



Westways Primary School Special Educational Needs and Disability Policy

September 2022
This policy will be reviewed annually

Our Ethos

At Westways Primary School, we believe that every child is entitled to a broad, balanced and age appropriate education, differentiated to meet their individual needs.

We have high aspirations and expectations for all our pupils.

We are an inclusive and caring school where every child matters; equality and inclusion are the responsibility of everyone within our school community.

We are committed to giving all our children every opportunity to achieve their best and experience success in learning so that they can become resilient life-long learners.

We welcome the opportunity to include all children in the life of our school and we respect the unique contribution each child brings.

This policy is supported by the school's SEN information Report, the information required for this is set out in the Special Educational Needs and Disability Regulations, 2014 (*see appendix 1*) and with regard to the Equality Act 2010.

The SENDCo and Inclusion Lead at Westways Primary School is Mrs Jo Thomas

The Chair of Governors is Mrs Lynn Pocock.

The Governor responsible for SEN and Disability is Ms 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 SEN 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 SENCo.
- 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 SENCO.
- 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 SENCO in developing and reviewing the outcomes for pupils with SEN or a Disability.

Sheffield Support Grid Guidance

- Using the Sheffield Support Grid guidance (SSG) with advice from the SENCO 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 SEN (i.e. Learner Profile, SEN Support Plan) and that they contribute and support the SENCO in developing a My Plan if needed.

The SENCO is responsible for:

- The SENCO is involved with the head teacher and governing body, and as part of the SLT in determining the strategic development of SEN policy and provision in the school.
- The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision 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 SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENCO 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.
- Co-ordinating 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.

Sheffield Support Grid Guidance

- Advising teachers on how to use the Sheffield Support Grid guidance effectively.
- Annually compile a list of the children accessing the SSG Exemplification document at Level 3 or above.
- Work with the LA for planned moderation of pupils with SEN.

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEN and Disability policy.
- Liaising termly with the SENCO.
- 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:

- **SEN 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 SENCO for the school and that they must ensure the SENCO 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](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=9yLxPJvFDSsc>

