



## **WESTVALE PRIMARY SCHOOL**

### **POLICY FOR SPECIAL EDUCATIONAL NEEDS 2020-21**

The object of this policy is to define clearly the systems and procedures for the support of pupils with Special Educational Needs in Westvale Primary school. It takes into account the revised Special educational needs and disability code of practice: 0 to 25 years published June 2014 as well as LA guidelines. The new Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

It should be read in conjunction with the School's Inclusion, Accessibility and Equal Opportunities policies. Please also refer to the school's website for the Westvale SEN School Offer Information report 2020-21.

#### **Vision Statement and Aims**

Our school is committed to working together to contribute to the healthy growth and development of all our children.

Through a stimulating, broad and child-centred curriculum, we aim for all children to reach their full potential, to be confident, and to develop a positive attitude towards their learning.

We are committed to offering an Inclusive Curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. Westvale Primary seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All SEN children are valued, respected and equal members of our school.

#### **Definition of Special Educational Needs**

In the SEND Code of Practice 2014, children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational needs is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (para xv – Code of Practice 2014)

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

### **Equal Opportunity**

Westvale School does not discriminate against children on the grounds of race, gender, religion or ability. We seek to enable all children to have reasonable access to the curriculum in line with the legal obligations outlined in The Equality Act 2010.

### **Objectives:**

- To ensure that all pupils with SEN are offered full access to a broad, balanced, differentiated and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate
- To ensure that the needs of pupils with SEN are identified early, assessed, provided for and regularly reviewed
- To enable pupils with SEN to take an active part in school life and maximise their achievements
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- To take the views and wishes of the child into account.

### **Roles and Responsibilities**

#### **The Governing Body**

The Governors will ensure that:

- They are fully involved in developing and reviewing SEN Policy and that all their actions have regard for the Code of Practice 2014.
- Provision is of a high standard for pupils with SEN.
- SEN pupils are fully involved in daily school life.
- The Governing Body has a nominated SEN Governor ( currently Ms. L. Sheppey)

#### **The Headteacher**

The Headteacher has responsibility for:

- the day to day management of all aspects of the school's work, including provision for children with SEN.
- keeping the Governing Body fully informed
- working closely with the SENCO.

#### **The SENCO**

The SENCO, Mrs. T. Kelly is also a teacher at Westvale Primary School and a member of the Senior Leadership Team within our school. She can be contacted at the School Office on 0151-477-8470.

The SENCO in collaboration with the Head teacher and Governing Body, plays a key role in determining the strategic development of the SEN policy and provision in school, in order to raise the achievement of children with SEN.

Key responsibilities are:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with Special Educational Needs
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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
- Liaising with a relevant designated teacher where a looked after pupil has SEN
- Liaising with external agencies including the school's SEN Officer, Catherine Gilhooney, and other support services such as D.Lackey (Learning Support Teacher) Clare Edwards (Speech & Language Service) The Educational Psychology Service- Appliedpsychologies and other health and social services and voluntary bodies.
- Drafting the school's SEN information report for the school website, to inform parents, with consultation Head Teacher/Governors
- Ensuring that the school keeps the records of all pupils with SEN up to date eg. School SEN audit/Register termly/ Play Plans/PPPs

### **The Teaching staff**

All teachers are teachers of children with special educational needs and actively seek to adapt the curriculum to meet their needs.

