



SEND Policy
West Green Primary School

Our Inclusion Manager: Lou Archer

Our Governor with responsibility for SEND: Jane Betsworth

Definition of Special Education Needs (SEN):

The SEND Code of Practice (DfES, 2014: Updated April 2020) says pupils have a learning difficulty if they;

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;

or

- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

Vision :

- c) At West Green Primary School, we are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).
- d) At West Green we adopt a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils.

- e) We are committed to ensuring that students with SEND achieve their full potential. We believe in positive intervention: removing barriers to learning: raising expectations and accelerating levels of achievement.
- f) We also work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience at West Green.

Objectives:

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEND.
- All children with SEND will be valued as full members of the school community.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals. A partnership should exist between the pupil, parents and the school.

This SEND Policy details how West Green Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

The Inclusion Manager, Lou Archer, is responsible for the operation of this policy.

West Green considers all teachers to be teachers of pupils with SEND. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, which will allow them to be fully included in all the activities of the school alongside their peers.

This provision should be reasonably practical and compatible with the

child receiving the special educational provision they need and the efficient education of the pupils with whom they are educated.

Admissions/Transition Arrangements: (see admissions policy).

The admissions arrangements for all pupils are in accordance with national, legislation, including the Equality Act 2010.

This includes pupils with any level of SEN: those with a statement or EHCP plan and those without.

If the pupil is making a transition from another school, contact will be made the feeder primary schools and the Inclusion Manager to aid a smooth transition and to make sure that the pupil's needs are being met.

In addition, the Inclusion Manager will work closely with Year 6 pupils during the spring and summer terms prior to transfer. The Inclusion Manager will liaise regularly with the Secondary School, to gather any additional information about pupils with SEND, and facilitate a smooth transition.

When face-to-face meetings are not possible, contact will be made via telephone and/or email to make sure that there is a good understanding of the type of provision that is required.

A Person Centred Approach :

Young people with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education.

At West Green, pupils will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Partnership with Parents:

West Green will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We recognise 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 will be treated as partners and supported to play an active and valued role in their children's education.

Haringey Children and Young People's Service provide information and support to parents of pupils with SEN. A wide range of information and advice may be obtained from the links below

<http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

www.haringey.gov.uk (Click on links)

Identification:

Assessment is a continuing process that can identify pupils who may have SEN. The school will measure children's progress by referring to:

- Baseline testing-spelling and comprehension
- Evidence from teacher observation and assessment
- Their performance against age related expectations at the end of a key stage.
- Standardised screening or assessment tools.
- Other baseline testing.

English as an Additional Language:

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care.

Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise

from Special Educational Needs.

Children who have EAL will not be classified as having SEND based on this alone.

Responsibility for Children with SEND:

All teachers are teachers of pupils with special educational needs.

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils.

The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated Response:

West Green adopts a graduated whole school response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing.

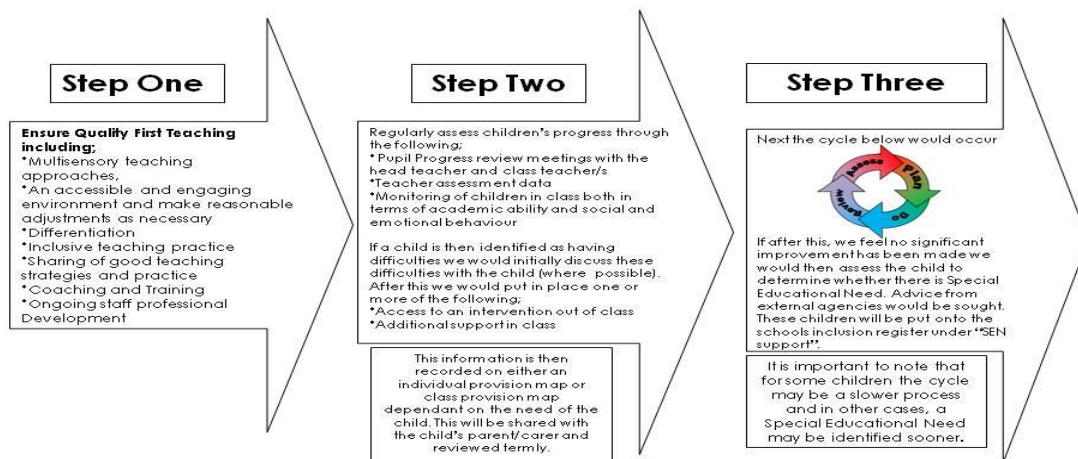
When a young person is identified as having Special Educational Needs, the school will intervene.

