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SEND POLICY

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Member of staff responsible
for this policy in consultation
with staff and governors:

Alison Clarke
(wef 1/9/23 Kathryn Parsons)

Date of next review:

Autumn 2024

Ratified by Governing Body:

Autumn 2022

1. Introduction

- 1.1 Westfields Junior School is a mainstream school for children aged 7-11 years (Key Stage 2). We believe that all children have the right to high quality teaching and to learning successfully with their peers. We have a policy of inclusion which recognises that all children are entitled to equal access to the curriculum. We use our best endeavours to ensure that provision is made for all individuals who has special educational needs and disabilities (SEND), in co-operation with our local authority. We make reasonable adjustments to ensure that children with SEND are not at a substantial disadvantage compared with their peers. We plan and monitor provision carefully, constantly striving to continually improve the accessibility of our school and curriculum.
- 1.2 Our classteachers teach every child including those with SEND.
- 1.3 Admission of children with special educational needs is considered in line with our Admissions Policy, which can be found on our website. We also recognise that some children, unfortunately, may have needs beyond those which we can cater for. If these become apparent following admission, we work with specialist external agencies and support parents to facilitate the appropriate placement of children with SEND so that their needs can be effectively met.
- 1.4 The SENCo is Miss Kathryn Parsons (wef September 2023), who is also a member of the Senior Management Team. She is a fully accredited SENCo and holds the statutory National Award for SENCos and a post-graduate certificate in Special Educational Needs Co-ordination, in accordance with the SEND Code of Practice. She can be contacted on 01252 408218, or by emailing school.admin@westfields-jun.hants.sch.uk. There is also a named Governor responsible for SEND, Mr Tim Hart.
- 1.5 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and additional documents:
 - Equality Act 2010: Advice for Schools DfE (Feb 2013)
 - Schools SEND Information Report Regulations (2014)
 - Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
 - Children and Families Act 2017
 - The National Curriculum in England Key Stage 1 and 2 Framework Document (Sept 2013)
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers' Standards 2012
- 1.6 This policy was created by the school's SENCo with governors, all staff and parents of pupils with SEND.
- 1.7 The SEND Policy should be read in conjunction with our Equal Opportunities Policy, Inclusion Policy, Teaching and Learning Policy, Curriculum Policy, Child Protection Policy, Behaviour Policy and Accessibility Plan.

2. Parental Involvement

- 2.1 The involvement of parents in their children's education is very important to us and we promote a culture of collaboration. We encourage parents to contribute their views on their child's SEND at all meetings.
- 2.2 We welcome parents who wish to help in school and have an active group of parents who come in regularly to provide a range of support for all of our pupils – in academic aspects, such as reading and maths, and the wider curriculum, such as swimming and extra-curricular activities.
- 2.3 We have an open door policy, which means that parents are welcome at any time to make an appointment to meet with either their child's classteacher or the SENCo to discuss their child's provision and progress or to obtain advice on how to support their child at home. When this is not possible we encourage communication via telephone, email and ClassDojo.
- 2.4 Parents will always be informed if we begin to make SEND provision and advised that their child needs to be recorded on the school's SEND register. The involvement of children and parents is very important and their point of view will always be listened to, and ideas for

support, incorporated into our plans wherever possible.

- 2.5 We provide a detailed annual report and termly Attainment and Progress Trackers to inform parents of the progress their child has made. They are invited to meet their child's teacher at Parents' Evenings. If their child is receiving support for SEND, additional meetings are offered to discuss support and review progress. Where a child has an Individual Education Plan (IEP), this will also be reviewed termly. Parents will be sent an updated copy and offered the opportunity to discuss the IEP with the SENCo and classteacher who can provide further detail about their child's provision and progress.
- 2.6 When a child has an Education Health Care Plan (EHCP), this will be formally reviewed at least annually, in addition to the arrangements above, following statutory procedures.
- 2.7 Details of Westfields Junior School's provision for Special Educational Needs can be found in the Special Educational Needs Information Report on our school website.
- 2.8 More information on what is available to children with SEND and their parents in Hampshire can be found on the Hampshire Local Offer website:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

3. **Definition of Special Educational Needs**

- 3.1 Special educational needs and provision can be considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical
- 3.2 At Westfield Junior School, great care is taken to identify and support children who have a **significantly** greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of some of our educational facilities which we are able to modify.