Key responsibilities are:

- Implementation of the School SEN policy
- Early identification of a child's SEN concerns and informing the SENCO of them
- Writing Play Plans/PPPs, with appropriate targets, after consultation with the SENCO/ Learning Support Teacher as appropriate

- Reviewing targets on PPP's termly and ensuring progress is discussed with pupils/parents/carers
- Identifying resource needs for the support of children in the class
- Meet regularly with the Learning Support Teacher, Mrs. Lackey, if appropriate, linked to progress/targets of pupils at SEN Support level on the SEN Register

## **Teaching Assistants**

Key responsibilities are:

- Supporting pupils with SEN in class as directed by the teacher and supporting pupils with SEN, where appropriate outside of class
- Recording their work with SEN pupils and informing the class teacher and SENCO of any issues arising
- Being aware of the SEN policy

## **1:1 SEN Teaching Assistants**

SEN 1:1 TAs in school support pupils with EHCP's in class towards the objectives on their plan. They liaise with the class teacher and SENCO, any external agency working with the child and maintain daily records on the progress of the children they support. They also attend meetings and review meetings eg. Annual Reviews, as requested.

## **The Role of Parents of Pupils with SEN**

In accordance with the SEND code of practice 0-25 June 2014, our school believes that all parents of children with SEN should be treated as equal partners. Our 'Open Door' policy encourages parents to contact the child's class teacher and/or SENCO as needed by telephone or appointment.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Have the opportunity to share their views on how their child may be supported
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Parents are informed about the targets set on their child's Play Plan/PPPs by the class teacher and how they can support their child at home to achieve targets set at home. Parent views are sought on progress made towards targets set at Review Meetings termly. They also have an opportunity to meet and discuss any concerns with our SENCO or Learning Support Teacher, Mrs.Lackey, at Parent Afternoons termly or other arranged meetings after school if appropriate.

We value the contribution that parents make and the critical role they play in their child's education. The school will make available to all parents/carers of pupils with special educational needs details of the Parent Partnership services through the LA if requested.

### **Allocation of Resources**

The Local Authority (LA) provides all schools with a budget towards meeting the needs of pupils with SEN. The percent actual budget share for 2020 / 21 for Westvale Primary School is 13.64%. The school plans for pupils with SEN from their main budget to enable staff/specialist resources to be provided.

Additional funding (top ups) is also allocated to meet the needs of SEN pupils with more High Level Needs such as EHCP pupils.

School funds the first 12 hours support of any EHCP pupil from the school budget. Any additional funding required must be applied for through the statutory assessment process at the Local Authority SEN Panel.

### **Admission Arrangements**

The admission arrangements to Westvale Primary are included in our 'Admissions Policy'. This is not affected by whether a child has SEN or any disability (See the school's Access/Inclusion Policy.)

### **Identification, assessment and provision for all pupils with SEN**

At Westvale, we believe it is vital that special educational needs are identified as early as possible and support put into place as soon as possible. During the general assessment of all pupils, the class teacher may suspect a child has special educational needs, which require differentiation on an individual basis. Teachers liaise and share their concerns with the school SENCO and would monitor the child. If a child's progress remains limited after additional intervention in class, further assessment may be required through consultation with the school SENCO. The class teacher will meet with parents to discuss support requirements and learning needs. If the support required is in addition to, or different from the differentiated curriculum, with access to support from an additional external agency, the child will be placed on the SEN Register at SEN Support level.

### **Identification and Assessment arrangements**

The school policy for SEN follows the guidance of the SEND Code of Practice 2014.

### **A graduated approach:**

## Quality First Teaching

- Any pupils who are falling significantly outside of the range expected achievement in line with predicted performance will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to assess their level/stage of learning and possible difficulties.
- The child's class teacher will take necessary steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that may be needed
- The SENCO will be consulted, if needed, for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEN Register they may also fall into this category as continued monitoring will be necessary.
- Parents will be fully informed and are encouraged to share information/knowledge with the school.
- Parent evenings are used to monitor and assess the progress being made by all pupils.

## SEN Support

At this stage, the class teacher will plan and deliver a Personal Provision Plan (PPP). In Foundation Stage, the class teacher will plan and deliver a Play Plan. Parents will be informed and the child placed on the SEN Register in school.

The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to ensure provision in place is refined and revised according to the need of the child.

