



WESTFIELD PRIMARY SCHOOL AND NURSERY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Introduction

This document has been reviewed during the academic year 2016 – 2017 by the Special Educational Needs and Disabilities coordinator (SENCo), the Headteacher and the governor responsible for Special Needs and Disabilities (SEND), in consultation with the teaching staff, governors and parents.

Our Philosophy

- Every child admitted to this school has the right to the best possible education to enable him/her to meet his/her potential and has the right to feel safe and happy within the school environment.
- The school's values embrace inclusion, and its practice promotes it. We are a school in which the learning, achievements, attitudes and well-being of every young person matters.
- Every child has the capability of learning and making progress, and every child is entitled to experience success.
- Children enter school with different needs, at different levels of ability, and with different pre-school experiences. We aim to ensure that the opportunities for learning offered in this school take these differences into account, and strive to ensure equal opportunities for all children regardless of gender, race, creed and class.
- It is important to promote high levels of self-esteem in children, and high expectations in all areas of the curriculum, in behaviour, in work and in attitudes. All children should experience the positive aspects of learning, of social and emotional development, of moral and spiritual growth.
- Children should strive to be independent learners, able to organise and evaluate their own learning and manage their time effectively.

Special Educational Needs (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 him or her.

The **Special educational needs and disability code of practice: 0-25 years** describes a child who has SEN as someone who:

‘has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools’

Many 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.’

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people, and those with SEN.

The school will have regard to the **Special educational needs and disability code of practice:0-25 years** when carrying out its duties towards all pupils with special educational needs and disabilities and ensure that parents are notified of a decision by the school that special educational needs provision is being made for their child.

The school will use its best endeavours to ensure that teachers in the school:

- are able to identify and provide for those pupils who have special educational needs and disabilities
- allow pupils with special educational needs and disabilities to join in the activities of the school together with pupils who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

There are four areas of SEN outlined in the **Special educational needs and disability code of practice: 0-25 years (Appendix 1)**:

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and mental health difficulties
- Sensory and/or physical needs

Working with Parents

Partnership with parents plays a key role in enabling children and young people with special educational needs and disabilities to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. In the event of any disagreement between parents and the school, the complaint will be referred to the governing body that has an established complaints procedure.

Involvement of Pupils

Children with SEN/D have a right to be involved in making decisions and exercising choices about their education. The degree of participation should reflect a child's developing maturity, but all children should be given the opportunity to make choices and understand that their views matter.

Pupils should:

- play an active part in assessing and developing agreed targets
- understand the aims of intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in all reviews
- become progressively more involved in setting and evaluating targets.

Identification, Assessment and Provision

Class teachers, supported by the senior leadership team will make regular assessments of progress for **all** pupils. Half-termly pupil progress meetings will seek to identify pupils making less than expected progress given their age and individual circumstances.

Slow progress and low attainment do not automatically mean that a child has SEN. The first response to children where this is the case should be high quality teaching targeted at the areas of weakness. Where progress continues to be less than expected extra teaching and support through appropriate interventions will be designed to secure better progress. The class teacher and SENCo may then assess whether the child has SEN. Evidence will be gathered, including the views of the child and parent.

Persistent disruptive or withdrawn behaviours also do not automatically mean that a child has SEN. Where there are concerns, the school will assess any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Graduated Approach

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN.

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be monitored and the following on going cycle will be put in place.

Assess

- Pupil progress, attainment and behaviour.
- Child development in comparison to their peers.
- The views and experiences of teachers, and parents/carers.
- The child's own views.
- Advice from external support, if relevant.

Plan

- Support to be put in place agreed by the teacher and SENCo in consultation with the pupil and parents.
- Expected impact on progress, attainment or behaviour will be agreed, along with a clear date for review.

Do

- The class teacher remains responsible for working with the child on a daily basis.
- Extra teaching and/or support through appropriate interventions will be designed to secure better progress

Review

- The impact and quality of the interventions along with the views of the parents/carers and pupils

School should always contact a specialist where a pupil continues to make little or no progress, or where they continue to work substantially below those expected of pupils of a similar age, despite evidence based SEN support delivered by appropriately trained staff.

Education, Health and Care Plans (EHCP)

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, they have still not made expected progress, the school or parents could consider requesting an EHC Needs Assessment.

Following this Statutory Assessment, an EHCP will be provided by Hertfordshire County Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The child and the child's parents/carers will be involved in developing and producing the plan.

The roles and responsibilities of the school

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care(EHC) plans.

The SENCo must be a qualified teacher. A newly appointed SENCo must hold the National Award in Special Educational Needs Co-ordination, or obtain the award within three years of appointment.

Roles and Responsibilities of the Governing Body

The Governing Body has overall responsibility for ensuring that the guidance referred to within the Code is adhered to and effectively monitored. They must also ensure that the policies, procedures and training relating to SEND provision are effective and comply with the law at all times.

Policy Review

This policy will be reviewed as part of the school's policy cycle or when there is a change of Subject Leadership or following an agreed change to practice. This will be done by the Special Educational Needs/Disabilities Co-Ordinator in consultation with the Headteacher, staff, governors and parents.

APPENDIX 1

Broad areas of need as outlined in **Special educational needs and disability code of practice: 0-25 years**

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 (in the Special educational needs and disability code of practice:0-25) for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

Useful terms relating to SEN

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/ ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: <ul style="list-style-type: none"> • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
ASD	Autistic Spectrum Disorder	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.

	Code of Practice	The SEND Code of Practice 0-25 gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs. The Code can be accessed: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dysgraphia	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory

		assessment.
	Exam/Assessment Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams/assessments. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils to help them address barriers to learning and improve achievement.
LA	Local Authority	Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection

		and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability.
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	Physical Difficulty	<p>There is a wide range of physical disabilities. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy.</p> <p>Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>

	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SENCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
SEN	Special Educational Needs	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.

	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age.
	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

TAs	Teaching Assistants	Almost all schools now employ Teaching Assistants to support whole classes, small groups or individual pupils. TAs are placed to meet the learning needs of the children.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.