4. **Guiding Principles**

- 4.1 We believe that all children are entitled to an education that enables them to:
 - Achieve their best
 - Become confident individuals living fulfilling lives
 - Make a successful transition to their next step of education and subsequently adulthood.
- 4.2 Our aim is to raise the aspirations of, and expectations for, all pupils with SEND, focusing on positive, lifelong outcomes for children and young people.
- 4.3 In order to do this, we endeavour to identify and provide for pupils who have special educational needs and additional needs, operation a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- 4.4 We aim to ensure that:
 - The quality of provision for pupils with special educational needs is maintained and improved wherever we can
 - Inclusive practice is continuously developed and implemented
 - Effective assessment systems are operated as early as possible, and where appropriate in conjunction with external agencies
 - Resources are allocated and used efficiently, effectively and equitably according to need
 - Partnerships with children, parents are supportive and work effectively.

5. **Judging our effectiveness**

- 5.1 We believe that our policy is effective because:
 - i) The school's ethos, practice, management and deployment of resources are designed to ensure all children's needs are met
 - ii) The school works collaboratively with the LEA and external agencies to ensure that any child's special educational needs are identified as early as possible
 - iii) The school uses best practice when devising interventions and putting together 'packages' of support
 - iv) SEND provision takes account of the child's point of view in line with their age and understanding

- v) School staff work in partnership with parents, taking account of the view of parents in respect of their child's specific needs
- vi) 'Packages' of support and specific interventions for each child with SEND are monitored regularly and reviewed to assess their impact on the child's progress. This provision together with carefully set targets, the views of the child, their teachers and parents form an Individual Education Plan
- vii) Resources are used efficiently and effectively
- viii) A co-operative and multi-disciplinary approach is taken to the resolution of issues
- ix) Where the LEA has awarded an Education, Health and Care Plan (EHCP), this is reviewed at least annually in accordance with LEA guidelines.

6. **Roles and Responsibilities**

- 6.1 Teachers provide high quality inclusive teaching for their class, taking account of the varying needs of all the children in their care, through differentiation, support and effective teaching strategies.
- 6.2 All teaching and non-teaching staff are aware of the school's policies and procedures for identifying, assessing and making provision for pupils with SEND.
- 6.3 Governors are responsible for ensuring that the Special Educational Needs policy is implemented. In co-operation with the Headteacher and SENCo they determine the school's policy for children with SEND; they may appoint a committee to take a particular interest and to monitor the school's work on behalf of children with SEND.
- 6.4 The nominated Governing with special responsibility will meet with the SENCo termly and will report to the Governors on matters of special educational needs.
- 6.5 The Headteacher has overall responsibility for the management of SEND, working closely with the SENCo and keeping the Governing Body fully informed.
- 6.6 The SENCo has responsibility for day-to-day operation of the SEND Policy and the SEND register. Provision will be co-ordinated by the SENCo for pupils with SEND, liaising closely with school staff, parents and external agencies as necessary.
- 6.7 Learning Support Assistants support individual children or groups of children within the class as directed by the classteacher and SENCo. Children may be supported within the class and/or 'withdrawn' from the main class to work with the LSAs in small groups or one to one. LSAs liaise with staff regarding the needs of individual children. LSAs are timetabled to support children according to their individual needs. They are line managed by the SENCo.
- 6.8 The Designated Teachers with safeguarding responsibility are: Miss J Redman, Mrs J Wilson, ~~Mr R Medwell~~ **Amend Mrs L Long** and Mrs A Clarke.
- 6.9 The Designated Teacher for Looked After Children and Post-Looked After Children (Adopted Children) is Mrs A Clarke.
- 6.10 The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs N Pagden.

7. **Identifying Special Educational Needs**

- 7.1 Each pupil's current skills and levels of attainment are assessed on entry, following liaison with their previous school. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENCo work together, with parents, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEND support that is required.
- 7.2 Identification of SEND may include the use of high quality assessment materials which can be carried out by the SENCo and/or specialist HLTAs and LSAs and where necessary, specialised assessments from external agencies and professionals by referral.
- 7.3 Parents know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.
- 7.4 Where a pupil is not making adequate progress or have a specific (often diagnosed) need which is impeding progress, classteachers, the SENCo and parents collaborate to plan the support which can be put into place for individual pupils.
- 7.5 We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also taking into account disability, attendance and punctuality, health and welfare, English as an Additional

Language, being in receipt of Pupil Premium Funding, being a Looked After Child or with parents serving in the Armed Services.

