



CORE PURPOSE STATEMENT:

At Westbury Park School we value and respect one another. Our learning community inspires and challenges us to do our best, to develop confidence to make positive choices in a changing world, so that together we discover tomorrow.

1] Summary

Special Educational Needs & Disability Coordinator (SENDCo): Clare Heysham, teacher and member of School Leadership Team.

Westbury Park beliefs and values:

Westbury Park School is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those having been identified as having SEND (special educational needs or disability) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We feel strongly that every teacher is a teacher of every child including those with SEND.

Westbury Park School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for and achievement of many different groups of learners, including SEND, as follows:

- girls and boys (to ensure there is no significant disparity either way)
- summer born children (especially in Key Stage 1)
- minority ethnic and faith groups.
- learners who need support to learn English as an additional language (EAL)
- learners with SEND (special educational needs)
- those who are "looked after" by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- children of service men or women
- children in receipt of pupil premium funding
- any learners who are at risk of disaffection and exclusion
- children with any kind of physical disability
- children in families who have issues with attendance and punctuality
- children in families where there are any other health and welfare issues

This policy (along with the [graduated response](#) and [school information report](#)) describes the way we meet the needs of any children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school. For some children, several different factors may come into play.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Westbury Park School we aim to identify these needs as they arise and provide teaching



and learning contexts which enable every child to achieve to his or her full potential.

Westbury Park School sees the inclusion of children identified as having SEND as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the local community. We recognise that parents and families know their child's needs best and we work hard to build strong relationships with home in order to provide the best support for the child.

2] The longer view

At Westbury Park our objectives for the children with SEND are the same as they are for any children in the school, in other words to ensure that they thrive and achieve.

In order to do this, we:

1. continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible, and we use information from home and from other settings when children join the school in order to identify pupils who have special educational needs and additional needs

2. work within the guidance provided in the SEND Code of Practice 2014

3. operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, providing access to the curriculum through differentiated planning and other support as appropriate (please see the school's 'graduated response' diagram for more detail:

http://www.westburyparkschool.co.uk/docs/new_SEND_COP/Westbury_park_graduated_response_1.pdf

4. provide a Special Educational Needs Coordinator (SENDCo)

5. provide support and advice for all staff working with special educational needs pupils. For further detailed information please read our 'school information report':

http://www.westburyparkschool.co.uk/docs/new_SEND_COP/Westbury_Park_Primary_Local_Offer_Nov_2014final.pdf

3] Identifying Special Educational Needs & Disabilities

The SEND Code of Practice 2014 outlines 4 broad categories of need:

1. Communication and interaction (including Autistic Spectrum Condition (ASC) and other speech, language and communication needs)
2. Cognition and learning (including moderate or severe learning difficulties, profound or multiple learning difficulties and specific learning difficulties such as dyslexia)
3. Social, emotional and mental health difficulties (such as attachment disorder, depression, anxiety or eating disorders)
4. Sensory and/or physical needs (such as hearing or vision impairment, multiple sclerosis or a missing limb)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Westbury Park we identify the needs of pupils by considering the needs of the whole child, not just their special educational needs. It is understood that some children's needs will fall into more than one of these categories.

Difficult or disruptive behaviour is often due to a child's needs not being met, or to unidentified underlying issues. The school's behaviour policy acknowledges this (add LINK TO BEHAVIOUR POLICY) and, where behaviour is a problem, every attempt will be made to identify the issue and meet the child's need by appropriate moderation of the environment or the curriculum.

We also recognise that other factors which are **NOT SEND** may impact on progress and attainment, such as

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman



4] A Graduated Approach to SEND Support

Westbury Park is committed to quality first teaching for all the children in the school. Pupils are generally only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments that constitute good quality teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If a child is still having difficulties, despite quality first teaching, the teacher will meet with the family and discuss any concerns. They will consider all of the information gathered from home and school about the pupil's progress, alongside national data and expectations of progress.

At this point they may decide to involve the SENDCo and write a pupil passport with the child. Where it is agreed between home and school that the child needs individually differentiated plans and/or additional small group and/or one to one support *alongside* a pupil passport and regular additional reviews of progress, then the child's name will be recorded on the SEND register.

