

*West Lodge School*

**Special Educational Needs  
& Disability Policy**

**Policy Reviewed: April 2018**

**To be Reviewed: March 2019**

**Signed:**

**Dated:**

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

Name of SENCo: Mrs Wendy Masters

Name of SEN Governor: Mrs Chris Head-Rapson

### **What is covered in this policy:**

1. Aims.
2. What is meant by special educational needs or a disability (SEND)
3. Identification of Special Educational Needs.
4. Monitoring and reviewing.
5. Roles and responsibilities.
6. What should a parent do if they think their child may have special or additional educational needs?
7. How will children with SEND be included in activities outside the classroom including school trips?
8. Pupils with medical needs.
9. Partnership with parents.
10. Support services for parents.
11. Pupil Voice.
12. Access arrangements for exam concessions.
13. Monitoring and Evaluation.
14. Complaints.

## **1. Aims of this SEND policy**

This policy also applies to the Early Years Foundation Stage (EYFS) and before and after school activities.

West Lodge School provides a broad and balanced curriculum for all children. The school is a non-selective school. The school recognises that pupils will attain different levels at different times, and that some will require an increased level of support in order to maintain progress. This policy indicates the steps that will be taken to ensure that pupils' progress is being monitored and what action is to be taken to increase the opportunities for success. It should be noted that we do not have the facilities to offer highly specialised and intensive treatment.

The school will have regard to the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015).

The school has appointed a Special Educational Needs and Disabilities Co-ordinator (SENCo) – Mrs Wendy Masters.

At West Lodge School we aim to enable all children to achieve their full potential and to develop the skills and processes required for them to become independent learners. We will support all children to help them to develop a positive self-image and we will offer them all purposeful learning experiences.

The school will develop a vision of inclusion, which will be based upon the desire to create a socially inclusive community within the school. No child will be discriminated against because of disability or learning difficulty. To this end the school will make reasonable adjustments to promote and extend access for children with special educational needs and disabilities. We aim to create an environment where there is a place for everyone and there is a feeling that everyone belongs.

The aims of our special educational needs and disability (SEND) policy and practice in this school are to work within the guidance provided in the SEND Code of Practice (2015):

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that children and young people with SEND are included in the activities of the school with pupils who do not have SEND.
- To identify children within the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, emotional and mental health,
  4. Sensory/physical.
- To provide quality first, highly differentiated teaching to meet the needs of all children.
- To listen, respond to and work in partnership with parent/carers and pupils in order to ensure that they are involved in the planning of their provision.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with neighbouring local authorities and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of our vulnerable learners.

## **2). What is meant by special educational needs or a disability (SEND)?**

The definition for SEN and for disability from the SEND Code of Practice (2015) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means, for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

## **3. Identification of SEN**

When a child fails to respond to the strategies put in place in the classroom, further school-based action is sometimes necessary. We know when pupils need help if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- Screening or intervention monitoring such as that completed on entry, or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Pupils’ attainments are tracked using the whole school tracking system and are then discussed in termly progress meetings that are undertaken

between the class teacher, SENCO and a member of the Senior Leadership team.

- Additional action to increase the rate of progress is identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.
- Where it is felt that special educational provision is required, parents will be consulted and their support for additional provision for their child will be sought.
- Action relating to SEN support will be modelled on the 2015 Code of Practice graduated approach and follow an **assess, plan, do and review model**:

1. **Assess:** A pupil's current rate of progress, attainment and ability together with current provision being made for them will be considered by the class teacher and SENCO in order to make an accurate assessment of the pupil's needs. Parents will also be consulted for their input.

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, implemented and recorded by the class/subject teacher with advice from the SENCO. These will be recorded on the class provision map.

3. **Do:** The class teacher remains responsible for all children, including those identified with SEN, and quality first teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEN support) will be recorded on the class provision map and, where needed, an individual education plan (IEP) that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' and children's views. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. All pupils receiving additional support will help to write their Pupil Passport which will be circulated to all staff who work with them to show how they can best be supported.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with pupils, parents and staff.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- Speech and Language therapist
- Occupational Therapy
- Visual or Hearing Impairment team
- Educational Psychologist
- Community Paediatricians
- CAMHS (Child Adolescent Mental Health Services)

External specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

For a small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot 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 Education, Health and Care plan (EHCP) being provided.

Those children with learning difficulties and/or disabilities, as well as those with an EHCP are identified and assessed as early as possible. Strengths as well as weaknesses are always identified.

Wherever possible, children with learning difficulties and/or disabilities, as well as those with an EHCP, are supported within the classroom setting. At times, there are also different strands of support and action which may be taken to meet children's needs within the teaching environment. For example, a pupil may be withdrawn for additional help at specified times on a one-to-one basis. At other times, a pupil may work with additional support in a small group situation.

#### **4. Monitoring and Review Process**

- The names of children on the SEN support list are updated termly.
- Under "Assess, plan, do and review" the SENCO, together with members of the SMT, monitors the progress of children within school.
- The SENCO, in consultation with class teachers, analyses termly test results and identifies the children who will need support to take their learning forward.
- Provision maps, Individual Education Plans and Pupil Passports are reviewed termly.
- EHC plans are reviewed annually. All parties involved with the child are invited to contribute to the review and they are invited to the review meeting at the school.

#### **5. Roles and Responsibilities**

Provision for children with special educational needs is a matter for the whole school. The governing body, the Head Teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

##### **The Governing Body**

- The Governing Body will do its best to secure the necessary provision for any pupil identified as having special educational needs.
- The Governing Body will review the Policy and Working Practice Guidelines.