8. **SEN Support**

- 8.1 Pupils are added to the SEND Register at a level called 'SEND Support' when they meet the criteria for SEND under one of the 4 categories of need listed in this policy – 3.1
- 8.2 The SEND Register is reviewed each term and pupils' needs are assessed according to the Hampshire Criteria for SEND. Where it is clear that a pupil no longer meets the criteria for addition to the SEND Register, parents are informed and the child is removed from the register.

9. **A Graduated Response**

- 9.1 Support is planned and reviewed by the SENCo and the classteacher, in collaboration with parents and the pupils themselves. Additional provision may take the form of additional support from within school, for example Learning Support Assistants (LSAs) or the Emotional Literacy Support Assistant (ELSA). It may also require the involvement of external specialist staff or support services. School may involve specialists at any point to advise them on SEND and effective support. Parents are involved in this decision.
- 9.2 High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEND provision.
- 9.3 A graduated response that encompasses an array of strategies recognises that there is a continuum of SEND and where necessary brings in specialist expertise.
- 9.4 Teachers work in conjunction with the SENCo to follow the **ASSESS-PLAN-DO-REVIEW** cycle.
- 9.5 Interventions are designed to narrow gaps and to help children towards independent learning.
- 9.6 Teachers are 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.
- 9.7 Additional intervention and support cannot compensate for a lack of good quality teaching.
- 9.8 Provision for a child with SEND should match the nature of their needs.
- 9.9 There will be regular monitoring of the impact of any intervention as part of the Assess-Plan-Do-Review cycle.
- 9.10 Approaches used are based on the best possible evidence and monitor the impact on progress.
- 9.11 Specially trained HTLAs/LSAs offer support for Speech and Language Therapy, Occupational Therapy, Dyslexia and Emotional Literacy. The school has an Emotional Literacy Support Assistant (ELSA) who liaises closely with parents to support pupils with emotional difficulties, including friendship skills, self-esteem, social communication, attachment and anger.
- 9.12 Nurture Groups and ELSA support for individuals are offered according to need. Parents will always be informed and asked for their permission for their child to begin this support. There is a well equipped, dedicated Nurture Room which is used as a base for ELSA provision.
- 9.13 For higher levels of need, Westfields Junior School seeks more specialised assessments from external agencies and professionals.
- 9.14 The views of parents are sought and valued on all aspects of their child's SEND provision.
- 9.15 We recognise that some children with Special Educational Needs and Disabilities may require special arrangements to facilitate their performance in examinations. The SENCo works within the DfE Access Arrangements guidance to arrange this. Parents are always informed when access arrangements are applied for a child.

10. **Education Health and Care Plans**

When there is sufficient evidence the school may, with parental involvement, request the LEA to make a statutory assessment of a child's SEND in accordance with set criteria where a child demonstrates significant cause for concern over a period of time. This may lead to an Education, Health and Care Plan.

11. **Transition Arrangements**

- 11.1 We always do our best to support pupils in moving from infant school to junior school and

from junior school to secondary school, as well as any pupils who join or leave us in between. Before joining Westfields, we encourage all new children to visit for a tour of the school and the opportunity to meet key staff.

- 11.2 The Year 3 team, SENCo and Headteacher liaise closely with our infant school colleagues to gain all relevant information needed to ensure a smooth transition. Where appropriate, extra sessions can be arranged, prior to starting, including Nurture Group visits. Photo books and social stories are also used where appropriate.
- 11.3 Transition to secondary school is supported by close liaison between our Year 6 team, SENCo, Headteacher and their secondary colleagues. Additional transition visits are put in place to support transition. Information on the management of medical conditions can be found in the Supporting Pupils with Medical Needs Policy.
- 11.4 The SENCo will liaise with local infant and secondary schools in the summer term preceding transfer and at other times as necessary. Full pupil records, including IEPs and information held by the SENCo, are forwarded to any receiving school.

12. Working with other providers of support

Support can be sought through collaboration between education, health and social care services. These include, but are not limited to, the school nurse, educational psychology, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, specialist teacher advisers, including hearing and visual impairment and physical disability and Children's Services.

