

# WESTGATE PRIMARY SCHOOL

## **Special Educational Needs and Disabilities (SEND) Policy**

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Written by: Vicky Hodgson  
Updated: September 2024  
To be reviewed: September 2025

## **Special Educational Needs and Disability (SEND) Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 (0-25) and has been written with reference to the following documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Coordinator (SENDCO) with the SEN Governor in liaison with the Senior Leadership Team (SLT) and staff and parents of pupils with SEND (Special Educational Needs and Disabilities).

### **What are Special Educational Needs and Disabilities?**

#### **Our Values and Vision**

At Westgate Primary School we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

At different times in their school life, a child or young person may have a special educational need. The code provides a definition of SEN:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or  
have a disability 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.'

If a child is identified as having SEN, we will work closely with them and their parents to provide provision that is additional to or different from the differentiated curriculum which is already in place. We work with children to overcome barriers to learning.

## **Aims of SEND Provision**

At Westgate Primary School, in order to meet the needs of our children, we will;

- identify pupils with SEN as early as possible and put relevant and purposeful intervention in place;
- identify children who are underachieving and identify reasons for this;
- support children to make the best progress of which they are capable;
- maintain appropriate records and to monitor pupil progress;
- provide full access to the curriculum in all areas;
- work in partnership with children and parents;
- work with outside agencies who provide specialist support
- provide ongoing training for all staff working with children with SEND.

*Good practice for SEN children is good practice for all children*

## **Who is Responsible for SEND Provision?**

### **Roles and Responsibilities**

#### **SEND Governors**

Hannah Lindsay and Emma Townley are our current Governors with responsibility for monitoring SEND provision at Westgate Primary School. They have regular contact with the SENDCO and the Senior Management Team of the school to keep up-to-date with and monitor the school's SEN provision. The governing body of the school has a duty to publish an SEND Information Report annually, which reports on the school's SEND provision.

#### **The Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

Vicky Hodgson is responsible for co-ordinating the provision for SEND throughout the school. She receives a Teaching & Learning Responsibility (TLR) allowance for this and is a member of the senior leadership team.. The post is part-time, currently four days a week. As SENCO Vicky Hodgson;

- has responsibility for the day to day operation of the SEND policy.
- maintains a register of children with SEND and ensures that the records on children with SEND are up-to-date.
- works closely with the Headteacher and Senior Management Team, the teaching and support staff in co-ordinating provision for our SEND children.
- manages the Assistant SENDCo (Level 3) employed to monitor and support the provision of children with SEND.
- manages SEND Champions who have duties in relation to monitoring and supporting the provision for specific areas of SEND
- advises staff who support individual children, including those with a Statement of Special Educational Needs or an Education, Health and Care Plan.
- liaises with the staff in school who have responsibility for safeguarding children, monitoring attendance and supporting family difficulties.

- liaises with the Health and Safety Co-ordinator.
- Works closely with the parents of children with SEND.
- liaises with outside agencies to gain advice and support for children with SEND.
- contributes to and organises in-service training for staff on SEND issues.

Designated Lead for Safeguarding: Vicky Hodgson  
 Children Looked After (CLA) Lead: Vicky Hodgson  
 Supporting Children with Medical Conditions: Vicky Hodgson

### Class Teachers

#### **The Code of Practice says that every teacher is a teacher of SEN.**

It says that 'class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils'. Where concerns are identified, teachers should work with the special educational needs co-ordinator (SENCO) to assess whether the child has SEN. Teachers should set clear progress targets for all pupils with SEN that focus on 'their potential to achieve at or above expectation'.

Schools must engage parents and young people in decisions about matters that relate to their own or their child's SEN, including how those needs should be met. Class teachers, in consultation with the SENCO, may be asked to hold regular meetings with parents to discuss their child's progress towards agreed outcomes.

### SEND Support Staff

The school employs a full-time SENDCo Assistant (Level 3) to assist the SENCO in supporting and monitoring children with SEND throughout the school.

They support with maintaining and updating SEND records and files in school. They are aware of any developments regarding children with SEND. They attend review meetings and suggest appropriate provision or intervention for pupils. They support and advise other teaching assistants, helping them to allocate and make resources for children. They monitor the progress children are making in intervention programmes and in their learning in general. They complete assessments of pupils and help to identify SEND.

Some children, with more severe and complex needs, are supported at different levels, on an individual basis, by Teaching Assistants employed through the school's Notional SEND Funding.

The school employs two Inclusion Support Coordinators, one Inclusion Teaching Assistants and an Attendance Manager who monitors attendance and work on a daily basis in school with individuals and small groups of children to support their social, emotional, mental health and behavioural needs.

