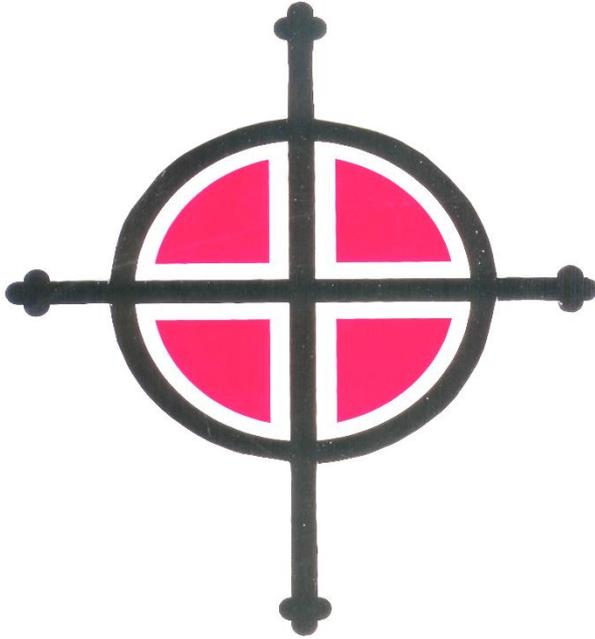


# SEND POLICY



## St Philip Westbrook C of E Aided Primary School

| Date of Review | Action                |
|----------------|-----------------------|
| JULY 2015      | Agreed with governors |
| JULY 2017      |                       |
|                |                       |
|                |                       |

## St. Philip Westbrook C.E. Aided Primary School

Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities.

**This SEND Policy works alongside and in conjunction with The Local Offer offered by Warrington Local Authority.**

### Principles

At St. Philip Westbrook we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils.

As a Church School, we aim to develop an ethos of care, empathy and understanding. This is particularly essential when dealing with children with Special Educational Needs, who may have low self-esteem.

The implementation of this policy is the responsibility of the whole staff, possibly with extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

### Definition of Special Educational Needs & Disabilities

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

Have significantly greater difficulty in learning than the majority of children of the same age.

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them (Code of Practice September 2014).

### Roles and Responsibilities

Provision for children with Special Educational Needs & Disabilities is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, and the SENCo, all other members of staff (both teaching and support staff), have significant day to day responsibilities.

**All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.**

High quality teaching, which is differentiated and personalised, should be available for all pupils. At the heart of the work of every class/school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have Special Educational Needs.

## Identification, Assessment, and Provision.

### Pupil Premium Funding

A number of children will be identified as entitled to additional support through Pupil Premium Funding. This funding relates to children who are or have been entitled to free school meals; who are or have been in the Care of the Local Authority or who belong to a family in the Armed Forces. Each and every Pupil Premium intervention should be benchmarked, undertaken and evaluated alongside the school Tracking System. A full report on the spend of this funding along with other Pupil premium interventions for those children not having Special Educational Needs will be presented to the Governors on an annual basis and reported to parents through the School Website.

#### STEP 1

A number of pupils experience delay in their learning and do not make expected progress for a variety of reasons. These pupils will have differentiated work prepared for them by their class teacher, in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the school's tracking systems and parents kept fully informed.

#### STEP 2

Where appropriate, specific interventions for delay in the following areas will be undertaken by designated members of staff:

- **Communication and Interaction (Speech and Language)**
- **Cognition and Learning (English and/or Maths)**
- **Social, Mental and Emotional Health**
- **Sensory and Physical**

It is to be expected that there will be more intensive support in Early Years Foundation Stage and KS1, with higher numbers of interventions which should then reduce through KS2. It is to be hoped that there will be considerable parental involvement in order to maximise learning situations.

#### STEP 3

Where appropriate, Individual Education Plans will be prepared by class teachers and written with reference to a child's particular needs as identified on the School Tracking System.

#### STEP 4

Classroom teachers closely track children and are able to identify those who are still not making good progress and are causing some concern. Those identified are then referred to the SENCO to arrange **ADDITIONAL SEN SUPPORT** in any or all of the four areas mentioned above.

Once a potential Special Educational Need is identified, four types of action should be taken to put effective support in place:

1. **Assess:** pupil on the data held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the early identification of action to improve outcomes.

2. **Plan:** if review of the action taken indicates that 'additional to, and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes which will include academic and development targets that take into account parent's aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress against the targets set.
4. **Review:** progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
  - If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of the a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
    1. Local Authority Support Services
    2. Specialists in other schools e.g. teaching schools, special schools
    3. Social Services
    4. Health partners such as School Nurse and Child & Adolescent Mental Health ServicesNB For a very small number of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot be reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Educational Health and Care (EHC) plan being provided.

This will be known as the Graduated Response.

**Specialist Services** and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving Additional SEN Support, staff will meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school

Individual pupil progress at **Additional SEN Support** Level will be intensively monitored at least three times per year by the school tracking system. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Headteacher.

## **STEP 5**

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an **Education Health and Care Plan** will be started by the SENCO in conjunction with the parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Warrington Local Authority.

Details of these arrangements are available from the SENCO at the school

## **School Complaints Procedure**

Please refer to the School Complaints Procedure on the school website.