13. Training

- 13.1 The SENCo maintains an up-to-date knowledge of SEND matters through regular training. This is extended to other classteachers and the Learning Support team through internal training arrangements and external courses as appropriate. Wherever possible training is in line with the Strategic Plan or individual pupils currently on roll.
- 13.2 All teachers and support staff undertake induction training on taking up a post and this includes support from the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

14. Supporting Pupils at School with Medical Conditions

- 14.1 Westfields Junior School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 14.2 Some may also have Special Educational Needs and/or Disabilities (SEND) and an Education, Health and Care Plan (EHCP) which brings together health and social care needs, stating their special educational provision and ensuring that the SEND Code of Practice 0-25 years (2015) is followed.
- 14.3 Westfields Junior School has a strict policy regarding the administration of medicines on the school site. If a child needs medication during the school day, parents should take the medication to Reception. They will be required to complete a form, authorising school staff to administer the medication. Our staff receive regular training in managing some medical conditions that are relevant to the children on roll. Several members of staff are trained as first aiders and all staff are first aid trained on a 3 year cycle.

15. Wellbeing and Mental Health

- 15.1 We aim to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority.
- 15.2 Classteachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE).
- 15.3 All children are encouraged to share any worries by talking to a member of staff and/or their parents, placing 'lips' on the teacher's PC monitor or writing in their Think Book. If further social/emotional support is required, this can be arranged through the SENCo and may take the form of support from the Emotional Literacy Support Assistant (ELSA), lunchtime support in our Sparks Club, joining our Nurture Group (the 'Apples Group') in our dedicated nurture room.

- 15.4 Where appropriate, we work with parents to get support from external agencies, including Social Workers, Parent Support Advisers, Family Support Workers or Child and Adolescent Mental Health Service (CAMHS).
- 15.5 Miss Redman and Mrs Wayland are our qualified 'Mental Health First Aiders'.
- 15.6 We take any suggestion of bullying very seriously and act in strict accordance with the school's Anti Bullying Policy.
- 15.7 Behaviour at Westfields is underpinned by 2 key strategies, our Respect Charter and Behaviour Policy which apply to all pupils.
- 15.8 After any incident, the child is given an opportunity to reflect on their behaviour, through a restorative approach, with a member of staff. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents and any appropriate external agencies, to introduce strategies to reduce the risk. This may include an Independent Behaviour Management Plan (IBMP) which identifies issues, targets and support. The IBMP is shared with the child and parents. The Primary Behaviour Support Service may assist us in providing strategies and support for children with an IBMP.

16. Record Keeping

- 16.1 The SENCo is responsible for ensuring that records are properly kept and available as needed.
- 16.2 IEPs may be used to record aspects that are additional to or different from the differentiated approaches and learning arrangements normally provided for all children.
- 16.3 SEND information should reveal the different perceptions of those concerned with the child, any immediate educational concerns and an overall picture of the child's strengths and weaknesses.
- 16.4 Pupil SEND records may include:
 - a) Information about the child's progress and behaviour including that from parents, previous schools, and from health and social services
 - b) The child's own perception of any difficulties and how they might be addressed
 - c) Any information about general strategies to enable access to the curriculum and school life
 - d) The views of parents
 - e) The involvement of external agencies and their recommendations.

17. Evaluation of SEND provision

- 17.1 The SENCo undertakes monitoring and evaluation of inclusive practice and provision for pupils with special education needs.
- 17.2 The views of parents of pupils with special educational needs, and the views of pupils themselves, will be sought and valued.
- 17.3 The SENCo regularly evaluates the provision for pupils with special educational needs and disabilities.
- 17.4 The Headteacher and SENCo consider new documentation from Hampshire and the DfE in relation to any changes the school should make, sharing their conclusions with Governors and staff as appropriate.

18. Accessibility

- 18.1 We endeavour to enable children with SEND and disabilities to have access to all of our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.
- 18.2 Most of the school is wheelchair accessible, although some of the classrooms, which are upstairs are not. There is a disabled toilet large enough to accommodate changing. Edges of steps are demarcated to assist the visually impaired.
- 18.3 We liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS), who assist us in supporting our families with English as an additional language or traveller backgrounds.
- 18.4 We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk assessment, to ensure that everyone's health and safety is not compromised.
- 18.5 In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.
- 18.6 Also refer to our Accessibility Plan.

19. **Complaints**

Parents should approach the classteacher early on if any difficulties arise so that they may be dealt with quickly and efficiently. Appointments may be made with the SENCo and/or Headteacher who will investigate and try to resolve any issues. The school models its procedure on the official Hampshire complaints procedure, which is made available to parents via Reception or on the school website. There are full details in our Complaints Policy.