



**WESTROP PRIMARY
& NURSERY SCHOOL**

Westrop Primary School Special Educational Needs Policy **2018**

Date reviewed	September 2018
Reviewed by	Tara Jeynes
Review date	September 2019

Aims

At Westrop Primary school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Westrop Primary school is proud to be a Dyslexia Friendly School and an Attachment Friendly School and is working towards the Inclusion Quality Mark.

Pupils have Special Educational Needs if they have a learning difference which calls for special educational provision to be made for them as outlined in the Special Educational Needs Code of Practice 2014.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities



- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision 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.

Roles and responsibilities

The SENCO/Inclusion Manager

The Inclusion Manager is Mrs Tara Jeynes taraj@westrop.swindon.sch.uk

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements



- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and Inclusion Manager to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the Inclusion Manager and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),



- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

At Westrop Primary School we have a graduated approach to Special Educational Needs provision. First and foremost, all children receive high quality first teaching, appropriate adaptations and differentiation is made for all of our pupils to support improvement and progress. All children throughout school are taught in a multisensory manner to suit a range of learning styles. Our learning environments are well resourced and clearly set up to allow pupils to get the best from their learning.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Regular Pupil Progress meetings ensure that staff are aware of these groups of pupils and can quickly match intervention to support them.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Some children requiring more personalised and intensive intervention may be added to the SEN support register. Children are identified by liaison with class teachers, parents and the Inclusion Manager. The SEN support register is colour coded to show levels of need and support;

- Red- Education and Health Care Plan
- Yellow- SEN support (receiving intervention and support above the level of others)
- Green- monitoring list

Those children who are identified as requiring additional support are aided through short and focussed interventions with either class teachers or experienced teaching assistants. Children may also access intervention groups within our Nurture room- The Den. All interventions are identified on class provision maps which outline targets and progress.



Parents will be consulted when their child is involved in interventions within school and will be involved in regular discussion about their needs through parents meetings, drop in sessions and reports three times a year.

Children on the Red or Yellow SEN list will be invited to meetings with the Inclusion Manager and Class teachers during the year to discuss progress towards targets, external support and further interventions. Those children with an Education and Health Care Plan will have an annual review where their plan is looked at in detail.

Some families are supported through the Early Help Record process, this includes outlining the needs of the family and working together with other agencies to set targets and goals. Regular meetings are held to show progress towards these targets referred to as Team Around the Child meetings (TAC).

Children on our red or yellow SEN register also have a pupil passport which outlines how they learn best, likes and dislikes and provision which works well. These are shared with all staff to help people to best support individual needs. Children have a key role to play in setting their targets and updating their pupil passports.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Provision maps and passports are evaluated at least three times a year.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At Westrop we believe that a structured transition is key to success for pupils. The Inclusion Manager will involve Secondary SENCOs at the Year 5 reviews of pupils to ensure that early identification and support is in place. A structured transition program is put into place in Year 6 involving additional visits to placements over a range of different times of day, looking at transport needs or walking the route to the new setting. We have built good relationships with other settings to ensure that transitions into and from our setting are as positive as possible.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and language support e.g. specific targets or intervention such as Talk Boost
- Fine/ gross motor skills support e.g. SPARKs, Dough Disco or Squiggle
- Additional handwriting
- Additional phonics
- Additional maths
- Additional literacy



- Reading boost e.g. Book Worms
- Social skills groups
- Emotional skills groups
- Sensory support groups

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, writing slopes, pencil grips, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Some children may be in receipt of additional funding based upon their Specific needs, this can be used flexibly to support the child including funding equipment, intervention and additional support.

Specific teaching assistant can be used to support individuals or small groups of pupils in receipt of additional funding, this will be analysed as part of the review process and may include support with non- structured times or during transition times in the day.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language
- Mental health (TAMHs)
- ASD support
- Speech and language
- Hearing support
- Visual support
- Specific learning difficulties
- Occupational therapy
- Behaviour support
- Paediatrician
- Parent support
- Assistive technology (ICT)
- Educational Psychologist
- Social services
- School nurse
- Family support workers



- Parent support services

Agency involvement varies but may include meetings with parents and staff, training, reports and involvement in family meetings.

Expertise and training of staff

Our Inclusion Manager has over ten years of experience in this role. They are allocated one day a week to manage SEN provision.

We have a team of nineteen teaching assistants, including five higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff are given an SEN audit each year to highlight training needs, these are added to the CPD calendar each year.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the Inclusion Manager
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Westrop all of our pupils are welcomed and encouraged to fully participate in the activities available within our broad curriculum.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Steps have been taken around the site to ensure that it is accessible to all including; ramp access, lifts, handrails and low level button access and exits. Westrop has an accessibility plan which is reviewed every three years and is available on the school website. Individual children's accessibility needs are also monitored regularly.



Support for improving emotional and social development

At Westrop we believe that children's emotional wellbeing is paramount to their ability to learn. At Westrop we are proud of our Nurture provision- The Den. This base offers support for children to learn social and emotional skills through structured intervention and drop in sessions.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of groups within The Den to teach social skills, develop wellbeing and support emotional learning
- Pupils with SEN are encouraged to access our Nurture breakfasts and drop in sessions
- Pupils with SEN are encouraged to be play buddies on the school playground
- We have a zero tolerance approach to bullying

Complaints about SEN provision

At Westrop we are committed to having good relationships with our families, this ensures that we are all working together to best meet the needs of the children. Our Inclusion Manager holds regular meeting, drops in sessions and is available by phone or email.

Any complaints about SEN provision in our school should be made to the Class teacher in the first instance, before being passed on to the Inclusion Manager or Head Teacher. They will then be referred to the school's complaints policy.

Contact details of support services for parents of pupils with SEN- the local offer

All information about SEND services available in Swindon can be found on the following website <http://www.mycaremysupport.co.uk/>

Monitoring arrangements

This policy and information report will be reviewed by Tara Jeynes (Inclusion Manager) annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives



- Supporting pupils with medical conditions

