SEND policy

Westmorland Primary school

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1. Statement of intent

This policy outlines the framework for Westmorland 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.
Westmorland Primary School works within Stockport Local Education Authority, therefore the following principles underpin this policy:

- The timely identification of children and young people's needs.
- High quality provision to meet the needs of children and young people with SEND.
- The involvement of children, parents and young people in decision making.
- Collaboration between education, health and social care services to provide support.
- Successful preparation for adulthood, including independent living and employment.

1.1 Legal framework

This policy has 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:
- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

1.2 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.

1.3 Areas of Special Educational Need

Westmorland Primary School will make provision for pupils with the following 4 kinds of need:
- Communication and interaction.
- Cognition and learning.
- Social, Emotional and Mental Health.
- Sensory and / or physical.

1.4 Admissions

Westmorland Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:
● Not refusing admission for a child that has named the school in their EHC plan
● Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
● Considering applications from parents of children who have SEN but do not have an EHC plan.
● Not refusing admission for a child who has SEN 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 on the grounds that they do not have an EHC plan.

2. Roles and responsibilities

2.1 The governing body has a responsibility to:

● Fully engage parents and / or young people with SEND when drawing up policies that affect them.
● Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan
● Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
● Designate an appropriate member of staff (SENCo – Mrs E Garner) as having responsibility for co-ordinating provision for pupils with SEND.
● Appoint a designated teacher for children in our care (Mrs K George).
● Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
● Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
● Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
● Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
● 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.
● 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.
● Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

2.2 The Headteacher has a responsibility to:

● Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
● Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
● Cooperate with local authorities during annual EHC plan reviews.
● Ensure that 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 in a similar way to other important strategic roles within the school.
● 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.
● Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of all four areas of SEND.

2.3 The SENCo must:

● Be a qualified teacher.
● Attain the National Award in Special Educational Needs Coordination within three years of appointment.
● Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
● Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
● Undertake day-to-day responsibility for the operation of SEND policy.
● Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
● Liaise with the relevant designated teacher where a child in our care has SEND.
● Advise on a graduated approach to providing SEND support.
● Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
● Liaise with the parents of pupils with SEND.
● Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
● Be a key point of contact with external agencies, especially the LA and LA support services.
● 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.
● Support staff to work collectively with each child to produce a 1-page profile of the child or young person with SEND.
● Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
● Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

● Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
● Ensure that the school keeps the records of all pupils with SEN up-to-date.
● Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.

2.4 Class / subject teachers must:

● Assess, Plan, Do and Review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SEND lead and, where appropriate, the pupil themselves.
● Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
● Use appropriate assessment to set targets which are deliberately ambitious, where appropriate, using Stockport's SEND standards to guide.
● Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

3. Collaborative working

3.1 Involving pupils and parents in decision making.

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:
● Focus on the child or young person as an individual, not their SEN label.
● Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
● Highlight the child or young person's strengths and capacities.
● Enable the child or young person, 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
● Tailor support to the needs of the individual.
● Organise assessments to minimise demands on families.
● Bring together relevant professionals to discuss and agree together the overall approach.

3.2 Joint commissioning, planning, and delivery.

Westmorland Primary school will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by identifying improved system outcomes in consultation with pupils and their parents, taking into account:
● Prevention.
● Early identification / recognition.
● How pupils and their families will be able to access services
● How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE)

● How provision and support services will enable pupils to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:

● Population and demographic data
● Prevalence data for different kinds of SEN and disabilities among children and young people at 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 children with SEN and disability
● An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

● Improved educational progress and outcomes for children and young people with SEN
● Increasing the proportion of children with SEN whose needs are identified before school entry.

4. Funding

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

5. Local offer

Westmorland Primary School will cooperate with the local authority and local partners in the development and review of the local offer.

6. Identification

To identify pupils with SEND, Westmorland Primary School will:
● Assess each pupil's current skills and levels of attainment on entry using Wellcomm, Neli, teacher judgement and communication with previous settings.
● Make regular assessments of all pupils to ensure that the planned support and intervention is delivered will:

- Ensure that the child's progress is similar to that of their peers starting from the same baseline.
- Match or better the child's previous rate of progress.
- Prevent the attainment gap growing wider.

● The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
● Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of concern, teachers will raise concerns with the SENCo and discuss if a SEN support plan is needed.

6.1 Graduated approach

Westmorland Primary School follow a graduated approach to meeting the pupil's needs, including:
● Establishing a clear collaborative assessment of the pupil's needs.
● Children's level of need being assessed and monitored on a Watch List before being escalated to SEN Support if required.
● Planning 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.
● Implementing the interventions, with support of the SENCo.
● Reviewing the effectiveness of the interventions and making any necessary revisions.
• Parents will be notified that their child is accessing SEN support, targets will be shared with them and they will be involved in the review of the plan.

7. SEN Support

The support can be escalated and implemented through SEN Support where a pupil:
● Makes little or no progress when quality first teaching approaches are targeted specifically at a child's identified areas of weakness.
● Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
● Presents significant social and emotional and mental health difficulties which require enhanced pastoral support to access the curriculum and adhere to the school's behaviour policy.
● 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 the provision of a differentiated curriculum.
● All children at SEN Support will have an individualised SEN Support plan which collates all their areas of concern. This plan is shared and reviewed with parents/carers and the child.

8. Children with more complex needs

The relevant teacher or SENCo will talk with the parents about seeking advice from external support services, if a pupil:
● Continues to make little or no progress in specific areas over a long period.
● Continues working at National Curriculum levels substantially below that expected of children of a similar age.
● Continues to have difficulty in developing literacy and mathematical skills.

● 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.
● Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
● Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

8.1 Success at SEN support (SASS)

Once concerns above have been identified, the SASS route will be considered so that a 'deep dive' into that child's strengths, needs and provision can be explored further. Once consent has been obtained, the class teacher, SENCo and Inclusion Team Teacher will work together to identify what further support can be put in place to support that child as well as considering assessments that may be useful to gain a deeper understanding of that child.

9. Education, Health and Care plans (EHCPs)

9.1 EHC Needs Assessment (EHCNA)

Westmorland Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEND when the pupil's progress is limited despite a high level of intervention which is beyond the ordinarily available inclusive provision within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC 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.

9.2 EHCPs

Westmorland 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. The school will admit any child that names the school in an EHC plan. In accordance with the SEND code of practice, admission will not be possible if:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

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. 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.

9.3 Reviewing an EHCP

Westmorland Primary School will:
● Cooperate to ensure an annual review meeting takes place, including leading the meeting on behalf of the local authority if requested.
● Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
● Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
● Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
● Cooperate with the local authority during annual reviews.
● Prepare and send minutes of the meeting to everyone invited within 2 weeks of the meeting.
● Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

10. SEN and Disability Tribunal

Westmorland 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.

11. Preparing for adulthood

Westmorland Primary School will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:
● Preparation for adulthood in the planning meetings with pupils and parents from year 6.
● Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age
● Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
● Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
● Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

12. Data and record keeping

Westmorland Primary School will:
● Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard 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.
● Record details of individualised SEND provision on each child's SEN Support Plan.

12.1 Confidentiality

Westmorland Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:
● To the SEN and Disability Tribunal when parent's appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
● On the order of any court for the purpose of 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 relating to safeguarding and promoting the welfare of children.
● To Ofsted inspection teams as part of their inspections of schools and local authorities.
● To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
● To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.