##### **The Head Teacher**

- The Head Teacher is responsible for the management of all aspects of the school's work, including provision for children with special educational needs/ learning difficulties and disabilities.

## **The SENCo**

The key responsibilities of the SEND Co-ordinator are:

- To oversee the day-to-day operation of the school's SEND policy
- To co-ordinate provision for children with SEND
- To liaise with and advise fellow teachers
- To manage learning support assistants
- To oversee the records of all children with SEND.
- To liaise with parents of children with SEND.
- To contribute to the in-service training of staff
- To liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Where necessary is able to carry out certain assessments to help identify specific barriers to learning.

## **Curriculum Co-ordinators**

- The curriculum co-ordinators are responsible for ensuring that curriculum policies are inclusive of all children and reflect the needs of those with SEND.

## **Class Teachers**

- Class Teachers are responsible for the day-to-day support of children with SEND by delivering quality first, highly differentiated teaching which meets the needs of the child's targets as set out in their IEP
- Together with the SENCO, class teachers will set and review targets and provision on Provision maps and Individual Education Plans.
- Effective communication between class teachers especially during times of transition, for example from one key stage to the next, will help identify children with SEND and ensure a smooth transition and successful inclusion.
- Any information passed to the school from any Early Years settings or parents/carers, regarding children with learning difficulties and disabilities, will be shared with the SENCo.
- The class teacher usually initiates concerns that a child may have learning or other difficulties. These concerns are shared with the SENCo.
- The class teacher then talks to the child's parents/carers and their views on the child's development and any background information provided are taken into account to help in making an assessment of the difficulties.

## **6) What should a parent do if they think their child may have special or additional educational needs?**

- If parents have concerns relating to their child's learning these are initially discussed with the child's teacher. This may then result in a referral to the school SENCo.

- Parents may also contact the SENCo or the Head Teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **7) How will children with SEND be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

### **8) Pupils with medical needs (Statutory duty under the Children and Families Act)** See also First Aid Policy incorporating supporting children with medical conditions.

- Pupils with medical needs that affect daily access or require the administration of medical support will have a detailed Health Care Plan compiled in partnership with the designated member of staff and parents and the pupil themselves.
- It is the parent's responsibility to keep the school informed about any changes to the pupils condition or medication and to make sure that all medication kept in school is within date.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014.

### **9. Partnership with Parents**

The school recognises and values the importance of working in partnership with parents and welcomes the valued support they can offer. Parents have a unique knowledge of their child and valuable information to share with the school which will contribute to the identification and assessment of the child's needs. We understand the concern parents may feel when their child's learning difficulties are first identified and seek to alleviate their anxieties by keeping them fully informed and involved at all times. Parents' input is sought when agreeing IEP targets and pupil passports and if applying for an EHCP. The SENCo operates an open door policy and parents are able to discuss any concerns that they might have about their child whenever they arise.



## **10) Support services for parents of pupils with SEND include:**

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. These can be accessed via the Local Authority website and their Local Offer information.
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- Bexley VOICE and SNAP are parental run services which can advise and support families with children who have additional or special educational needs.
  - [www.bexleyvoice.org.uk](http://www.bexleyvoice.org.uk)
  - [www.bexleysnap.org.uk](http://www.bexleysnap.org.uk)

## **11) Pupil Voice**

Pupils have a right to participate and express an opinion in any matter affecting them. The school will, wherever possible enable children to play a full and active part in any plans that are drawn up on their behalf and the views of the child will be sought and, where practical, taken into account. Children with SEND will work with the SENCO to compile their own Pupil Passports. Where appropriate, IEP targets will be discussed and reviewed with children, so enabling them to have ownership of their learning.

## **12. Access arrangements for exam concessions**

Where a pupil has a history of need, support and concessions to the normal way of working, assessment and application for access arrangements for public examinations will be made by the school. For Bexley Selection Tests, the Local Authority requires that the pupils SEN has been identified at least a year before the application and that concessions or adaptations similar to those being requested are the pupils normal way of working. An EP assessment or similar medical report will be required to support the request. Details about this can be found on Bexley Council's website.

## **Evaluation/Success Criteria**

In order to demonstrate the effectiveness of this policy the Governors and staff will keep the aims and principles of this policy under review. To enable them to do this the following questions will be addressed:

- Have all pupils, including those with learning difficulties and disabilities, had access to a broad and balanced curriculum, encompassing the National Curriculum?
- Have all SEND pupils been included in all school activities in accordance with our inclusion statement?
- How many SEND pupils are identified and has appropriate provision been made for them?
- Are all staff aware of the needs of those children with SEND?
- Have the needs of SEND pupils been considered in any alterations made to the school building or site?

- Have adequate arrangements been made to involve parents in the provision made for their child's learning difficulties and disabilities at each level?
- Do children with SEND feel involved in the provision and support they are receiving?
- Has effective use been made of external support services?

#### **14. Complaint Procedure**

All parental complaints regarding SEND provision for a pupil should proceed through the school's line management. The parent will first discuss their concerns with the class Teacher, then with the SENCo and then with the Head Teacher. If a parent is still dissatisfied, complaints can be referred to the Chairman of Governors. When a child has a Statement of Special Educational Need or an EHC plan parents have the right to contact the LEA if they are not happy with the Governing Body's response. If parents wish to appeal against a final decision made by the LEA about Statements or EHC plans they can put their case to the Special Educational Needs Tribunal. Details about this Tribunal can be obtained from the websites of the Local Authorities.