The trigger for intervention through SEN Support could be concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not changed by the behaviour management techniques usually employed in school

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and or interaction difficulties and continues to make little or no progress despite provision having been made to support these. The teacher's concern, underpinned by school evidence on progress and attainment, will be the trigger to register a child at SEN Support.

Working in collaboration with the SENCO and parents, class teachers should:

- Collect all relevant information on the child
- Be responsible for initial assessment and evaluation of child's needs and progress.
- Register children at SEN Support level when necessary interventions, from external providers or Teacher/TA support, are additional to or different from those provided as part of the school's differentiated curriculum.
- Use targets and strategies to enable the child to make progress and record these on a PPP (or Play Plan in Foundation Stage).

**Evidence to support identification includes:**

**Foundation stage:**

Foundation stage profiles, ongoing observations and assessments.

**Years 1 – 6:**

Child's progress against objectives set out by English/Maths National Curriculum statutory guidelines September 2014, SATs results, Y1 Phonics Screening Check, Yr 4 The Multiplication Tables Check, Salford Reading Tests, termly assessments, target setting and class and whole school assessment data.

The class teacher will identify and inform the SENCO who will register the child and agree that support is needed. The teacher will draw up a Play Plan/PPP and inform the parents. If there are concerns about behaviour needs, a PPP may be implemented with behaviour targets included. This PPP would be at SEN Support level. The PPP and support are then implemented. The PPP will include information about:

- 3- 4 individual short term targets set for the child. These should include SMART targets (Simple, Measurable, Achievable, Relevant, Timed).
- Teaching strategies to be used.
- Provision to be put in place.
- When the plan is to be reviewed.

- Outcomes (when PPP is reviewed)

Progress by the child will be reviewed termly by the class teacher, relevant support staff and parent/pupil. The class teacher has a responsibility to decide whether:

- a) adequate progress has been made and there is no longer cause for concern so the child can be removed from the SEN Register and parents informed.
- b) A child remains at SEN Support level with new targets set (if progress satisfactory) in consultation with the SENCO.

The child's views regarding his/her success and areas of concern should be considered as well as parent views on the school review days. The SENCO will take an advisory role to staff and parents, in ensuring that the child's needs are met. The child's PPP will be updated accordingly and the School SENCO is available to discuss targets and provide advice regarding support and resources. (The PPP may be replaced with a new form as part of the SEND reforms in the future.)

### **Early Years SEN Support**

If progress is not satisfactory and at least 2 Play Plans have been implemented and reviewed, further advice will be sought. Initially the concerns about the child will be raised with the SENCO / and Learning Support Teacher, as appropriate. Further assessments will be carried out to ascertain need and future provision. The child might become part of an additional intervention/booster/target group. If progress is still a concern after careful monitoring, the child will move to SEN Support level and could also be working with an external agency eg. "Chatty Therapy"- Speech and Language Therapist.

The School SENCO, with class teacher, will liaise with parents and if appropriate, the SENCO will seek further support and advice from external agencies such as Educational Psychology Services as appropriate.

The Play Plan is reviewed and there are 3 outcomes:

- Continue to be target group or at monitoring only level (good progress made over two terms)
- Continue at SEN Support level.(satisfactory progress being made)
- SENCO advises and Head Teacher requests Statutory Assessment.

If good progress is made after Play Plan reviews, the child can be closely monitored in class or as part of a target/booster group.

If satisfactory progress is made after Play Plan reviews, the child can be closely monitored at SEN Support level.

If the pupil's progress is not satisfactory, despite all the strategies put in place, the Head Teacher, on the advice of the SENCO and external agencies, will put in a request to the LA for Education, Health and Care needs assessment.

The parents will always be informed and involved in each stage of the process and views sought from all parties.

### **School Request for Education, Health and Care needs assessment**

- The school will request an Education, Health and Care needs assessment when the child remains a significant cause for concern.
- Education, Health and Care needs assessment can also be requested by a parent or outside agency.
- In certain circumstances it is appropriate to go straight to this stage.
- The LA considers, working co-operatively with the parents and other agencies, whether an Education, Health and Care needs assessment of the child's SEN is necessary. The LA may decide that issuing an Education Health and Care Plan is the most appropriate course of action.