If a pupil is known to have special educational needs when they arrive at school, the Inclusion Manager will:

- Use all available information from the previous school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Ensure opportunities for the pupil to show what they know, understand

and can do.

- Involve the pupil in planning interventions to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.



Monitoring Pupil Progress:

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the Inclusion Manager to consider what else might be done.

The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

Interventions:

When a pupil is identified as having special educational needs, we will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEN support. The level of additional intervention and support will depend on the individual pupil need.

The diagram below outlines the graduated response that is adopted at West Green.

The triggers for intervention could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.

- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not made better by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If we conclude, after consulting parents, that a pupil may need further support to help them progress, we will consider our reasons for concern alongside any information about the pupil already available to the school.

The Inclusion Manager will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's teacher will remain responsible for working with the pupil, for assisting in the planning of an individualised programme and for the delivery of such a programme.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the Inclusion Manager with the parent's permission will contact them.

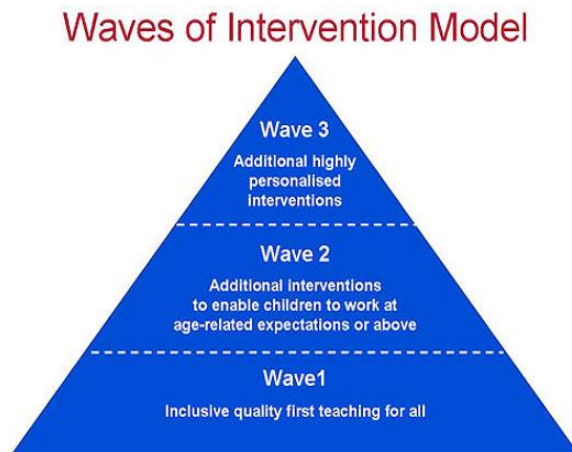
Nature of Intervention:

The Inclusion Manager and the pupil's teachers, in discussion with parents, will decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:-

- To provide different learning materials or special equipment.

- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

The wave model below outlines West Green's approach towards intervention.



Quality First Teaching:

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning

and possible difficulties

- The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEND list they may also fall into this category, as continued monitoring will be necessary.
- Parents will be informed of any concerns and the school action-taking place. Parents are encouraged to share information and knowledge with the school.
- Concerns by teachers and/or parents will be investigated.
- Pupils will only be placed on the SEND register once the need is confirmed. Pupil progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual pupil's needs and progress being made.

Wave 2 –SEN Support:

This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum.

Under Wave 2 provision, the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.

Class teachers collaborate with the Inclusion Manager on evidence gathering and identification.

Once the Inclusion Manager has been notified, she will make her own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria.

A Provision Plan is drawn up. Provision is monitored regularly, evaluated and, if necessary, adjusted.

Wave 3-SEN Support (including EHCPs):

- When a pupil has been identified as having SEN and steps have been taken for provision Under Wave 2 SEN support but the pupil has not progressed as expected, the school will consider taking steps under Wave 3 SEN Support.
- Following the school's previous assessment under Wave 2, where appropriate external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment and revised action points.
- The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress
- External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions

Links with Outside Agencies:

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the Inclusion Manager and the pupil's parents. The school also works closely within the Haringey Early Help Model and holds regular Team around the Family (TAF) meetings.

A request for help from external services is likely to follow a decision taken by the Inclusion Manager, colleagues, in consultation with parents. The Inclusion Manager will make referrals.

