

# West Park Primary School



## Special Educational and Disability (SEND) Policy

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## Statement of intent

This policy outlines the framework for West Park Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

West Park Primary School therefore intends to work with Wolverhampton Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The early identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.

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**Approved:**

A Kabil

**Headteacher**

Date: 18/05/23

P Krishan

**Chair of Governors**

Date: 18/05/23

**Next review date: September 2024**

## **1. Legal framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

## **2. Definitions**

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **3. Areas of special educational need**

West Park Primary School will make provision for pupils with the following 4 kinds of need:

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

## **4. Admissions**

- 4.1. West Park Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:
  - 4.1.1. Not refusing admission for a child that has named the school in their EHC plan if their needs can be met by the school.
  - 4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
  - 4.1.3. 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.

## **5. Roles and responsibilities**

- 5.1. The governing body has a responsibility to:
  - 5.1.1. Fully engage parents and / or young people with SEND when drawing up policies that affect them.
  - 5.1.2. Identify, assess and make SEN provision for all children and young people with SEND, whether or not they have an EHC plan.
  - 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
  - 5.1.4. Designate an appropriate member of staff (the SEND co-ordinator or SENDCo) as having responsibility for co-ordinating provision for pupils with SEND.
  - 5.1.5. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
  - 5.1.6. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
  - 5.1.7. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
  - 5.1.8. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
  - 5.1.9. Work with other agencies to secure suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

5.2. The Headteacher has a responsibility to:

- 5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.2.3. Cooperate with local authorities during annual EHC plan reviews.
- 5.2.4. Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- 5.2.5. Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

5.3. The SEN Coordinator (SENDCo) must:

- 5.3.1. Be a qualified teacher.
- 5.3.2. Attain the National Award in Special Educational Needs Coordination within three years of appointment if he /she had not been SENDCo for three years prior to 2008.
- 5.3.3. Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- 5.3.4. Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 5.3.5. Undertake day-to-day responsibility for the operation of SEND policy.
- 5.3.6. Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- 5.3.7. Liaise with the relevant designated teacher where a looked after pupil has SEND.
- 5.3.8. Advise on a graduated approach to providing SEN support.
- 5.3.9. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 5.3.10. Liaise with the parents of pupils with SEND.

- 5.3.11. Liaise with early year's providers, other schools, educational psychologists, health and social care professionals, independent or voluntary bodies or any other relevant outside agency.
- 5.3.12. Be a key point of contact with external agencies, especially the LA and LA support services.
- 5.3.13. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- 5.3.14. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- 5.3.15. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- 5.3.16. Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND
- 5.3.17. Ensure that the school keeps the records of all pupils with SEND up-to-date.
- 5.3.18. Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.

5.4. Class / subject teachers must:

- 5.4.1. Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- 5.4.2. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 5.4.3. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.4.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- 5.4.5. Be responsible for the learning of SEND pupils in their class, no matter where or with whom the learning takes place.

## **6. Involving pupils and parents in decision making**

- 6.1. Effective planning should help parents and children with SEND express their needs, wishes and goals, and should:
  - 6.1.1. Focus on the child or young person as an individual, not their SEND label.
  - 6.1.2. Be easy for children and their parents to understand and use clear ordinary language and images, rather than professional jargon.
  - 6.1.3. Highlight the child or young person's strengths and capacities.
  - 6.1.4. Enable the child and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
  - 6.1.5. Tailor support to the needs of the individual.
  - 6.1.6. Organise assessments to minimise demands on families.
  - 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

## **7. Funding**

- 7.1. West Park Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.
- 7.2. Personal budgets are allocated from the local authority's high needs funding block and West Park Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## **8. Local offer**

- 8.1. West Park Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer.



## 9. Identification

9.1. To identify pupils with SEN, West Park Primary School will:

9.1.1. Assess each pupil's current skills and attainment on entry.

9.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

9.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

9.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

## 10. Graduated approach

10.1. West Park Primary School will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs as outlined in the SEN pathway (see Appendix), including:

10.1.1. Establishing a clear **assessment** of the pupil's needs.

10.1.2. **Planning**, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

10.1.3. **Implementing** the interventions, with support of the SENDCo.

10.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions.