### SEND Champions

Westgate Primary School has assigned SEND Champions for specific areas of SEND. SEND Champions have been identified to support the role of the SENDCo by;

- developing a good knowledge and understanding of a specific type of SEND
- studying and attending professional training to gain the knowledge and understanding needed to complete the role.
- actively promoting and raising awareness of a particular area of SEND
- working with staff to help identify pupils with a specific need type, including completing assessments
- ensuring the curriculum is differentiated for and supports pupils specific needs
- ensuring that there are appropriate resources in school
- Supporting and advising staff to ensure that appropriate provision is in place

- Liaising with relevant external services and professionals

### SEND Specialist Support

Westgate Primary School employs an Educational Psychologist (Maria Lyon) and Speech Therapist (Carolyn Darby), to assess and identify the needs of the children and to work alongside and support staff within school. They also deliver training to all staff within school.

We also employ the services of Specialist Teachers, who assess and identify the needs of children, work alongside children and advise and support staff within school. These specialist staff include;

Lyndon Day (Cognition and Learning Difficulties)

Ruth Glynn (Neurodevelopmental Conditions)

### Family Support

The school's Inclusion Support Co-ordinators (Emma Finch and Marie Wilkinson) support children and their families who are having difficulties. The SENDCO meets weekly with the Inclusion Team, to share information about the progress of children and families.

### **Identifying Special Educational Needs**

Special Educational Needs and provision can be considered as falling into four broad areas (SEN Code of Practice 2015)

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the Senior Leadership Team (SLT) and Class Teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At Westgate Primary we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

We consider what is **NOT** SEND but may impact on progress and attainment:

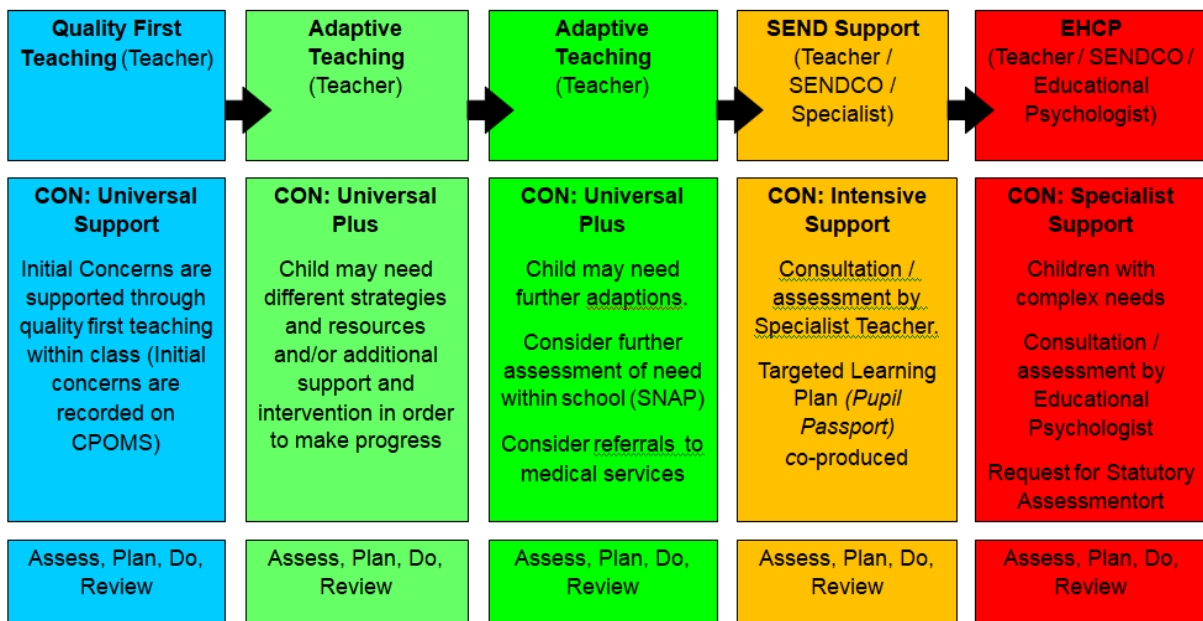
- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding

- Being a Looked After Child or Previously Looked After Child
- Being a child of a Serviceman/woman

The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching

Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the SENDCo in consultation with Class Teachers.

## A Graduated Approach to SEND



*\*also see attached flow chart 'Identification of and Provision for SEND'*

At Westgate Primary **Quality First Teaching (Wave 1)**, differentiated for individual children, is the first step in responding to pupils who may have SEN.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.

