



# **Westwood Primary School** **SPECIAL EDUCATIONAL NEEDS POLICY**

## **INTRODUCTION**

At Westwood Primary School we value our children as individuals and aim to provide them with a broad and balanced curriculum. We believe that all children and young people are entitled to an education that enables them to make

progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Staff at Westwood Primary set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

## **1. AIMS**

- 1.1 All children to be valued regardless of their abilities.
- 1.2 The learning capabilities of children are assessed and understood in order that special needs can be identified at an early stage.
- 1.3 An appropriate and differentiated curriculum is in place and delivered through high quality differentiated teaching allowing the needs of all children to be met.

## **2. OBJECTIVES**

- 2.1 Children's self esteem and confidence to be built up through praise and reward.
- 2.2 Work presented to children represents an achievable and realistic challenge.
- 2.3 To encourage and maintain an open communication between home and school, to develop a partnership with parents and positively meet the needs of the child.

- 2.4 Where appropriate, to use the support of outside agencies for additional expertise and advice.
- 2.5 This policy will be monitored and reviewed on an annual basis, in the light of statutory developments and changes to school practices.

### **3. IMPLEMENTATION OF POLICY**

- 3.1 The Governing Body accepts responsibility for the appropriate allocation of funds and to undertake to maintain and sustain provision according to need as outlined in the Code of Practice.
- 3.2 Governors recognise that the day to day management of special needs provision is the responsibility of the Headteacher. Any unresolved issues regarding special needs will be dealt with through the school's Complaints Procedures.
- 3.3 The Headteacher and staff will work together to implement this policy.
- 3.4 The members of staff with specific responsibility for special needs are Mrs R Aldous and Miss L Creed

### **4. IDENTIFICATION AND ASSESSMENT PROCEDURES**

- 4.1 The SEND code of practice defines special needs as follows:

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- 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 or mainstream post-16 institutions.

4.2 Early identification is regarded as essential. At Westwood Primary. We have detailed assessment procedures in place for all children, which enable us to identify children with potential special educational needs (See assessment policy).

4.3 Once identified the Special Needs Co-ordinator is informed, the child's name is entered on the SEN register and access to the staged approach as outlined in our provision map begins.

4.4 Although these screening procedures apply to all children, we are especially aware of the need to identify children in the early years. Children in the Early Years Foundation Stage are monitored closely and progress is recorded. We use health profiles, assessment on entry and Foundation Stage Profiles.

## **5. PROVISION**

- 5.1 An audit of Special Educational Needs is undertaken in the autumn term in line with LA procedures. Funds are allocated within the school's annual budget, enabling Governors and the Headteacher to allocate provision to meet the needs of all children with Special Educational Needs.
- 5.2 A whole school provision map is in place, outlining the allocation of staff and the level of support provided at each stage. This is reviewed each term or more often if required. Class provision maps outlining daily/weekly support are also completed termly.
- 5.3 Procedures for the day to day management of Special Educational Needs are in place as follows:
- a) Differentiated materials and tasks are provided within our day to day class-room practice and at times within individual and group withdrawal.
  - b) School Support Plans are in place for children whose needs are not met within class provision.
  - c) Regular reviews and assessments of children's achievements are undertaken and decisions made regarding appropriate provisions are made.
  - d) The advice of external agencies is sought and incorporated into provision map.

## **6. EDUCATIONAL INCLUSION**

- 6.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children;
- a) have different educational, behavioural, physical needs and aspirations
  - b) require different strategies for learning
  - c) acquire, assimilate and communicate information at different rates
  - d) need a range of different teaching approaches and experiences.
- 6.2 Teachers respond to children's needs by;
- a) providing support for children who need help with communication, language and literacy

- b) planning to develop children's understanding through the use of all available senses and experiences
- c) planning for children's full participation in learning, and in physical and practical activities
- d) helping children to manage their behaviour and to take part in learning effectively and safely
- e) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

## **7. PARTNERSHIP WITH PARENTS**

- 7.1 At Westwood Primary we are committed to working in partnerships with parents. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with Special Educational Needs.
- 7.2 The school prospectus contains information about our policy for Special Educational Needs, and the arrangements made for these children in our school. A named governor takes a special interest in Special Needs and is always willing to talk to parents.
- 7.3 We have regular meetings to share the progress of Special Needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with Special Educational Needs.

## **8 EXTERNAL AGENCIES**

- 8.1 In line with the Code of Practice and the suggested staged approach, advice, assessment and support will be requested as appropriate.
- 8.2 Termly planning meetings take place with the school's assigned Educational Psychologist, Advisory Teacher, Educational Welfare Officer and Health Professionals where appropriate, which co-ordinate the input from various agencies. We are committed to developing further the working relationship between classroom practitioners and external agencies.
- 8.3 Effective liaison arrangements exist for the handing over of information at transfer by outside agencies as appropriate.

## **9. INSERVICE TRAINING**

- 9.1 The Special Needs Co-ordinators meet regularly with staff to update class SEN files and supports and guides as appropriate.

- 9.2 The induction of new members of staff includes an introduction to the procedures at Westwood.
- 9.3 Staff attend relevant external training as appropriate.

**10. SUCCESS CRITERIA**

- 10.1 The success criteria are as follows:
- a) Children with Special Needs will be identified as early as possible.
  - b) Children with Special Needs will receive appropriate support and their progress monitored regularly.
  - c) The school's Special Needs records will accurately and realistically reflect the needs and progress of the children and be valuable working documents.
  - d) Parents to feel supported by the work of the school and their views valued.

**Policy developed: 2014**

**Reviewed:**