Code of Practice 0-25 years \(2015\)*](#). Reference to this will be made regularly in this SEND Information Report, in the school SEND Policy, in discussions with the SENDCo and in paperwork from both school and external professionals and agencies working in Sheffield. The SENDCo at Westways Primary School will always explain the meaning of the SSGe and how it supports to identify need and the provision which is in place for your child. If you ever require further information about this specifically, please make contact with the SENDCo directly.

SSG SHEFFIELD SUPPORT GRID



How we respond when your child begins in the Early Years Foundation stage (Nursery - FS1 and Reception - FS2)

Our Early Years Foundation stage teachers and teaching assistants meet each child at home prior to their start and talk to parents. Staff will ask specific questions about any additional support their child may have received or be receiving and give an opportunity for parents to outline any concerns they may have. Further to this, nursery and pre-school settings (if they are not already at Westways Primary School Nursery) will be visited and / or spoken to ahead of your child starting school. If a child has a SEND identified prior to starting, the SENDCo will be notified and may be involved in further meetings, alongside the class teacher, ahead of your child starting school.

How we respond when your child enters mid-year or after Early Years Foundation Year:

Staff and / or the SENDCo liaise will liaise with staff from your child's previous school. Staff may visit the child in the previous school and all paperwork is transferred to Westways Primary School on admission of your child to our setting.

In both of the above times of admission, it may be that external professionals or outside agencies are already involved with working with your child. This may include, but not be limited to:

- Educational Psychologist
- Specialist Autism Team
- Specialist ADHD team
- Speech and Language Therapists
- Consultants from Ryegate Children's Centre (NHS)
- Occupational Therapists/Physiotherapists
- 0-5 Team

In this case, we would work closely with these professionals to ensure that we have the most up to date information on your child to support them with your child's transition into our setting.

Please also refer further down in this document, where specific information is given on times of "transition."

How will the school let me know if they have any concerns about my child?

As parents and carers, you will be actively involved in the process of identifying a child as having SEND. As such, it should never come as a surprise to parents and carers that the school has concerns about your child leading up to this. The SENDCo will also be involved at the stage of identifying a child as having SEND.

In school, the class teachers carry out regular observations and both formative and summative assessments and track your child's attainment across the school year.

Your child's class teacher will have regular meetings with you through the school year (Parents' Evenings), however they may ask to meet with you at additional times if they are concerned your child is not making expected progress. More detailed assessments may be carried out to identify any specific barriers to learning and to ensure that a planned intervention is correct for each individual child.

One of the following may also initiate this process:

- ***Class teacher concern - informed by observations, formative and summative assessments:***

The class teacher is ultimately responsible for every child within their classroom - every teacher is a teacher of children with SEND and are responsible for identifying children with SEND as early as possible. In the first instance raised by school, it is most common that the class teacher will have a discussion with the parents and the teacher may complete an “***Initial Concern Form***” which will be reviewed by the SENDCo - here any concerns would be recorded on our CPOMS system (computerised information recording system). The SENDCo will gather together information about the child, observe the child in class with the class teacher, consult the **Sheffield Support Grid Exemplification (SSGe)** around identification of need and provision, and will work closely with the parents, class teacher and any other staff involved with the child, to decide on any action that needs to be taken.

- ***Discussions or information provided by parents:***

We recognise that as parents and carers, you know your child better than anyone. At Westways Primary School, within our school culture, we pride ourselves on our relationships within the community. As such, we always welcome any concerns or observations from parents and carers which they have about their child. As professionals endeavour to listen and understand when parents express concerns about their child’s development. We also listen to and address any concerns raised by the children themselves. A meeting may then be arranged with parents, the class teacher and SENDCo to plan and discuss next steps.

- ***Pupil Progress Meeting discussions***

These are termly meetings to discuss children’s progress in their learning. A member of the Senior Leadership Team and the SENDCo review children’s progress on a regular basis alongside the class teacher. During these discussions children may be identified as being at risk of not making expected progress and this information may lead to a discussion between parents and carers and the class teacher. If it is recognised that a child is not making the progress expected over a period of time (this is likely to include with short term adjustments and support), the child is making limited progress or there is a change in the pupil’s behaviour or progress, then this may lead to an “***Initial Concern Form***” raised (as outlined above).