## **11. Special Educational Needs (SENs)**

11.1. A child will be placed on the SEN register when he / she:

- 11.1.1. Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- 11.1.2. Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- 11.1.3. Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- 11.1.4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and / or advice.
- 11.1.5. Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

## **12. Outside Agency Support**

12.1 The SENDCo, in consultation with parents, will seek advice from external support services, if a pupil:

- 12.1.1. Continues to make little or no progress in specific areas over a long period.
- 12.1.2. Continues working substantially below the expectations of children of a similar age.
- 12.1.3. Continues to have difficulty in developing literacy and mathematical skills.
- 12.1.4. Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- 12.1.5. Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- 12.1.6. Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

### **13. Assessment**

- 13.1 West Park Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.
- 13.2 If the decision is taken not to issue an Education, Health and Care plan, the school will consider, and implement, the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

### **14. Education, Health and Care (EHC) plans**

- 14.1 West Park Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 14.2 The school will admit any child that names the school in an EHC plan as long as needs can be met.
- 14.3 The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 14.4 The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

### **15 Reviewing an EHC plan**

- 15.1 West Park Primary School will:
  - 15.1.1 Cooperate to ensure an annual review meeting takes place
  - 15.1.2 Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
  - 15.1.3 Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
  - 15.1.4 Send any advice and information gathered to all those invited prior to the annual review meeting.
  - 15.1.5 Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
  - 15.1.6 Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

## **16 SEN and Disability Tribunal**

- 16.1 West Park Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## **17 Data and record keeping**

- 17.1 West Park Primary School will:

- 17.1.1 Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- 17.1.2 Maintain an accurate and up-to-date record of the provision made for pupils with SEND.

## **18 Confidentiality**

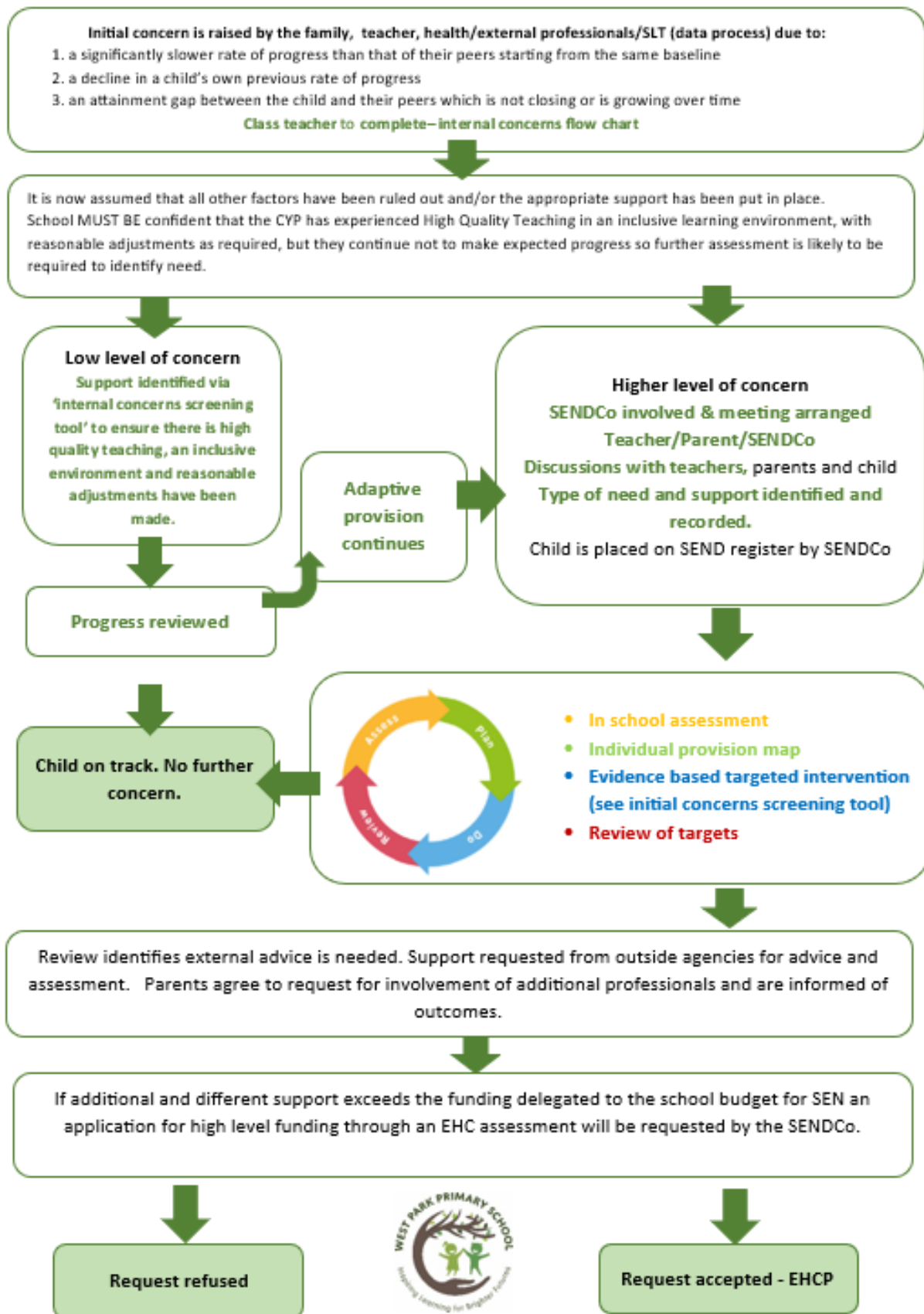
- 18.1 West Park Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- 18.1.1 To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- 18.1.2 On the order of any court for the purpose of any criminal proceedings.
- 18.1.3 For the purposes of investigations of maladministration under the Local Government Act 1974.
- 18.1.4 To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- 18.1.5 To Ofsted inspection teams as part of their inspections of schools and local authorities.

