



# Westways Primary School Special Educational Needs and Disability Policy

September 2025  
This policy will be  
reviewed annually

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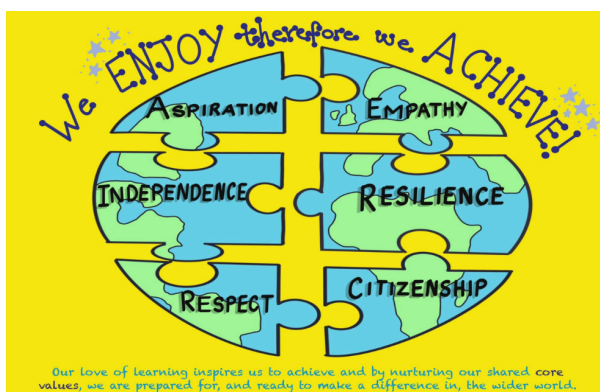
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## Statement of intent

### ***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 2024-25 (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.

***SEND Contacts:***

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

***The SEND Policy***

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the Local Authority (LA) in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.

- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'

- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

## 2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.

- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:

Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.

Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.

A SEN information report about the implementation of the school's policy for pupils with SEND.

### 3. **Roles and responsibilities**

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.



- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.

- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

## 4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school will use a range of indicators to identify a pupil's difficulty and plan provision, including before the child arrives at the school:

- Whenever possible, a member of the SEND team will attend Year 5 and/or Year 6 Annual Review Meetings for pupils with EHC Plans
- Admissions information including routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision
- The SENCO will attend the school's Year 6 Open Evenings

Identification of pupils with SEND will be continuous through children's time at the school. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

The school will maintain a list of pupils who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

## 5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

## 6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parents.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a

growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

A referral for assessment can be made by a member of staff or parent, or a pupil may self-refer. The views and targets of the parent and the pupil will be sought.

The implementation stage will last the duration of a term, and more commonly two terms. Specialist staff and teaching assistants will work closely with classroom teachers to link interventions and classroom teaching.

The school will uphold the review date. If the pupil has achieved the outcomes and the intervention has been successful, the pupil's name will be moved from the SEND register to the monitoring list.

Where the pupil has not achieved the outcomes, the results of the intervention will feed back into the analysis of the pupil's needs and changes to the intervention or the outcomes will be discussed. The pupil 'assess, plan, do and review' cycle may continue. This will build a history and a better understanding of the pupil's difficulties.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

## **EAL**

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the

same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## 7. **Early years pupils with SEND**

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:

Implementation of SEND policy and procedures.

Arrangements for the admission of children with SEND.

Steps being taken to prevent children with SEND from being treated less favourably than others.

Facilities provided to enable access to the school for children with SEND.

Accessibility plan showing how it plans to improve access over time.

- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the ‘assess, plan, do, review’ cycle.

## 8. Admissions

The school will ensure it meets its duties set under the DfE’s ‘School Admissions Code’ by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaged applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the ‘School Admissions Code’ for the admission of children without an EHC plan.
- Ensuring the school’s oversubscription arrangements will not disadvantage children with SEND.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child’s age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.



## 9. Examination access arrangements

An examination access arrangement granted in Year 6 will not automatically carry over into Year 7. In KS3, access arrangements may be considered where a need is identified by teachers and/or parents and communicated to the SENCO, provided the relevant examination board criteria are met.

In KS4, pupils with SEND will be formally assessed to determine eligibility for access arrangements in external examinations.

A pupil requiring an access arrangement will not necessarily be placed on the SEND register, nor will they automatically require a targeted support plan.

## 10. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

## 11. Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together on the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

## 12. **Funding for SEND support**

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

## 13. **EHC needs assessments and plans**

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

#### 14. **Reviewing EHC plans**

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.

- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

## 15. **Supporting successful preparation for adulthood**

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.

- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

## 16. **Managing complaints**

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

## 17. **Staff training and improving practice**

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

## 18. **Use of data and record keeping**

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

### **Confidentiality**

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.

- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

## 19. **Publishing information**

The school will publish information on the school website about the implementation of this policy.

The information published will be updated **annually** and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

## 20. **Joint commissioning, planning and delivery**

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.

- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 21. Local offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.



The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

## 22. Monitoring and review

The policy is reviewed on an [annual](#) basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

## 23. Appendix 1

### Westways SEND Information Report

#### 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.

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:



- 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.