- ***Advice from external professionals or outside agencies***

It may be that an outside agency or professional (as outlined above) becomes involved with your child, either at the request of the parent in an external capacity or led by the

SENDCo, so that specialised assessment or understanding of need can take place. ○

Information passed on from previous schools/settings

If your child begins school in the Early Years Foundation Stage or at a later point, this may inform a decision about the identifying needs of your child in our setting.

It must be noted that slower progress does not always mean that a child has a special educational need. As a school, we might also look at any other causal factors that may be affecting a child's learning such as English being an additional language (EAL); children eligible for free school meals due to being in receipt of state benefits (Pupil Premium); illness; absence from school or specific behaviours or anxieties that may be inhibiting focus and concentration; and children in the care of the local authority and post-adopted children (Pupil Premium +), who may or may not have a SEND, are particularly carefully monitored.

All children will be assessed regularly, and assessment data is monitored by class teachers and the Senior Leadership Team.

4. What happens if it is recognised that my child does present with barriers to learning and / or SEND?

If it is determined that your child has barriers to learning and requires reasonable adjustments to their learning within our setting, meeting certain criteria based on the Sheffield Support Grid Exemplification (SSGe), then a decision will be made by the SENDCo, in direct conjunction and collaboration with the parents and SENDCo as to whether the child will either:

a) Be monitored in the first instance: *Initial Concern Monitoring*;

This may be in the form of additional support and guidance in the class, small group work, one to one support or the school seeking additional advice from another professional. The class teacher and the SENDCo will continue to monitor the child's progress in Pupil Progress Meetings.

Or, if it is felt that the need will requires ongoing support and provision which is additional and different to their peers:

b) Be placed on the *SEND Register*.

When a child is recognised as requiring additional and different support, we review whether the additional support to the universal support on offer - targeted or specialised. This will impact the level and type of support which your child can expect to receive. More specific information about this is contained in Westways Primary School

“Pathways of Provision” document.

5. What is the SEND Register?

The SEND register is a list of all pupils within the school who have been identified as meeting the criteria for having Special Educational Needs & Disability.

It contains information about your child’s areas of need and level of support required as identified by the Sheffield Support Grid Exemplification (SSGe).

It is a legal requirement for all schools to have a SEND register and at Westways Primary School it is reviewed on an ongoing basis by the SENDCo to ensure that it reflects the needs within our setting and to inform provision as a school.

If your child is placed on the SEND register, the parent and carer will be part of this process and give consent to place your child here. At Westways Primary School this will take the form of a letter confirming the discussion which we have had leading up to the placement of your child on the SEND register. It also gives information on how the “**Graduated Approach**” is implemented at Westways Primary School (this is explained below) and what you can expect from the process.