Other children who need to be listed on the SEND register include:

- children diagnosed with a specific learning difficulty (such as dyslexia) or physical need (such as hearing impairment)
- children who come into the school with known SEND
- children who have a Statement
- children who have an Education Health Care Plan (EHCP)
- children who have additional funding under the Banded Universal Descriptors (BUDS)
- children with any kind of outside agency support
- looked after children (and some adopted children, depending on levels of need)

For higher levels of need, our schools can refer to a range of external agencies and professionals. The SENDCo can also carry out a number of in-house assessments. (For more detail please refer to the [graduated response](#) and the [school information report](#), which outline how the school uses the assess-Plan-Do-Review cycle to support children).

5] managing pupils needs on the SEND register

Teachers at Westbury Park have progress meetings for all children twice a year with families, with reports being sent home in the summer term. The school uses a mixture of methods for tracking progress, including the Classroom Monitor system, and there are pupil progress meetings between each class teacher and a member of the SLT three times a year, to discuss the progress of classes, groups and individuals.

For children on the SEND register there will also be a plan for the individual child, which is called a '**pupil passport**'. This is being introduced at Westbury Park school in 2014/2015 as part of the school's response to the child and family centered nature of the 2014 SEND Code of Practice, and will replace older forms (such as the Individual Education Plan (IEP) and the Learning or Pastoral Support plans). This plan will be written with the family, the child, the class teacher and the SENDCo involved. If a child has a pupil passport, this means that they do have formally identified SEND of some kind and they will be put on the school's SEND register on SIMS.

The passport will be child centered and very clear about each child's strengths and needs. It will set out how the team – the child, the school, the family – will work together to help him/her reach the targets that are felt to be important. The kinds of support available at school will range from some additional small group work, or



strategies for the child him/herself to use, to 1:1 support from a teaching assistant for some or all of the time. For examples of the kinds of support and strategies likely to be used at different levels of need, please refer to the [graduated response](#) diagram.

Pupil passports will be updated as necessary, often three times a year, to adapt to changing needs and progress. This will be done by meeting with the family and the child, usually at the end of the school day, to review the plan, discuss progress and then either update the passport or decide that it's no longer needed. Some children will have long term needs and will have a pupil passport for much of their school career, others may have one for a brief period and then move off the SEND register once their needs have been met. These meetings will be in addition to the usual parents' consultation meetings that are held throughout the year.

For children with higher levels of need, there will be a more detailed long term plan, called an **Education Health Care Plan** (EHCP). This is replacing the older 'statements'.

6] Criteria for exiting the SEND Register/record

Once a child is making adequate progress, or once the need is no longer evident or relevant (for instance a child who had difficult behaviour due to a difficult family situation that has since been resolved, or a child who needed speech and language therapy due to a lisp that is no longer happening) then at the next pupil passport meeting, with the agreement of all parties (child, family and school), the child's name will be removed from the SEND register by the SENDCo.

7] supporting pupils and families

Bristol LA has a very comprehensive website for supporting families and children who have SEND, which is called '[Findability](#)'. Just click on the word for a link to the website, or follow this link:

<http://www.findabilitybristol.org.uk/>

Here is a link directly to our school's [SEND Information Report](#), which has more detailed information on how families and children with SEND are supported at Westbury Park School.

8] supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has an administration of medicines policy and an Intimate care policy, which can be found on the school website. For children with more complex medical needs, the school will ensure that their needs are met as appropriate on an individual basis.

9] Monitoring and evaluation of SEND

The school SLT, of whom the SENDCo is a member, regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We use comprehensive classroom observations, peer observation, governors' learning walks, visits from our School Improvement Advisor and staff appraisals to ensure a high quality of teaching for all children.

We also have regular work audits by subject leaders as well as sampling parent views (for example through the annual parent questionnaire) and pupils' views (for instance through the school council and exit interviews). Our middle management team undertake detailed research projects (for example into the progress of summer born reception children in writing) in order to focus planning and support even further.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.



10] Training and resources

All teaching staff, and most teaching assistants, have had some training over the last few years in autism, dyslexia, attachment disorder, working memory issues, speech language and communication needs and obsessive compulsive disorder. This is delivered as a rolling programme through a series of staff meetings or inset days delivered by the school SENDCo or visiting outside speakers. All staff in the school have regular safeguarding training and we have all undertaken the Team Teach training, which is also regularly updated (see link to the Team Teach website: <http://www.team-teach.co.uk/>).

In addition, the SENDCo keeps a library of resources on each of the four areas of special need which can be borrowed and used by all staff as the need arises. This is also a resource shared with parents and families as requested. As she learns new information, she endeavours to share it as widely as possible so that expertise is spread throughout the school.