J Hawkins  
SENDCO  
May 2023

## Appendix:

### SEND Pathway



**INITIAL CONCERNS**

Initial concern is raised by the family, teacher, health/external professional/SLT (data process) due to:

1. a significantly slower rate of progress than that of their peers starting from the same baseline
2. a decline in a child/young person's (CYP's) own previous rate of progress
3. an attainment gap between the CYP and their peers which is not closing or is growing over time

This gap can be in areas other than academic attainment, in areas that are necessary for a child to make a successful transition to adult life, for example related to a child or young person's language and communication skills

**Questions to consider:**

- Is there a group of pupils in this class who are experiencing this difficulty?
- Has the teacher received the continued professional development (CPD) needed to teach this cohort of pupils?
- Does the pupil need improved High Quality Teaching or is an intervention at Wave 2/3 required?
- Are there other factors that might be causing underachievement, and have they been addressed (see below)?



Is the child's attendance and/or punctuality a cause for concern (i.e. below 95%)



Consider how you can support the family to improve the child's attendance.

- Meet with family to identify barriers
- Support from school based family support worker
- Consider engaging the services of the Education Welfare Traded Service
- Consider opening an **Early Help Assessment**

Might the impact of the child's home life or have there been any significant changes that may affect the child's capacity to make progress? (E.g. Bereavement, parental separation, taken into care, domestic violence, house/school move)



Consider what provision you can put in place to support the child and family.

- Daily check-ins with the child
- Whole school Emotional Well Being approach
- CPD for staff e.g. Trauma Informed Awareness Training
- Offer of support from school-based family support worker
- Signposting to outside agencies where relevant (e.g. Bereavement support etc)
- Offer of counselling or short-term intervention as appropriate
- Access to an online mental wellbeing community e.g. Kooth
- Consider opening an **Early Help Assessment**

Is English an Additional language for the child?



Hold a meeting with family to ask about the child's development at home, what languages are spoken, what is their understanding like in their home language.

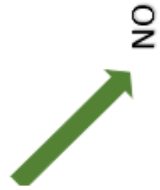
- Use a range of High Quality Teaching strategies to support EAL learners
- Visuals to support language
- Pre-tutoring of key / subject specific vocabulary
- Adaptive teaching to ensure full access to curriculum
- Use of EAL-SEND Guidance and Filter Questions
- Consider engaging the services of the **Citizenship, Language and Learning Service**

Do they have a medical condition that may be hindering their access to education?



Meet with the family and CYP to discuss their medical needs and how school can support them

- Consider a referral to the School Nursing Team in order to create an Individual Health Care Plan
- Implement any reasonable adjustments that the CYP may require to ensure they have full access to the curriculum and extra-curricular opportunities
- Involve the CYP in the decisionmaking to ensure their voice and preferences are heard



It is now assumed that all other factors have been ruled out and/or the appropriate support has been put in place.

School **MUST BE** confident that the child has experienced High Quality Teaching in an inclusive learning environment, with reasonable adjustments as required, but they continue not to make expected progress so further assessment is likely to be required to identify need.

(See *Initial Concerns Screening Tool*)