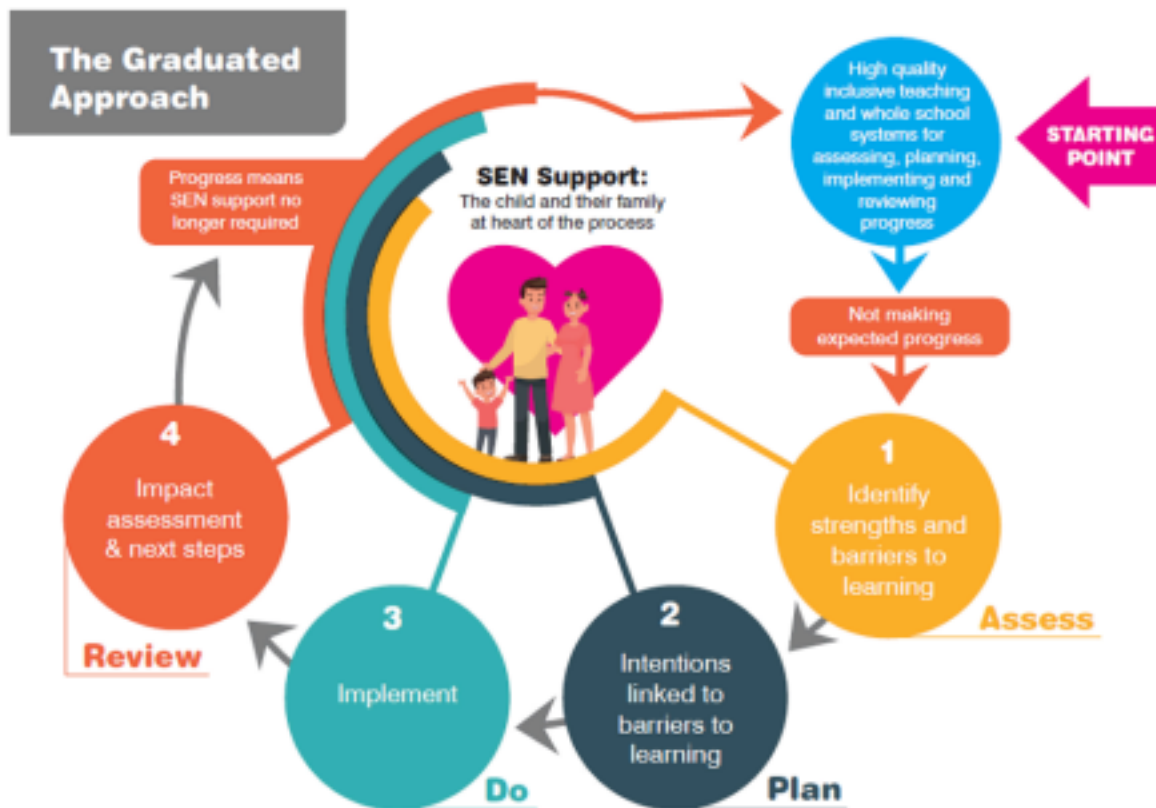
If your child is no longer on the SEND Register, a discussion and consent by you would need to be given. A letter confirming that they have been removed from this list will also be sent to you.

At no point should you be unsure whether your child is on the SEND register or not. If you have any doubt as a parent and carer, you must contact the SENDCo.

6. How will parents and carers work with Westways Primary School when their child is on the SEND Register?

INTENT - IMPLEMENTATION - IMPACT

The SENDCo will confirm when your child is on the SEND Register - this will almost always be a discussion in person in the first instance and, at this time, they will explain the process of the “**Graduated Approach**”, where we recognise that the child and their family are at the heart of the process:



Every child on the SEND Register at Westways Primary School has “**Support Plan**” which outlines 3 SMART Outcomes for your child:



Parents and carers will be invited to 3 SEND Review Meetings each year with the class teacher, SENDCo and outside agencies or external professionals when appropriate:

- Autumn 2
- Spring 2
- Summer 1 / 2 in preparation for transition to the next phase

The meetings follow the Assess-Plan-Do-Review “**Graduated Approach**” as outlined in the diagram above. The meetings are person-centered and look at the ‘whole child’, covering what is working well, areas of difficulty and next steps. The pupil’s views, parents views and school’s views will all be discussed. Minutes will be taken so that targets can be reviewed in the next meeting. Progress towards outcomes is reviewed by the class teacher and SENDCo throughout the year using the Assess-Plan-Do-Review “**Graduated Approach**” and will be adapted on a meeting to meeting / termly basis as

and when required. As such, there are no limits to a child's outcomes as they can be changed in direct response to the progress made.

Consulting children with SEND and involving them in their education. Where appropriate, pupils are invited to attend the review meetings. If not appropriate pupil's views are included through capturing comments they have made to parents and staff or through a 'one page profile' detailing their likes/dislikes/ambitions and support that works well for them.

When it is recognised that a child is making limited progress or their needs or provision required is presenting as more complex (reviewing alongside the Sheffield Support Grid Exemplification), in addition to the "**Support Plan**" a child may have a more comprehensive document currently called the "**Extended Support Plan**" (formerly known as the Sheffield My Plan).

In the cases of some children, a child may have an **Educational Health Care Plan (EHCP)**. This is a statutory document which secures specific outcomes and provision for children with complex needs. In addition to the termly SEND Reviews, formal statutory Annual Reviews are held for any pupil with an EHCP. These meetings where appropriate will include involvement from any outside agencies involved with the pupil or family. The SENDCo will lead this and follow the statutory guidelines in doing so. Further information on EHCPs is detailed further below in the document and the SEND School Policy.