#### *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](mailto: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](mailto: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?*

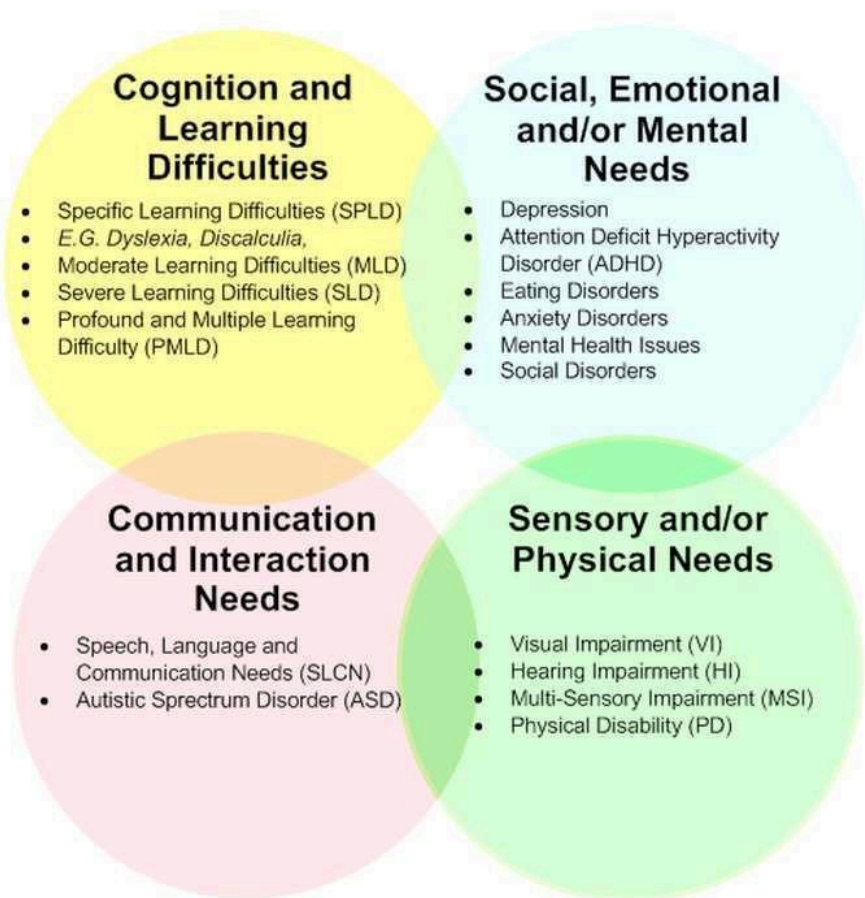
*Recognising the 4 broad areas of need:*

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:

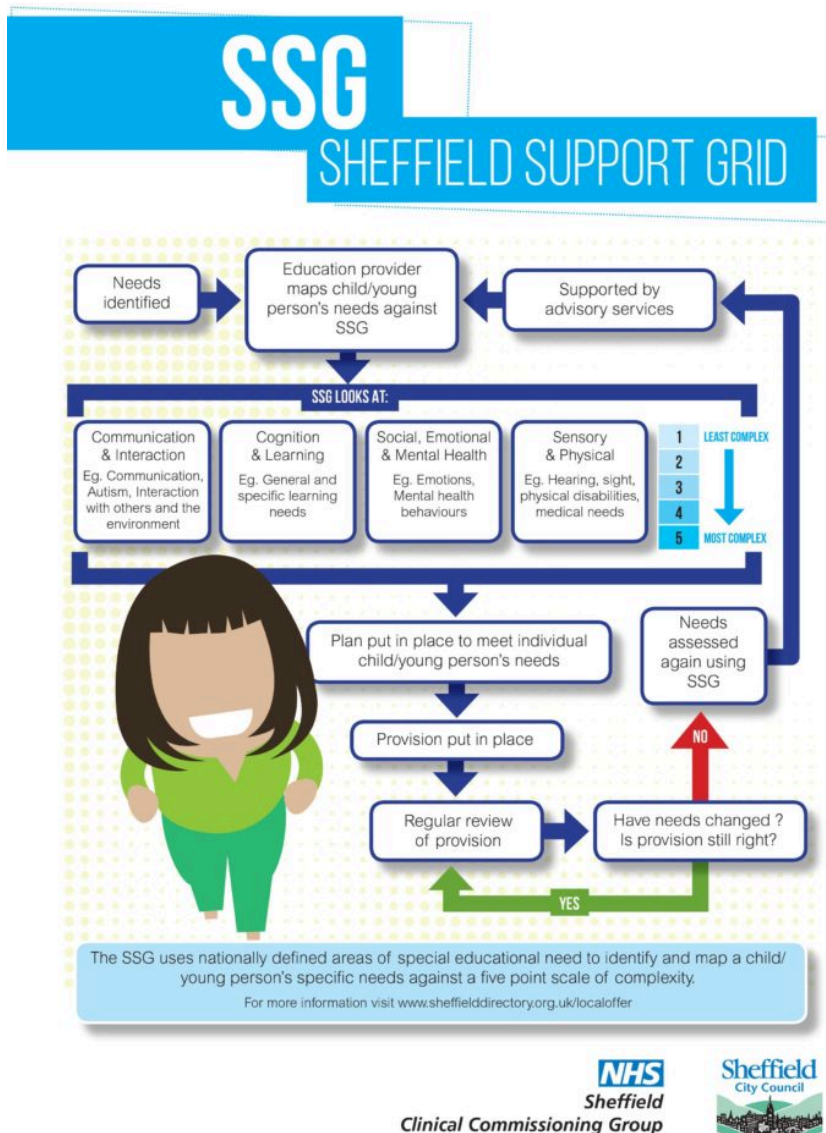


The examples listed above within these categories, reflect some of the SEND needs which we have experience with within our setting.

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 identifying needs 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.



*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 to 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 require 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

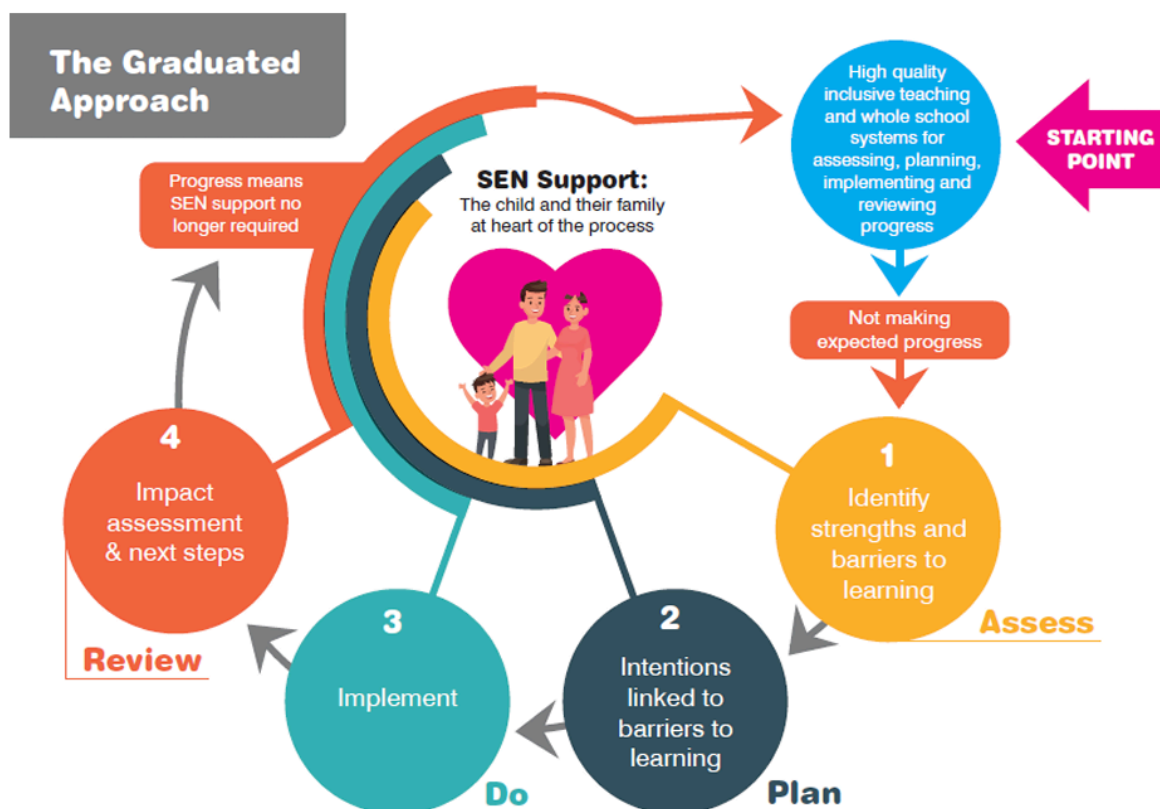
be given. A letter confirming that they have been removed from this list will also be sent to you.

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-centred 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



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 (2024/25) 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 24/25, 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 (24/25), 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 Alicea Shepherd.

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 24/25, 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 level of need.

Westways Primary School has close working links with the University of Sheffield Speech and Language Department. Over the last academic year, the school have 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 Mentors are 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.

*II. 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 is 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 building.

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 Mentors work 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 [senco@westways.sheffield.sch.uk](mailto: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:*



for

There is a voluntary organisation called [Sheffield Parent/Carer Forum](#) 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.

