



Policy for Special Educational Needs



Weston Infant and Junior Academies

The Weston Federation

Policy review		
Reviewed	Next Review	Signed
March 2023	March 2024	Julie Birchall (Principal – Weston Federation)

At Weston Infant and Junior Academies, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We are fully aware of the diverse needs of children and the importance of a differentiated programme of study matched to their individual capabilities.

Definition of Special Educational Needs

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers. The definition of Special Educational Needs for the purpose of this policy will be:

'A child has a Special Educational Need if he/she requires special educational provision in order to access the curriculum and/or achieve his/her full potential' This provision will include children with learning difficulties, exceptional abilities (M.A.T – More Able & Talented) and those with social, emotional and behavioural difficulties.

Aims

- To ensure that the teaching and learning environment is effective and improves the educational outcomes for all pupils including those with special educational needs
- To provide a broad and balanced curriculum appropriate to ability and aptitude in order to maximise individual potential.

- To provide intervention programmes to assist individual pupils to support their specific needs.
- To create an ethos of high expectation and celebrate success in all its forms.
- To provide a whole school Nurturing approach in order to develop self- esteem and enjoyment of learning.

Objectives

The specific objectives of our Special Educational Needs Policy are to:

- Identify all children with a Special Educational Need or Disability and ensure that their needs are fully met
- Ensure that parents are informed of their child's Special Educational Need and that there is effective communication between school and parents
- To promote an effective partnership with outside agencies and utilise specialist help where appropriate.
- To carefully monitor the progress of children with Special Educational Needs and Disabilities, ensuring appropriate intervention, evaluation and upkeep of records.
- To consider the views of the child when assessing and reviewing their needs where appropriate to do so.
- To fully integrate all pupils, ensuring that all those with Special Educational Needs or Disabilities are included in all aspects of school life.

Local Offer/School Offer

The Government set out new reforms for Special Educational Needs and Disabilities in 2014. In response to these reforms, Stoke-on-Trent Local Authority, have produced a 'Local Offer' which outlines information for families to help them to understand the various services they can expect from a range of local agencies - including education, health and social care and their 'statutory' entitlements. Knowing what is offered gives more choice and therefore more control over what support is right for families. In response to this Weston Infant and Junior Academies have published a 'SEND Information Report' on their website, outlining the ways in which our school contributes to this local offer.

Responsibilities

Governors are made aware of their legal responsibility through the Code of Practice and this policy. The policy will be addressed at management level through the whole school Development Plan. Responsibility for the day to day operation of Special Educational Needs provision will be with the Special Educational Needs Coordinator (SENCO) Mrs Karen Procter. The SENCO will be assisted in this role by Mrs Sara Barnett at Weston Infant Academy and Miss Leanne Ball at Weston Junior Academy. The LGC as a whole is responsible for making provision for children with Special Educational Needs.

The Role of the Principal

The Principal has responsibility for the day to day management of all aspects of the school's work including provision for pupils with Special Educational Needs, for keeping the LGC informed and for working closely with the SENCO.

SENCO Responsibilities

The Special Educational Needs Coordinator will be responsible for:

- The day to day operation of the school's Special Educational Needs Policy and coordination of provision for children with Special Educational Needs.
- Maintaining the Special Educational Needs register and overseeing all Special Educational Needs records.
- Liaising with parents of children with Special Educational Needs.
- Liaising with all external agencies and support services.
- Liaising with all staff with regard to any child with Special Educational Needs including the dissemination of the outcomes of discussions with external agencies.
- Attending relevant SEND updates/training and disseminating information to staff.
- Coordinating the transfer of records between classes and schools on transfer.
- Line managing Assistant SENCOs and Learning Support Assistants working with pupils that have an Education, Health & Care Plan (EHCP).
- Termly consultations with teachers to discuss the progress of children with Special Educational Needs, evaluate SEN Support Plans and give advice for future targets. Support in writing SEN Support Plans will also be provided where necessary.
- Contributing to the in-service training of staff.
- Carrying out Annual/Transfer Reviews of children with Statements or EHCP's.

Teachers will assume responsibility for children with Special Educational Needs in their class and be responsible for ensuring that all advice provided by the SENCO is adhered to. They will also ensure that all support staff working with children with Special Educational Needs are aware of their individual targets and help those children to achieve them.

Partnership with Parents

At Weston Infant and Junior Academies, we value our good relations with Parents. As a school we place great emphasis on liaison and full consultation with all parents of children with Special Educational Needs, as emphasised in the Code of Practice.