7. How will Westways Primary School Support my child with SEND?

UNIVERSAL: High Quality Teaching at the heart of everything that we

do:

There are a variety of ways in which we provide support for children with SEND through our high quality teaching approach at Westways and we refer to this as the "Universal" provision in the "**Pathways of Provision**" document.

[The Special Educational Needs & Disability \(SEND\) Code of Practice 0-25 years \(2015\)](#)

states that the 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. "Differentiated" is currently interpreted in teaching and learning as "scaffolded" or "adaptive teaching" so that all children can access their learning within the classroom.

We recognise that "**high quality teaching**" by our class teachers has the greatest impact on children's progress and this is a culture which is intended, closely

monitored and celebrated by the Senior Leadership Team (SLT) at Westways and beyond. As one class teacher explained last academic year (2022/23): “when we put children with SEND at the heart of our classroom, we provide the best provision for all children.” The SENDCo has intended and implemented an approach responding to the Education Endowment Foundation (EEF) meeting “SEND in Mainstream Schools” Guidance and makes reference to this when working with staff in their practice (full poster available on school website).

High quality teaching benefits pupils with SEND

The ‘Five-a-day’ principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

- 1 Explicit instruction**
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- 2 Cognitive and metacognitive strategies**
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
- 3 Scaffolding**
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
- 4 Flexible grouping**
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
- 5 Using technology**
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

At Westways Primary School, our inclusive curriculum is rich in vocabulary and language; promotes high expectations and is ambitious for all learners; and is thoughtfully and meaningfully sequenced to answer a “bigger question”.

Targeted Intervention

Where it is recognised that a child requires more specific, additional (but potentially time limited) interventions to accelerate progress, they may access more targeted intervention in addition to their universal high quality teaching. Because we recognise that “high quality teaching” is the bedrock of a child’s learning, interventions are generally timetabled for specific times that do not take the children out of class for Maths, English: Writing and Reading lessons. Children may have additional help from the teacher or teaching assistant or work in a small guided group within class at these times.

Westways Primary School has a team of support staff who are trained in delivering a range of interventions; these may be in a small group or on a one to one basis. Interventions are generally carried out for short periods of time to review and analyse impact and progress. These are overseen and monitored by the class teacher, Learning Mentor and / or in conjunction with the SENDCo.

We recognise that intervention must be meaningful, purposeful and have impact. Targeted intervention will be in response to the identity of need within the four areas of need as set out in [*The Special Educational Needs & Disability \(SEND\) Code of Practice 0-25 years \(2015\)*](#) . The intervention may be intended to support the progress of: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; or Sensory and Physical Needs. We will always have a clear intent for the intervention, detailed in the “**Whole School Provision Map**”.

Specialist Intervention

For a smaller group of children within our setting, it will be necessary to provide highly tailored intervention to accelerate progress or enable a child to achieve their potential. This may include highly specialised interventions or provision within our school.

Where a child receives specialised provision, the SENDCo will be heavily involved with the child and their family. The Learning Mentor and SEND and Pastoral Pathways Team may also be working very closely with the child and their family on a day to day / week to week basis.

The child is likely to have one or more external professionals or outside agencies working with the school and family and the SENDCo will co-ordinate with these, to support the child and their family.

8. How are staff equipped to support children with SEND?

Training and professional development of all staff is an important part of school life at Westways Primary School. We have regular whole school training through our INSET days and more specific training through staff meetings and Twilights.

Further to this, individual staff have also attended various training sessions on these areas: phonics VIP, NIP, LEAP, Shape Coding, Blanks Levels, Core Vocabulary, Attention Autism, Curiosity Program, Intensive Interaction, Objects of Reference, fine motor skills, dyslexia, autism, Lego Therapy, First Class at Number, Precision Teaching, Word Aware, using Clicker and Assisted Technology, working with children with specific learning difficulties, Dyslexia Support and Dyslexia Basic Screening.

. A professional development program is in place for all staff and we work closely with outside agencies to develop practice within the school. Regular meetings are held with outside agencies e.g. Educational Psychologist, Learning support and Speech and language to review and plan visits and assessments. The SENDCO meets half termly with local SENDCOs to discuss and develop consistencies across the local schools and consider ways to further enhance SEND provision.

