



Yeadon Westfield Infant School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2024

Review 2025

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Our Ethos/Vision

Yeadon Westfield Infant School is committed to providing an appropriate and high-quality education to all our children. We believe all children, including those identified as having special educational needs 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.

Our school is committed to inclusion. Part of the schools 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 educational 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 the achievement of different groups of learners.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning

difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

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 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 our 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.

Yeadon Westfield Infant School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from a SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific children. The Inclusion Manager is **Dawn Lowry**, who takes the lead role in relation to inclusion, and reports regularly to the senior leadership team on this area.

The Inclusion Governor is **Gavin Phillis**.

Arrangements for coordinating SEND provision

- The Inclusion Manager will meet with each class teacher at least three times a year to discuss additional needs, concerns and to review IEPs.
- At other times, the Inclusion Manager will be alerted to newly arising concerns by the class teacher.
- Where necessary, reviews will be held more frequently for some children.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The Inclusion Manager monitors planning for SEND and supports year group teams with curriculum planning.
- The Inclusion Manager monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.

SEND Support

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the Inclusion Manager and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy

strategies, and the budget. Support staff, class teachers, the Inclusion Manager and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

There are no special educational needs classes at our school, but we do provide nurture groups as appropriate. A nurture group is a small group of children who need extra emotional support in order to reach their potential. There may be some specific barriers to learning which are limiting their progress. Mrs Fryer runs the nurture groups.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole SEND provision.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

- Baseline assessment results
- End of year expectations
- Progress measured against the SENIT Developmental Journal
- Observations of behavioural, emotional and social development
- Education Healthcare Plans
- Assessments by a specialist service, such as educational psychology, identifying additional needs

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This 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: 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.'

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or statements until 2018). The SENCO is a member of the leadership team and is also the designated teacher for Children Looked After (CLA). The SENCO is **Dawn Lowry**

SEND Governor: The SEND Governor is **Gavin Phillis**. He has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

The head teacher, **Dawn Lowry** and **Jane Fryer**, the inclusion worker, have specific responsibility for safeguarding and **Dawn Lowry** is the Designated Child Protection Officer.

Aims and Objectives

Aims

At Westfield all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEN in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for

children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction - these children have a 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. For example, children with Autistic Spectrum Disorders (ASD) 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 - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health - children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEND Support

How the school decides whether to make special educational provision.

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress,

alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- SENIT
- Speech and Language Therapy Service
- Autism Outreach Team STARS
- Physical/Sensory Support Service
- Educational Welfare Team – extended services
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A pathway plan, which includes a one page profile, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Register.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned as well as parents' evenings. Targets are shared with pupils and successes are celebrated.

Where a child has an EHC plan, they will be involved in the review in some way/form or other. E.g. Greeting their parents/visitors at the beginning of the review.

SEND Provision

SEND support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to nurture group/social skills/speech and language groups.

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and staff and pupils (where possible). Decisions regarding the level of support provided are needs led, working within the constraints of the school budget/SEN notional budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff – planning meetings with EP
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided from the school's own resources. For these pupils 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 (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Supporting parents/carers and children

We provide support in the following ways:

- the headteacher and SENCO operate an open-door policy for parents/carers seeking support and advice
- the dedicated SEND Governor who is available as a contact point
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group of vulnerable Y2 pupils transferring to the Junior school
- inviting the SENCO of the receiving junior school to the final Annual Review in year 2.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

Monitoring and evaluation of SEND

The head teacher and the Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and reviews

The SEND Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children. The SENCO attends network meetings to share good practice with colleagues in the Cluster and keeps up to date with SEND developments.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Westfield.

The SEND policy is reviewed annually.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Westfield to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. Any issues that remain unresolved at this stage will be managed according to the school's complaint policy, available on the school website www.westfieldinfants.co.uk.