Identification of children with Special Educational Needs

At Weston Infant and Junior Academies, we are committed to the early identification of Special educational needs and adopt a graduated response to meeting the needs of our pupils in line with the SEND Code of Practice 2014. Prior to pupils' starting in our Nursery/Reception at Weston Infant Academy, home/school visits are carried out to ensure that any parental concerns are thoroughly discussed.

Information from other agencies, for example the Early Years Intervention service, Paediatrician, school nurse, health visitor, speech and language therapist or previous setting is gathered so that support is put into place at the earliest possible stage where required. This ensures that pupils' transition into our school is carefully planned and adapted as required.

For any pupils that have not been identified prior to/upon entry to Weston Infant Academy, a range of evidence is collected through the usual assessment and monitoring in place in each year group. If this suggests that a pupil is not making expected progress or if any concerns are raised about a pupil, the class teacher will consult with the SENCO to decide whether high quality teaching and differentiation will meet the needs of the pupil or if additional and/or different provision is necessary or any further assessment or referrals are required. If it is decided that additional and/or different provision is required, the pupil will be identified on the school's Special Needs Register following discussion with and agreement from the pupils' parent/carer. Provision/intervention that is additional to or different from that which is available to other pupils in the same cohort will be recorded in an SEN Support Plan along with short term targets.

SEN Support Plan

The SEN Support plan will be written by the class teacher, in consultation with the parents and pupil (where appropriate) following advice from the SENCO. It may also involve consultation and advice from external agencies. The SEN Support Plan will set targets for the pupil and will detail:

- The short term targets set for the pupil.
- The provision/intervention to be put in place and teaching strategies to be used
- The duration and frequency of the provision/intervention
- The person assigned to delivery of the provision/intervention

The SEN Support Plan will be reviewed by the Teacher and SENCO each Term and the outcomes recorded. Parents will be invited to review the progress made towards the SEN Support Plan targets with the teacher. Where appropriate the pupil will be included in this review. A decision will then be made as to the next steps to be taken. These will be either:

- The pupil's needs have been met so additional provision/intervention will be discontinued
- The pupil has progressed towards the targets but has not yet achieved them so provision/intervention will continue (targets may be amended)
- The pupil has not made sufficient progress towards the targets so a change of focus/strategies to be implemented
- The pupil has not made sufficient progress towards the targets so advice will be sought from external agencies

If, despite significant support and targeted intervention, the school has evidence that a pupil is continuing to make insufficient progress, the SENCO in consultation with the class teacher and parents, may seek further advice and support from external agencies. These professionals will be invited to contribute to and advise upon the monitoring and review process. Parents and pupils (where appropriate) will be fully involved and kept informed about the involvement of these agencies and any proposed interventions. The pupil will continue to have SEN Support Plan targets set as above.

Behaviour Plans

It may sometimes become necessary to formally document instances of certain persistent behaviours. This allows full discussion between Parent, Teacher, SENCO, Principal and Pupil, in order to ensure consistency of approach by all parties to support the pupil. Behaviour plans are regularly reviewed to ensure that provision remains appropriate and that progress is being made.

APPLICATION TO THE LOCAL AUTHORITY FOR STATUTORY ASSESSMENT

With advice from the Inclusive Learning Service and Educational Psychology Department, the SENCO will collect evidence including reports from external agencies in order to make an application for Statutory Assessment. Parents and pupils (where appropriate) will be fully informed of the requirements and procedures of the application.

Pupils who subsequently receive an Education Health and Care Plan (EHCP) as a result of this assessment will have a formal Annual Review every 12 months. This will usually be held in school and all agencies involved will be invited along with parents and relevant school staff. The aim of this review is to determine if the outcomes and provision set out in the EHCP remain relevant and to discuss the progress made by the pupil. In addition to the outcomes identified in the EHCP the child will also have an SEN Support Plan identifying short term targets, which will be reviewed each term as above. In Year 5 the annual review will also explore the future requirements of the child in relation to Key Stage 3 provision.

Complaints

If your child has a Special Educational Need or Disability and you are unhappy with any aspect of their care, support or provision in school:

- Please ask for a meeting to speak to the school's SENCO (Mrs K. Procter) in the first instance.
- The Principal may also be involved in this meeting depending upon the nature of the case.
- Every effort will be made to resolve the situation and ensure that you are happy with our response. However, should you continue to be unhappy with the situation you are welcome to:
- Access our 'complaints policy', which is available on our website. This provides details as to the official school procedure for complaints.
- Contact SENDIASS (SEND Information, Advice & Support Service) for impartial and confidential advice

Telephone 01782 234701

Website

www.sendiass-stoke.co.uk