Where a child has specific medical needs, we will ensure that staff are fully trained to support these needs and a medical care plan is in place.

The SENDCo works closely with other health and educational professionals (see below) who support our school with training, advice and interventions.

Staff set high but realistic targets for all children, including those with SEND to ensure they make expected progress or better. This information is then used to evaluate the effectiveness of provision for children with SEND. All policies for teaching and learning take account of children with SEND and ensure that all children are able to take part in activities regardless of whether or not they have SEND. Where this is not physically possible (in the case of a physical disability) Westways will ensure they have considered every possible reasonable adjustment to the activity.

As a school we have a positive approach to all types of behaviour which is reflected in our Behaviour and Relational Policy 2023/24. We have a relationship based approach to supporting children, which all staff have received as part of ongoing training for this academic year. The class teacher, SENDCo and Learning Mentor work closely together with parents/carers to support children who struggle to manage their social and

emotional needs within the school environment.

9. Which outside agencies and professionals do Westways Primary School work with in support of children with SEND?

Westways Primary School actively work with a wide range of external professionals, some of which are part of the Local Offer and others which have been sought privately by the school so as to provide a rich and robust school offer:

Educational Psychology (EP) – This academic year (2023/24) an Educational Psychology (EP) Service is offered by Sheffield City Council across a range of schools in the Sheffield area (rather than specifically linked or time allocated to Westways Primary School). This is a change to the Local Offer in 2022/23 where each school had a specific link EP with designated time allocated. The EP Service for academic year 23/24, the offer from Sheffield City Council will be a generalised offer across a group of schools in our area of Sheffield. It is intended that the SENDCo (and other SENDCos in the area) will access training and support across the year to discuss and develop consistencies across the local schools and consider ways to further enhance SEND provision.

As there is no longer a EP Local Offer specific to Westways Primary School, this academic year (23/24), Westways Primary School have sought a consultant EP who will work closely with the SENDCo on targeted Pathways of provision. They will work with school staff to develop strategies to support children with high levels of need and further enhance our specialist knowledge and practice.

Ryegate Specialist Service - if we have concerns that a child is presenting with neurodiverse needs which impact their communication and interaction; and / or social, emotional and mental health; or a physical need which seeks the advice of occupational therapy or physiotherapy, then the procedure in Sheffield Local Authority, is for either parents and carers or school to refer to this service via the child's GP. Please speak to the SENDCo for further information. We will then work directly with specialists from Ryegate in a range of capacities, including, but not limited to: summative assessments (e.g., Autism and ADHD Questionnaires); observations by staff from Ryegate (e.g., ADHD Nurse); the SENDCo will raise any queries from reports directly with specialists working at Ryegate; and direct advice and support from occupational therapy and physiotherapy.

Sheffield City Council - Each school has a link person from Sheffield City Council, this is often specifically for children with EHCPs who are already at the school or who have applied to the school.

Sheffield Autism Team - a small group of professionals who work across Sheffield schools providing advice to colleagues to develop strategies to support children diagnosed with Autism. Our link lead teacher is Colette Taylor.

Speech and Language Therapy Service (NHS) - school can refer to if they are concerned about a child's speech, language and/or communication difficulties. A therapist will come into school to assess children and give school strategies to support children's speech and language development. Our link Speech and language Therapist is Alice Woods.

Speech and Language Support (Consultant Support) - for academic year 23/24, the SENDCo, class teachers and support staff will work closely with a specialist Speech and Language consultant, who will review the needs of children within our setting and advise on provision which will be implemented and monitored by staff at Westways.

Westways Primary School has some limited funding for **Fusion School 2 School Support** – this service is used where the SENDCo may request specific learning assessments for children with a higher levels of need.

Westways Primary School has close working links with the **University of Sheffield Speech and Language Department**; and **Sheffield Hallam University Occupational Therapy Department**. Over the last academic year, the school has supported students in their training in these areas.

10.How is provision allocated to children with SEND?

Initially extra support is allocated by the professional judgment of the class teacher utilising support staff effectively within the classroom. Class teachers are also supported and guided by the SENDCo and the Senior Leadership Team.

Using tracking data, the SENDCo also works with support staff and class teachers to allocate additional support and interventions. Support is provided based on the needs of the children at the time.