The decision to make Special Educational Provision involves the SENDCo, Class Teacher, Specialist Teachers or Therapists and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress.

Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEND Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

### **Targeted interventions (Wave 2)**

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make progress - targets are used in both group and class work
- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress are shared

### **Specified Individual support (Wave 3)**

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan or if they have been assessed by Specialist Teachers or agencies
- Children with Social and Emotional and Mental health needs are supported by a member of the Inclusion Team.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational and Physiotherapy Therapy
- Educational Psychology Services
- Morecambe Road School
- SEND Services (Local Authority)
- Independent Specialist Teachers

Staff are trained regularly with regard to SEN and specific training is offered according to need. The School Nurse Team are available to train staff for any specific medical need.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We review educational processes for all children in school termly.

## **Managing Pupils Needs on the SEN register**

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

Targeted Learning Plans (TLPs) are used to evidence adapted provision as informed by specialist advice.

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

A child will be removed from the SEND register when they are accessing differentiation within the class; that is, they do not need anything above and beyond what is offered to the class as a whole.

## **Admission Arrangements**

Admission arrangements for all pupils and pupils with SEND at Westgate Primary School are outlined in the School's Admissions Policy and are in line with Lancashire County Council's Admissions Policy;

The school is aware of the statutory requirements of;

- The Children's and Families Act 2014,
- The Special Educational Needs and Disability Regulations 2014
- The 0-25 Special Educational Needs and Disability Code of Practice
- Equalities Act 2010

We will meet the requirements of this legislation. Children with additional needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Admission to Reception is initially on a part-time basis. These arrangements can be flexible to cater for individual needs. Prior to starting school, the parents and/or carers of children with SEND will be invited to discuss the provision that can be made to meet their identified needs.

## **Supporting Children and Families**

Families can be directed towards the school's SEND Report and Lancashire's Local Offer in order to make decisions about next steps for children.

Our building was designed to achieve full access to pupils and adults with physical disabilities. Ramps have been provided around school and there are disabled toilets available for pupils and adults with physical disabilities. A lowered hatch has been built at the entrance to school.

Transition between school placements and key stages is fully supported at Westgate Primary. Children and families will have the opportunity to access support from a member of the 'Inclusion Team' within school in order to make smooth transitions.

At school we pride ourselves on having strong links with other agencies. We work alongside:

- Parent support organisations
- Children and Family Wellbeing Service
- Children's Social Care
- School Nurse Team



We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

### **Supporting Children with Medical Conditions**

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and in physical education. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Pupils with medical conditions that require support within school, on school trips or in physical education will have an Individual Health Care Plan, outlining their condition and the provision required to support this.

Some will also have SEND and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

The person responsible for coordinating provision for children with medical needs is **Vicky Hodgson**.

### **Monitoring and Evaluating SEND Provision in School**

The SENDCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENDCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

### **Training and Resources**

Training needs and resource implications are identified through pupil progress meetings and a Provision Map for intervention is put in place. The Senior Leadership Team is responsible for updating the provision map and overseeing provision in school.

Teacher appraisals and professional discussions for support staff identify individual training needs. Training is put in place in response to these discussions.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

The SENDCo regularly attends training to keep up to date with local and national updates in SEND.

### **Funding**

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and Disabilities. Most of these resources are determined by a local funding formula discussed with the local schools' forum.

Schools have an amount defined within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget (SEND Code Of Practice 2015)

### **Storing and Managing Information**

Documents are stored securely in school. Hard copies of documents are kept in secure cabinets within secure offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

## **Complaints Procedure**

If any parent has any concerns regarding the education of their child with SEND they should contact school immediately and make an appointment to see the SENDCo, the Class Teacher or the Headteacher in line with the school's Standard Complaints Procedure. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

## **Bullying**

Vulnerable children and their families in school have access to support from a member of the school's Inclusion Team. School liaises with a range of specialist services in order to provide full support for a range of additional needs.

## **Links to other relevant School Policies and Documentation**

Accessibility Plan  
Admissions Policy  
Assessment Policy  
Attendance Policy  
Safeguarding and Child Protection Policy and Procedures  
CLA Policy  
EAL Policy  
Health and Safety Policy  
Inclusion Policy  
Local Offer  
SEND Information Report  
Single Equalities Policy  
Supporting Pupils with Medical Conditions Policy



## Identification of and Provision for SEND



•Quality First Teaching is in place |  
•Concerns about a pupil are raised - lack of progress / displaying difficult behaviour / speech