Individual staff members have studied areas that interest them or that they have needed to work with specific children. For instance, we currently have an experienced HLTA who has a high level of expertise in speech, language and communication issues having carried out two years of training with the local SALT team; we have two staff who are qualified in delivering the Drawing and Talking therapeutic intervention; we have a number of staff who have worked with CAMHS on a 'chill skills' course who now deliver the Gingerbread club, and so on. The school SENDCo will be completing the NASENDCo qualification by the end of 2018 (having taken on the role in 2015).

This is a constantly changing picture, but the overall approach of all the staff in the school, teaching and non-teaching, is a commitment to lifelong learning and to improving our own skills. As new children arrive and new needs emerge, so we will undertake training or do the research needed, with the support of the school SENDCo and the school management team, to understand and meet the needs of these children.

The school's SENDCo regularly attends the local SENDCo cluster network meetings in order to keep up to date with local and national updates in SEND.

11] Roles and responsibilities

The role of SEND Governor is to be a link between the governing body and the school in relation to pupils with SEND. S/he helps the governing body to ensure it fulfils its statutory duties towards pupils with SEND. The SEND Governor also has responsibility for the following:

- to raise awareness of SEND issues at committee and FGB meetings; help ensure that SEND issues are an integral part of school planning and budget setting
- to help review the school's SEND policy and procedures, i.e. compliance with SEND & equalities legislation
- to act as a critical friend - support and challenge the SENDCO
- to check that the SENDCO is in place and properly trained
- to help to ensure that the funds are allocated each year within the school budget specifically to cater for SEND pupils and to support the implementation of the SEND policy
- to help ensure that the school communicates well with parents/carers of pupils with SEND

The role of the SENDO is to promote the needs of children with SEND and to care for them and their families in school. S/he is responsible for implementing this policy and ensuring that it is fully complied with by all staff working at the school. As a full member of the School Leadership Team, the SENDCO is fully involved in strategic decision making and the day to day running of the school.

SEND Learning Support Assistants receive specific professional development in order to support the teaching and learning of individual children within the mainstream school. The support timetable is reviewed annually, by the SENDCo and the management team, in line with current pupil needs, educational initiatives such as the literacy and numeracy strategies, and the budget. Additional support may be funded through applying for funds using the BUDS system from the LA.

The Headteacher, John Jolliffe, is the Designated Teacher with specific Safeguarding responsibility. The deputy



and assistant heads (Richard Bamber and Helen Clark) are the members of staff responsible for managing PPG/LAC funding.

12] Storing and managing information

Please refer to the school's information management policy which is available from the school office.

13] Reviewing the policy

This policy will be reviewed annually by the governors' school improvement committee in consultation with the SENDCo and SEND governor.

14] Accessibility: Statutory Responsibilities

Please refer to the school's accessibility plan which is available from the school website

15] Dealing with complaints

Please refer to the school's complaints policy which is available from the school website

16] Anti-bullying

Please refer to the school's anti-bullying policy which is available from the school website

17] How to contact the SEND team

To contact the school SENDCo, please email Clare Heysham (Tuesday to Thursday) on mrs.heysham@westburyparkschool.co.uk

or you can contact the SEND governor, Emma Langley on emmalangley02@gmail.com

Alternatively please ring the school on 0117 3772676 and leave a message.

The SENDCo office is located at the far end of the Key Stage 2 corridor, so do feel free to pop in and see if there is anyone available to talk.

18] Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (effective from September 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Schools SEND Information Report Regulations (2014) (for our school information report please follow this link: http://www.westburyparkschool.co.uk/docs/new_SEND_COP/Westbury_Park_Primary_Local_Offer_Nov_2014final.pdf)

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 (add link)

Accessibility Plan (add link)

Teachers Standards 2012

This policy was created by the school's SENDCo with the SEND Governor, in liaison with families of children with SEND in the school (via email and a coffee morning), with staff (via a staff meeting) and with children in the school (through exit conferences with children leaving the school).

19] Appendices

i) *Westbury Park School's SEND Information Report (2014)* follow this link here – [information report](#).

ii) *Westbury Park School's Graduated Response (2014)* follow this link here – [graduated response](#).

iii) *Policies referred to within the SEND policy: Anti-Bullying, Accessibility and Complaints*

NASEN Guidelines used to write our new SEND policy



20] How to access the policy

This policy may be accessed through the school website. Paper copies are available from the school office.

Agreed by School Improvement committee: 27/9/2016

Agreed by Governors: 18/10/2016

Date of Implementation: 19/10/2016

Policy to be reviewed annually

Date of next review: Autumn 2017