Our Learning Mentor is timetabled to support children who require additional support

socially and emotionally either through group work or 1:1 support sessions, as well as responding to more immediate/crisis situations. We also have Play Leaders who can support children, especially at break and playtimes.

11. How will Westways Primary School support my child when they are joining the school, moving to a new class or onto the next stage of their education?

Transition at any point is a stressful time for children with SEND and their Parents and Carers. We work closely with pre-school providers to ensure we know as much about the child as possible before they start with us. The SENDCo will liaise with external agencies involved with your child and wherever possible strategies to support your child that are proven to work will be continued in school.

As Westways is a through primary school, transitions between year groups are managed very carefully. The main transitions occur when the children move into each new phase of school i.e. from Foundation Stage into Year 1; and Year 2 to Year 3 as both transitions require the child to move to a different building.

Transitions are planned in advance to meet your child's needs. Children may be given extra opportunities to visit their new classroom/teaching staff to help them settle in and get used to the different buildings.

Children may be provided with photo books of the new environment they are moving to and the staff working there so that they have the summer holidays to become more familiar with the building and the people working in it.

As with all children with SEND, transitions are managed by responding to the needs of the individual child. Transition into secondary school begins for children with SEND shortly after Christmas with regular care and support for the most vulnerable with the

Our Learning Mentor works closely with families and can help ease the big change in their lives.

Transition review meetings will be planned and there will be close liaison between Westways SENDCo and colleagues in the secondary school.

12. How is Westways Primary School accessible to children with a Physical Need or Disability?

For children with specific physical needs, we will make every reasonable adjustment to

prevent any child being put at a disadvantage. Westways is a school that promotes equality of opportunity.

Westways Primary School is housed in three separate Victorian buildings. Foundation Stage, Key Stage 1 and Key Stage 2. We will make 'reasonable adjustments' to ensure children have full access to the school, curriculum and equipment.

Foundation Stage, being recently refurbished, is fully accessible for wheelchair users. Key Stage 1 building is fully accessible through using the outdoor space to move between Year 2 (floor level) and Year 1 (basement level).

The main level in Key Stage 2 is accessible for wheelchair users however the basement is not. Should we need wheelchair access, arrangements would be made to ensure the year group the child was in was not placed in the basement classrooms. There are disabled toilets and changing facilities in each building and showering facilities in Foundation Stage and Key Stage 2. We will ensure wherever possible that equipment used is accessible to all children regardless of their needs.

If you have any other questions please contact Mrs Jo Thomas (SENDCo and Inclusion Lead) at thomasj@westways.sheffield.sch.uk or senco@westways.sheffield.sch.uk.

13. How are children with SEND enabled to engage in activities available in school who do not have SEND?

Children who require SEND support are involved in / invited to all activities available at the school both during and after- school. Risk assessments are written with their needs included and considered for trips and outside activities. Their SEND requirements are shared with external staff if they attend after school clubs so strategies can be put in place to accommodate them. If necessary, activities are adapted to suit individual needs of the SEND pupils.

If you have any queries regarding concerns over your child's education, the first point of contact would be the class teacher. Following on from that a discussion can be arranged with a member of the SEND team.

14. What is an Educational Health Care Plan (EHCP) - how is it relevant to my child and what is the process for having one?

Where school or parents feel the need for a statutory assessment (legally binding), an EHCP can be applied for through the Local Authority. All children who were previously on statements have now been transferred to Education Health Care Plans (EHC Plan).

Comprehensive information about the EHCP can be found at the following links:

[Sheffield City Council - What are EHCPs?](#)

[Sheffield SENDIAS - EHCP Information](#)

15 Further information available to parents and carers:



There is a voluntary organisation called [Sheffield Parent/Carer Forum](#) for Parents/Carers of children who have SEND.



There is also [Sheffield 'SENDIAS'](#) who offer advice and support.

[The Sheffield SEN and Disability Information and Advice Service](#) also provide specific information for parents and carers of children in Sheffield.

Should Parents/Carers believe that the needs of their child are not being met, Westways Primary School has a complaints policy in place to support parents and carers. This can be found via the school office.

For any other specific queries, please contact Mrs Jo Thomas (SENDCo) directly.