### **Education Health and Care Plan (EHCP)**

- After formal assessment, the Local Authority may draw up an Education Health and Care Plan. This would determine the provision needed to meet the child's needs through a multi-agency approach. School/other involved agencies eg. Health and Social Care would be obliged to provide the support in accordance with the LA's recommendations.
- The class teacher, with support from relevant outside agencies, will continue to be responsible for the implementation of the child's PPP.

### **Monitoring of Education Health and Care Plans**

If granted, all Education Health and Care Plans must be reviewed regularly with parents, the child, school staff, and all other professionals/agencies involved, who are invited to consider whether any amendments need to be made to the description of the child's needs or to the SEN provision stated in the Education Health and Care Plan. Reports from all interested parties will be submitted and discussed.

### **Year 6 Reviews**

- The Secondary School SENCO may be invited to attend a review if/when appropriate during the Year 6 school year.

### **Monitoring and evaluating the success of the education provided for children with SEN**

Westvale Primary School, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body reports annually to parents upon the quality of

education provided for and the achievements of children with SEN. The school employs a series of methods to gather data for analysis including:

- Regular observations of teaching.
- Success rates in respect of progress towards PPP and learning termly targets.
- Scrutiny of teachers' planning and children's work.
- Seeking views of parent and child.
- Analysis of progress through termly assessments and the School's target setting and tracking procedures.
- Regular meetings between SENCO and class teachers and teaching assistants
- Impact of spending on standards.

#### **Staff Inset**

- The SENCO will attend relevant SEN courses/locally organised meetings where possible, in order to keep up to date with current practice and local practise in our collaborative of schools.
- All staff development takes account of SEN/Inclusion issues.

#### **Partnership with Parents**

- Westvale Primary believes in developing firm relationships with parents/carers as this helps pupils to achieve their full potential. The school recognises that parents have a unique overview of their child's needs and can help decide how to support them. This gives them a key role in the partnership.
- If an assessment or referral indicates that a child has additional needs the parents and child will be consulted and invited to attend any relevant meetings for their child.
- The school will make available to all parents/carers of pupils with SEN, details of Parent Partnership services available through the LA.

#### **Arrangements to deal with complaints**

- Parents wishing to discuss any concerns over a child's SEN provision should approach the class teacher in the first instance. This can be discussed with the SENCO who will liaise with the Head Teacher and

Governors as appropriate. The School complaints procedure can be found in the school prospectus.

### **Information about school's partnership with external agencies**

Westvale invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

Once a need has been identified, the SENCO will liaise with the appropriate outside agencies. These include:

- Local Authority SEN Department and SEN Officer.
- Advisory teachers - eg. Behaviour support
- School Health Service – including school nurses, specialised nurses, community paediatricians, Speech and Language therapists, Physio/Occupational Therapists, Sensory Impairment Team etc.
- Child and Adolescent Mental Health service (CAMHS)
- Education Support Services – learning support advisory teachers, Educational Psychologists, Behaviour Support teachers,
- Early Help Team/Social Care Team
- Advice from local designated special provision team at Northwood and other external organisations such as Parent Partnership etc.

### **Change of School**

Where a change of school occurs the SENCO, together with the Head Teacher, will be responsible for ensuring the transfer of all relevant documentation and information. When transferring to Secondary School, there will be liaison between the appropriate primary and secondary school staff, including the updating of information using the standardised LA documentation.

### **Success Criteria**

The success of the education offered to children with SEN will be regularly monitored and judged against the aims set out above. This policy will be reviewed annually and the outcomes of this review will be used to help inform the School Development Plan.

The Local Authority SEN Local Offer can be found on the Knowsley Council website [www.knowsley.gov.uk](http://www.knowsley.gov.uk).