External support services will usually see the child, so that they can advise staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

School Request for Education, Health and Care plans (EHCPs):

For a few pupils, the help given by West Green intervention both in school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a Statutory Assessment. Where a request for a statutory assessment is made to the LA, the pupil will have demonstrated significant cause for concern and is making little or no progress while accessing additional interventions.

We will provide written evidence as required by Haringey LA detailing;

- The intervention and provision map records and individual pupil profiles.
- Records of regular reviews and their outcomes. National Curriculum level attainments.
- Other assessment data.
- Written reports from an advisory specialist support teacher or an educational psychologist if available.
- Views of the parents and of the pupil.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.
- Education Advice: providing information relating to concerns, difficulties and all strategies and interventions implemented.

Depending upon the outcome of such a request, statutory assessment may take place. Parents will be offered a Key Worker to help them through the statutory assessment/EHCP process.

Following statutory assessment, the LA may issue an EHCP (Education, Health Care Plan)

Annual Review of an Education, Health and Care plan (EHCP):

All statements and Education, Health and Care plans will be reviewed at least annually with the parents, the pupil, the LA and West Green to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Statement/EHCP.

The annual review will focus on what the child has achieved as well as on difficulties that need to be resolved.

Evaluating the Success of the SEND Policy:

The success of West Green's SEND provision is evaluated through:

- The monitoring of classroom practice by the Inclusion Manager and Senior Leadership Team.
- The progress made by SEND pupils in terms of target grades in core and other subjects and from their baseline assessments.
- The performance of SEND pupils in nationally accredited tests.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents and pupils.
- External evaluation by Haringey LA and OFSTED inspections.
- Parental involvement, especially attendance at reviews.
- The Governors' Annual Report to parents.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

The role of the Inclusion Manager:

The Inclusion Manager, in collaboration with the Head Teacher and Governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the Inclusion Manager will include:

- Overseeing the day-to-day operation of the school's SEND policy.

- Liaising with and advising fellow teachers.
- Advising on a graduated approach to providing SEND support.
- Liaising with parents of pupils with SEND
- Managing the Learning Support team
- Coordinating provision for pupils with SEND
- Overseeing the records on all pupils with SEND
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA and educational psychology services, health, social services and voluntary bodies.
- Developing links with other school/sharing best practice.

Links with other schools:

Working collaboratively with other schools is another way that we ensure that provision for our pupils with SEND is effective.

We work collaborative within a Network Learning Community, which is comprised of local nursery, primary, and secondary schools. The work of the Community of Learning is aimed at raising achievement and extending opportunities for children with SEND.

Complaints Procedures:

Complaints concerning any aspects of West Green's SEND Policy should be directed to the Inclusion Manager in the first instance. Any complaints or concerns that are felt to be unresolved should then be directed to the Head Teacher/and SEND Governor.

Useful Documents:

Special Educational Needs Code of Practice DfES (updated April 2020). Children and Families Act 2013 Other information may be found on the Department for Education and Skills website at:

www.dfes.gov.uk/sen

Further Support and information:

Haringey Local Offer:

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Haringey's Local Offer is available from the website:

<http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

Information Advice & Support (IAS) Service:

Haringey's Information Advice & Support for Special Educational Needs and Disabilities (IAS) Service is provided by Markfield. It is a free, impartial and confidential service that can:

- Support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.
- Direct children, young people, and parents to additional support services where needed, including support relating to preparing for adulthood, such as housing, careers advice and employment support.
- Help when things go wrong, including: Support in arranging or attending early disagreement

resolution meetings.

- Support in managing mediation, appeals to the First-tier Tribunal for Special
- Educational Needs and disabilities (SEND), school exclusions, and complaints on matters related to SEN and disability.
- IAS services can be accessed from the website:
- <https://www.markfield.org.uk/haringey-ias-service>

Where can I, my family or my child get further help, information and support?

- Your child's class teacher
- Inclusion Manager – Lou Archer

You can contact Lou on 0208 800 4676 or email
lou.archer@westgreen.haringey.sch.uk

Updated: September 2022

Our SEND Policy was ratified by the Governing Body on:

Signed:

Review Date: September 2023